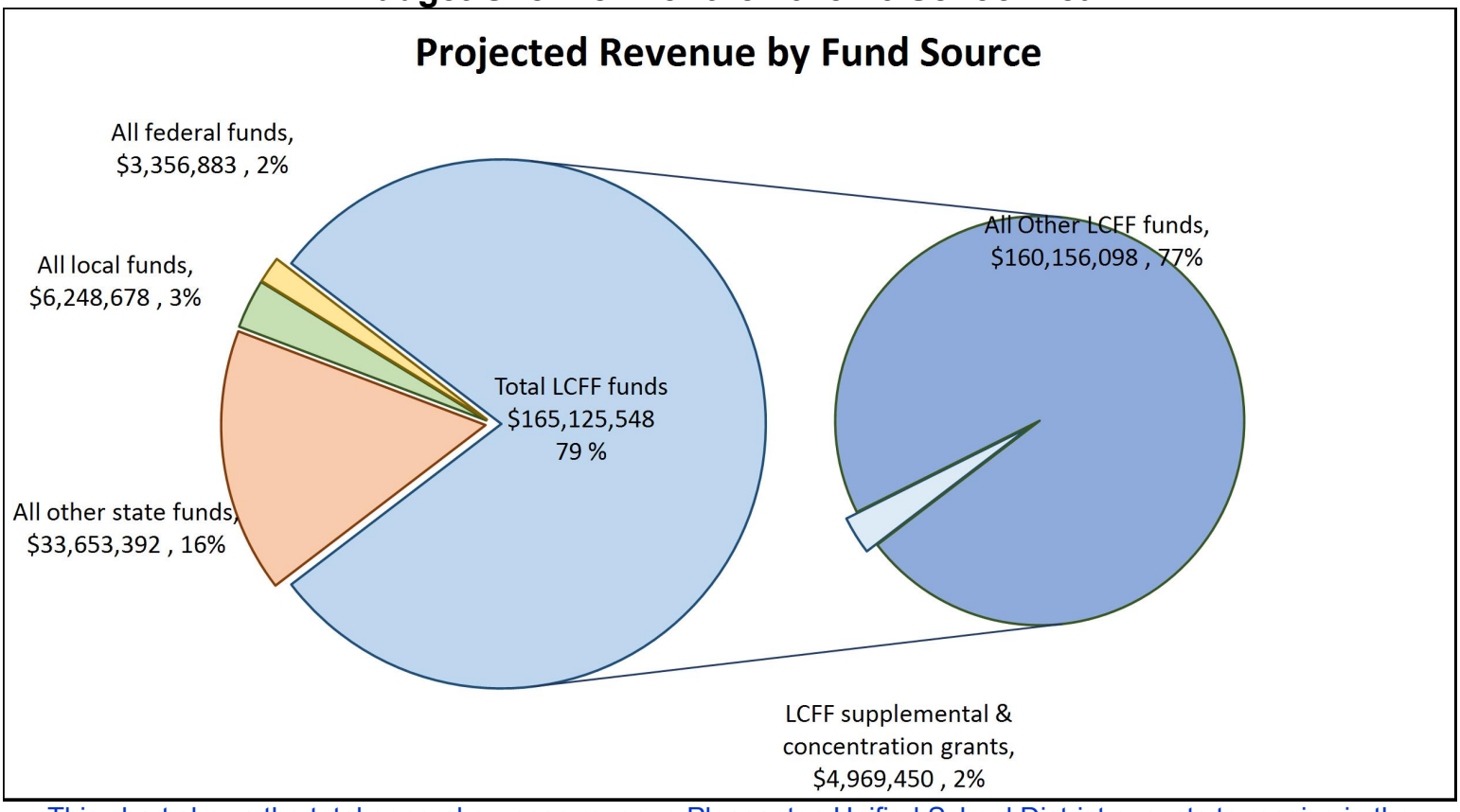
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasanton Unified School District
CDS Code: 01 75101 0000000
School Year: 2025-26
LEA contact information:
Ed Diolazo
Deputy Superintendent
ediolazo@pleasantonusd.net
925-426-5500

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 2025-26 School Year

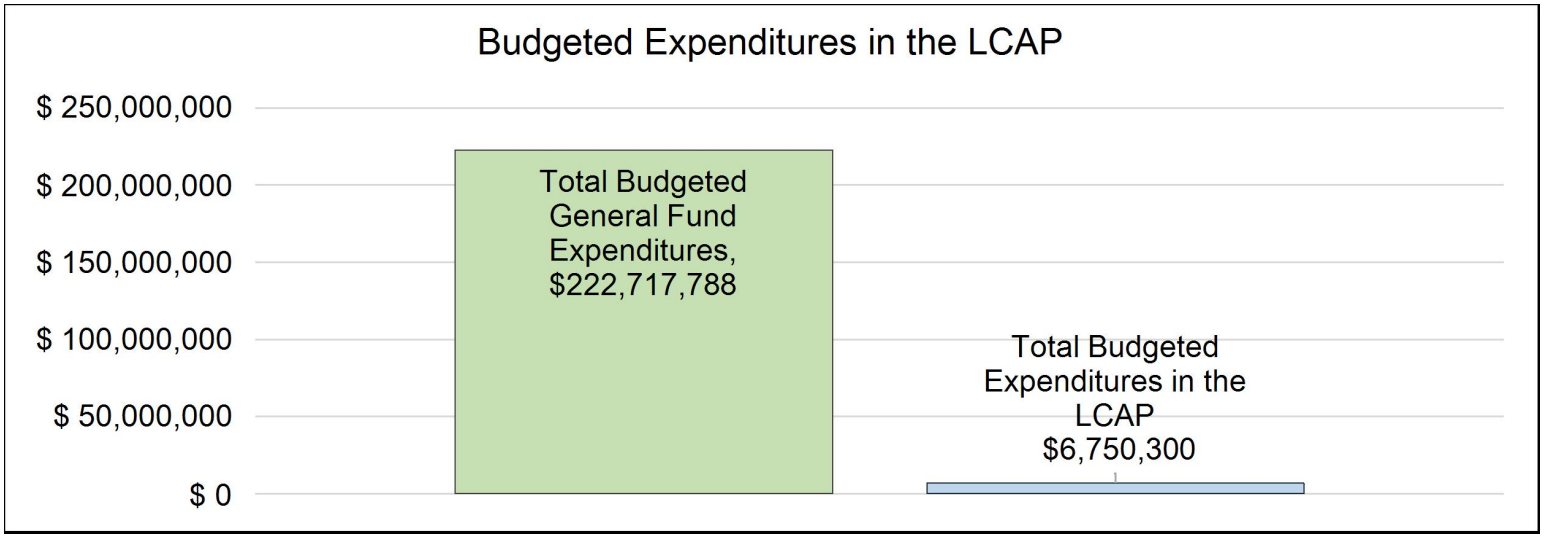


This chart shows the total general purpose revenue Pleasanton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasanton Unified School District is $208,384,501, of which $165125548 is Local Control Funding Formula (LCFF), $33653392 is other state funds, $6248678 is local funds, and $3356883 is federal funds. Of the $165125548 in LCFF Funds, $4969450 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 Pleasanton Unified School District plans to spend for 2025-26. 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: Pleasanton Unified School District plans to spend $222717788 for the 2025-26 school year. Of that amount, $6750300 is tied to actions/services in the LCAP and $215,967,488 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

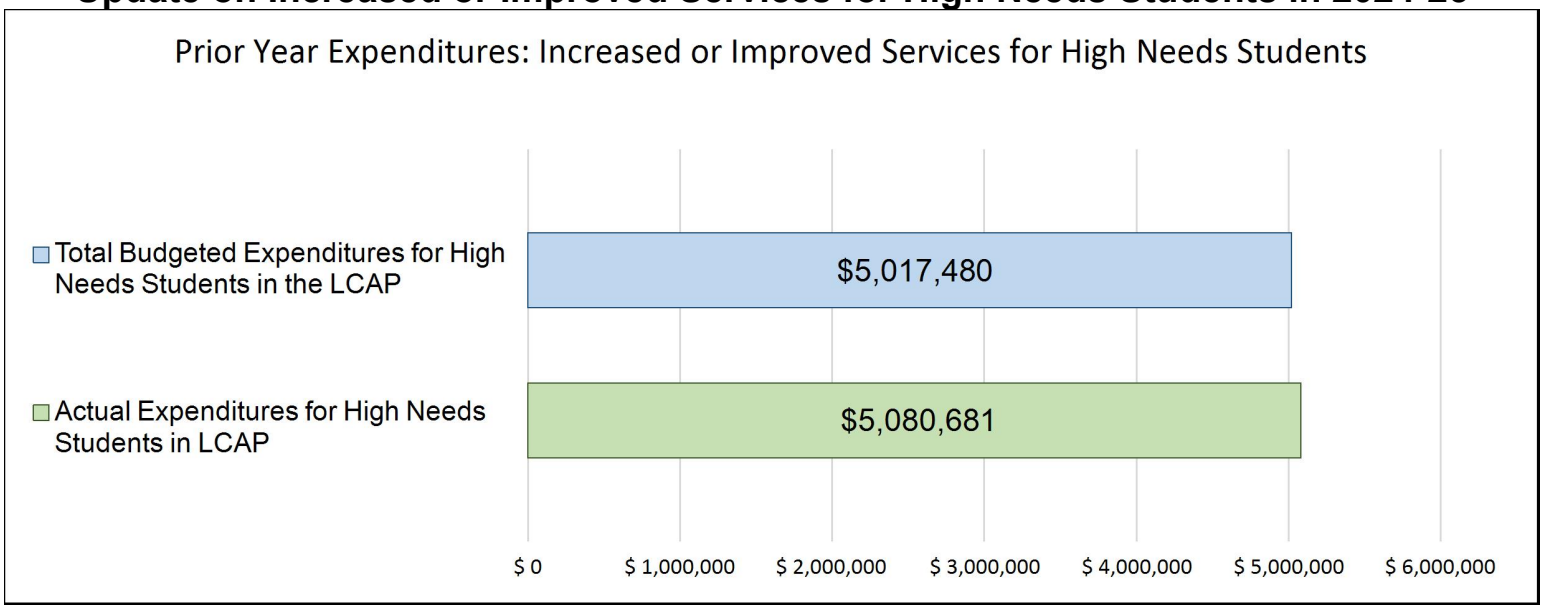
To meet all other programming needs that the District may have including books and supplies, services and general operating expenses, and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pleasanton Unified School District is projecting it will receive $4969450 based on the enrollment of foster youth, English learner, and low-income students. Pleasanton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasanton Unified School District plans to spend $4962063 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Pleasanton Unified School District's LCAP budgeted $5017480 for planned actions to increase or improve services for high needs students. Pleasanton Unified School District actually spent $5080681 for actions to increase or improve services for high needs students in 2024-25.

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
Pleasanton Unified School District	Ed Diolazo Deputy Superintendent	ediolazo@pleasantonusd.net 925-426-5500

Plan Summary [2025-26]

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.

Pleasanton Unified School District

The oldest school in our district was established in 1864. The school district became a unified district in 1988. In 2024, PUSD engaged in significant efforts through a robust process to develop and implement the goals, actions and services of the Local Control Accountability Plan (LCAP) throughout the district. Examples of this work include the focus on growth-based district wide assessments, implementation of California State Standards, the extensive use of parent liaisons, data informed professional development opportunities, intensive interventions, and support for a district wide Multi-Tiered System of Support (MTSS). In addition, we value our partnership with the Tri Valley Regional Occupations Program (TVROP) which lends support for our efforts to provide opportunities for Career Technical Education for our students. Dr. David Haglund, our previous superintendent, who served the community since July 2017, retired in June 2024. Dr. Maurice Ghysels has served as our interim superintendent for the 2024-2025 school year as we engage in the superintendent search process. The Board of Trustees of PUSD recognizes that with guidance and support every student can reach their potential.

The Pleasanton Unified School District engages in multiple collaborative partnerships within the community. These partnerships include a strong and active parent community, the Pleasanton Partnerships in Education (PPIE), Pleasanton Parent Teacher Association (PTA) and the City of Pleasanton among others. Through these collaborative efforts and with our educational partners, Pleasanton USD provides opportunities for rigorous instruction and achievement, civic engagement, community service and social and philanthropic activities.

Our Schools

Our students attend one of 16 district schools, nine elementary, three middle, two comprehensive high schools, one alternative high school, and one Pleasanton Virtual Academy (PVA) which serves students in grades TK-12 through a virtual learning environment. It is a flexible option that allows learners to learn from home, in person, and online. This option provides excellent PUSD support for families who choose to homeschool their students or for students who need an alternative to daily, in-person attendance.

Pleasanton Students
As of April 2025, there are 13,330 students in Pleasanton Unified School District, which is a significant decrease in enrollment from 2024 of 523 students. The continuing decline in enrollment is significantly impacting overall revenues. This has decreased the amount of supplemental funding for the LCAP which has resulted in the need for budget realignment and cuts to personnel and services. In 2024-2025 the demographic breakdown of these students represents 53.91% Asian, 24.4% White, 11.45% Hispanic/Latino, 1.65% Black/African American, and 7.23% who identify as two or more races. There are currently 986 (7.40%) English Learners (EL), and 1286 (9.65%) students who are low income, or socio-economically disadvantaged (SED). Pleasanton USD has very low numbers of students who are in Foster Care, 2, (0.015%) or who are unhoused,130 (0.98%). Of the total student population, 1151 (8.63%) have been identified as needing Special Education services.

According to Data Quest, in 2024, 94.4% of Pleasanton students graduated from one of our three high schools, a decline of 2.3% from 96.7% in 2023. In 2024, 57.4% of our English Learners are making progress towards English proficiency, a decline of 1% from 58.4% in 2023. In 2024, 77% of PUSD students met or exceeded standards for CAASPP Smarter Balanced Assessments in ELA, a decline of 1% from 78% in 2023. On the 2024 CAASPP Smarter Balance Assessments in Math, 73% of PUSD students met or exceeded standards, a decline of 1% from 74% in 2023.

The PUSD Strategic Plan has as its mission: Our students will make a better world.
Our vision reflects that every student will be a resourceful, resilient, responsible and engaged world citizen.

In June 2022 the school district adopted Five District Organizational Goals which were also adopted as the district Local Control Accountability Plan Goals for 2024-2027:

Goal 1: Provide opportunities for each student to access resources, programs, and instructional services that are personalized, engaging, and value the strengths that our diverse population of students bring to our classrooms
Goal 2: Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff
Goal 3: Address historic and systemic barriers to diversity, equity, and inclusion by working collaboratively and strategically with community and educational partners to achieve an inclusive, equity-centered culture
Goal 4: Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce
Goal 5: Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

No schools in PUSD receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Dashboard Performance
English Language Arts (ELA): Overall performance of students meeting or exceeding standards declined for the majority of student groups with only the low income student group improving by 8%. African American students showed a significant decline of 11%

Mathematics: Overall performance of students meeting or exceeding standards declined for the majority of student groups with only the low income student group improving by 11%. English Learner students showed a significant decline of 9%.

Graduation Rates: Overall graduation showed a decline of 2.4% with the majority of student groups also showing a decline with English Learners declining by 4.8% and Students with Disabilities declining by 4.5%. The African American students did show an increase of 6%.

College/Career Readiness: While students overall showed improvement of 4% in students scoring 3 or higher on at least 2 Advanced Placement (AP) exams, there was a 5% percent decline in overall student a-g course completion with a significant decline of 16% for English Learners. Overall there was a 3.2% decline in students overall completing a CTE pathway with a significant decline of 8.2% for Low Income students. While there was an overall decline in this indicator, Students with Disabilities showed a noticeable increase of 21% of students scoring 3 or higher on at least 2 AP exams, an increase of 3% of students completing a-g course requirements, and an increase of 7.8% of students completing a CTE pathway.

Suspensions: Overall there has been a decline of 3% in suspensions for students overall and a significant decline of 9% for socioeconomically disadvantaged students. There was a slight increase of 1.8% for African American students and 1% for Hispanic students. These increases will required additional focus and support.

Chronic Absenteeism: Overall chronic absenteeism has declined by 4.9% for all student groups with a significant decline of 12.5% for Homeless students and 9.5% for Low Income students. The chronic absenteeism rate did remain the same at 22.6% for Hispanic students, requiring additional focus.

Differentiated Assistance (DA)
With the release of the 2024 Dashboard, PUSD re-entered Differentiated Assistance based on the African American student data in the red in two state priority areas, Priority 4: Pupil Achievement, with red in Mathematics and Priority 6: School Climate, with red in Suspension. PUSD will remain in Differentiated Assistance for a minimum of two years.

Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI)
All five previously identified Additional Targeted Support and improvement (ATSI) schools in PUSD (Alisal, Lydiksen, Mohr, Valley View, and

Village) met the ATSI exit criteria based on the student group performance data released on the 2023 and 2024 California Dashboard. No schools or student groups are identified for CSI or TSI.

Lowest Performing Schools and Student Groups

Per LCAP plan requirements, Goals and Actions are developed for a 3 year cycle based on the data from the 2023 California Dashboard. Indicators in the Red/Lowest performance from the 2023 Dashboard are to remain in the plan until the development of the new three year plan in 2027-2028. Analysis of PUSD's progress in these indicators and metrics can found in the Annual Update prompts responses for each goal.

Red indicators on 2023 Dashboard (District-level, school-level, student group at school-level)

- Student Groups With Indicators In Red/Lowest Performance (District Level):

Homeless students and students with disabilities had red indicators in English Language Arts and Mathematics as measured by CAASPP. Homeless students in ELA as measured by CAASPP with more than 143 points below standard. Students with Disabilities in ELA as measured by CAASPP with more than 72 points below standard. Homeless students in Mathematics as measured by CAASPP with more than 192 points below standard. Students with Disabilities in Mathematics as measured by CAASPP with more than 95 points below standard.

- Schools With Indicators In Red/Lowest Performance (All Students):

Alisal Elementary and Mohr Elementary have all students in the red indicator for Chronic Absenteeism
Alisal Elementary-15.1% of all students were chronically absent, an increase of 3.2% from 2022
Mohr Elementary-15.1% of all were chronically absent, an increase of 3.3% from 2022

- Schools With Indicators In Red/Lowest Performance (Student Groups):

English Language Arts:
Alisal Elementary- students with disabilities were in the red indicator with more than 102 points below standard
Foothill High- socioeconomically disadvantaged students were in the red indicator with more than 54 points below standard
Hart Middle-students with disabilities were in the red indicator with more than 72 points below standard.

Mathematics:
Alisal Elementary- students with disabilities were in the red indicator with more than 106 points below standard
Foothill High- English Learners were in the red indicator with more than 130 points below standard and socio-economically disadvantaged students were in the red indicator with more than 136 points below standard
Pleasanton Middle School- students with disabilities were in the red indicator with more than 125 points below standard
Hart Middle School- students with disabilities at Hart Middle were in the red indicator with more than 109 points below standard

English Learner Progress Indicator:
Foothill High- students were in the red indicator with 36.8% making progress towards English language proficiency, a decline of 15.9% since 2022.

Chronic Absenteeism:
Alisal Elementary (four student groups)
Asian students were 11.4% chronically absent in 2023, a 3.3% increase from 2022
Hispanic students were 27.6% chronically absent in 2023, a 9.9% increase from 2022
Socio-economically disadvantaged were 27.4% chronically absent in 2023, a 8.5% increase from 2022
Students with disabilities were 28.8% chronically absent in 2023, an 8% increase from 2022

Donlon Elementary (one student group)
English learners were 24.7% chronically absent in 2023, a 2% increase from 2022

Harvest Park Middle (one student group)
White students were 11.5% chronically absent in 2023, a 6.4% increase from 2022

Mohr Elementary (three student groups)
English Learners were 20.6% chronically absent in 2023, a 5.7% increase from 2022
Socio-economically disadvantaged students were 30% chronically absent in 2023, a 3.8% increase from 2022
Students with disabilities were 20.6% chronically absent in 2023, a 9.2% increase from 2022

Lydiksen Elementary (one student group)
Hispanic students were 21.8% chronically absent in 2023, a 0.4% decrease from 2022

Hearst Elementary (one student group)
White students were 21.4% chronically absent in 2023, a 5.4% increase from 2022

Pleasanton Middle (one student group)
Socio-economically disadvantaged students were 25.5% chronically absent in 2023, a 4.6% increase from 2022

Thomas Hart Middle (five student groups)
English Learners students were 23.2% chronically absent in 2023, a 8.4% increase from 2022
Hispanic students were 23.6% chronically absent in 2023, a 6.3% increase from 2022
Socio-economically disadvantaged were 27.7% chronically absent in 2023, a 4.8% increase from 2022
Students with disabilities were 30.9% chronically absent in 2023, an 8.5% increase from 2022
White students were 14.8% chronically absent in 2023, an 4% increase from 2022

Valley View (four student groups)
English Learners were 23.1% chronically absent in 2023, a 1.6% increase from 2022
Two or more races were 20.6% chronically absent in 2023, a 0.3% decrease from 2022
Students with disabilities were 30.6% chronically absent in 2023, a 5.1% increase from 2022
White students were 20.3% chronically absent in 2023, an 3.7% increase from 2022

Vintage Elementary (one student group)
Hispanic students were 26.3% chronically absent in 2023, a 7% increase from 2022

Walnut Grove (one student group)
Students with disabilities were 28.8% chronically absent in 2023, an 0.8% increase from 2022.

Suspension Rate:
English Learners at Amador Valley High were in the red lowest performance category with 11.8% suspended at least one day, an increase of 7.1% since 2022
White students at Village High were in the red lowest performance category with 12.5% suspended at least one day, an increase of 1.2% since 2022

Throughout the LCAP, we connect specific actions to meet the needs of our most vulnerable student groups and sites. The required actions are outlined in the "Low Indicator/Required Actions" document in the Appendix

These data points informed the development of actions and services in the following ways:
* Increased need for supports to address mental health and social emotional behavior for students and families through Social Workers
* Increased programs and support personnel for English Learners to provide more consistent models of Designated and Integrated English Language Development
* Increased access to translation and interpretation for families of English Learners
* Increased outreach to families to ensure connections to school personnel and resources especially for students who are low income, foster/unhoused youth and English Learners
* Identifying and continuing digital programs that specifically support closing the opportunity gap by addressing needs of historically underserved student groups, such as African American and Hispanic students
* Ensuring district wide local assessment that measures growth, is valid and reliable, and can be disaggregated by student group
* Through the district wide assessment model including Districtwide Literacy Assessments and the MAP Growth Assessment
* Ongoing professional development and support on analyzing results of District Assessments and their application to classroom instruction and program development
* Ongoing professional development focused on an effective research based instructional delivery model for Designated and Integrated English Language Development, including necessary resources for implementation
* Ongoing professional development focused on an effective research based instructional delivery model for Structured Literacy in Elementary, including necessary resources for implementation
* Collective focus on work of implementing equitable grading practices at the elementary and secondary level which includes teachers and administrators in ongoing discussion and research
* Collective work at the elementary level to identify district wide essential standards and skills for learning in order to leverage classroom based formative assessments and district wide assessment to accurately determine individual student learning and growth.
* Elementary students currently receiving tier 2 or 3 intervention through the classroom teacher or intervention specialist will be invited to summer school
* Increased focus on equitable access to resources for all students, with a particular focus on access for students who are English

Learners, low income, foster/unhoused youth and Students with Disabilities

Learning Recovery and Emergency Block Grant (LREBG)
PUSD does not have any current unexpended LREBG funding, but anticipates receiving additional LREBG funding with the passage of the Governor's Budget in June 2025. LREBG Funded Actions based on proposed funding may be found in Action 1.12

The PUSD needs assessment, grounded in data from the 2024 California School Dashboard and internal local assessments, identified significant academic performance declines in English Language Arts in English Language Arts and Mathematics. Notably, African American students experienced an 11% decline in ELA performance and English Learners showed a 9% decline in Mathematics. Additionally, while most student groups demonstrated improvement in chronic absenteeism, rates for Hispanic students remained flat and require focused support.

Based on these findings, Action 1.12 proposes the use of LREBG funds to support small-group tutoring and academic intervention during after-school and intersession programs, specifically designed to address learning loss in ELA and Math. These supports align with EC §32526(c)(2)(A) by expanding instructional learning time and §32526(c)(2)(B) by implementing evidence-based one-on-one and small-group supports provided by certificated staff. The action will also address chronic absenteeism through increased student engagement and targeted outreach.

The services will prioritize the needs of African American, Hispanic, English Learners (including Long-Term English Learners), Socioeconomically Disadvantaged students, and Students with Disabilities. Effectiveness will be monitored using CAASPP performance, local benchmark assessments, and chronic absenteeism rates disaggregated by subgroup.

Reflections: Technical Assistance

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

With the release of the 2024 Dashboard, PUSD re-entered Differentiated Assistance based on the African American student data in the red/lowest performance indicator in two state priority areas, Priority 4: Pupil Achievement, with red in Mathematics and Priority 6: School Climate, with red in Suspension. PUSD will remain in Differentiated Assistance for a minimum of two years. As part of the work to support African American students in the areas of mathematics and suspensions, the Alameda County Office of Education is providing technical and financial support to PUSD to develop an action plan to support site level action planning to review student data and determine next steps to support African American students in the areas of mathematics and suspensions. These site action plans will align with the Equity Goal in each site's School Plan for Student Achievement (SPSA). This action will also support the focus in PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students qualifying for special education. PUSD has developed Action 2.9 that will focus on the Differentiated Assistance work.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP	Throughout the 2024-25 school year, the Local Control Advisory Committee (LCAC), also known as PUSD's Parent Advisory Committee (PAC), met monthly, between August 2024 and May 2025, to learn about and monitor the implementation of actions and services that are included in the LCAP. LCAC meetings during 2024-25 occurred on 8/21, 9/17, 10/15, 11/19, 12/17, 1/21, 2/18, 3/18, 4/22, and 5/27. The LCAC is comprised of members of the Pleasanton School community with a particular interest in serving the students of PUSD, with a focus on students who are low income, English Learners, foster/unhoused youth. Currently the council is comprised of: *Parents/guardians or community members *Students *Certificated teacher, representing APT local bargaining unit *Classified staff member, representing CSEA local bargaining unit *Deputy Superintendent of Educational Services *Assistant Superintendent of Business Services In addition, members of all divisions provide information and support for the monthly meetings of the LCAC during 2024-25. The running agenda for this year's activities is attached here: https://docs.google.com/document/d/1iJkjQoNwe6jLMXB5ODR0w8rPO9xxkHJQGOVRrDoojnc/edit?tab=t.0

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, parents, community members, and students in the development of the LCAP	During the 2024-2025 school year, we used K-12 Insight to conduct an LCAP Survey for parents, students, and staff. A total of 702 responses were received, including 478 parent responses, 65 student responses and 159 staff responses. The LCAP was also shared with our DELAC (District English Learner Advisory Committee) during a DELAC meeting on February 25, 2025 for input and feedback regarding LCAP actions supporting English Learners.
SELPA	On April 22, 2025, we presented the LCAP draft to our Special Education Local Planning Agency (SELPA).

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

The 2024-2045 LCAP draft survey was presented to the LCAC at the March 2025 meeting. The committee provided feedback on streamlining the number of survey questions and ensuring that the language of the survey questions was more parent friendly prior to the release of the survey to educational partners.

Overall, there was a low number of responses to the LCAP survey responses during the 2024-2025 school year. There was an increase in the number of parent and student responses and a decline in the number of staff responses in comparison to the number of responses received in 2023-2024 school year.

2024-2025 - 702 Total responses (478 parent, 65 student and 159 staff responses)
2023-2024 - 435 Total responses (103 parent, 41 student, 287 staff, 24 other responses)

The summary of participants' responses indicate a strong emphasis on the need for targeted support and providing a range of learning opportunities for different student groups, including English Learners, students with disabilities, African American students, and socioeconomically disadvantaged students. There is also a call for increased teacher support and resources, as well as a focus on creating a more inclusive and equitable learning environment and more communication and transparency in the budgeting and decision-making process.

Overall Trends from Parent Responses:

High Demand for Academic Enrichment and Rigor
Parents consistently requested more support for high-achieving students, including gifted programs, advanced coursework, and acceleration options—particularly in STEM and humanities. Many voiced concerns about the lack of academic challenge and called for individualized instruction or enrichment activities.

Teacher Quality, Consistency, and Retention
Parents stressed the need to hire and retain high-quality teachers, improve teacher training, and address variability in instruction and grading across classrooms and expressed concerns about long-term substitutes, especially in core subjects such as math and science.

Improved Communication & Family Engagement
Parents expressed frustration with inconsistent or limited communication from teachers, counselors, and schools, especially beyond elementary grades and requests included more frequent progress updates, mid-year feedback, and increased access to counselors.

Behavioral Health, Safety, and School Climate
Parents shared the need for stronger behavioral support, including anti-bullying measures, mental health services, and more consistent discipline and emphasized safety issues, such as restroom access, vaping, and inadequate supervision.

Equity in Access to Resources and Programs
Parents shared concerns about unequal access to enrichment, counselors, extracurriculars, and intervention supports across schools and standardizing best practices across sites and ensuring fair access to programs like GATE, arts, and athletics.

Overall Trends from Student Responses:

Improving Relationships and Respect
Students expressed a lack of respect from administrators and insufficient connection between staff and students, particularly in the middle and high schools:

Use of Budgets and Resources
Students expressed concern over the allocation and using of funding

Expanded Course Offerings and Programs
Students expressed the need for more diverse learning opportunities and a wider range of courses such CTE and VAPA courses.

Bullying and Safety Concerns
Some students raised concerns about school safety and ineffective adult intervention and that incidents such as teasing and bullying are not being addressed.

Basic Needs and Logistics
Students raised operational concerns related to lunches, school supplies, and maintenance of facilities.

Overall Trends from Staff Responses:

Chronic Absenteeism and Student Discipline
Staff expressed concerns about rising absenteeism and the lack of consistent, enforceable consequences for behavior and that discipline systems are unclear or ineffective

Need for Targeted Support for English Learners and Socioeconomically Disadvantaged Students
Staff express concerns about the lack of designated EL specialists and inconsistent EL services, especially at the elementary level. Staff also shared that low-income and newcomer students often fall through the cracks due to inadequate academic and behavioral support.

Smaller Class Sizes and Better Staffing Ratios
Staff expressed the need for class size reduction, especially in primary and upper elementary grades. Staff also requested more counselors, paraprofessionals, and VPs, particularly to address special education needs and behavior management.

Mental Health, SEL, and School Climate
Staff expressed strong support for expanding social-emotional learning (SEL), bullying prevention, and mental health resources. Staff noted a decline in student executive functioning and emotional regulation post-pandemic and asked for support with tiered interventions.

Transparency, Equity, and Communication
Staff expressed frustration over inconsistent implementation of programs across schools and lack of transparency in budgeting and decision-making. Concerns were also shared regarding district office staffing, lack of teacher voice in budget decisions, and equity gaps between school sites.

Overall Trends from all responses:

1. Targeted Student Support: Participants frequently mentioned the need for more targeted support for specific student groups, including English Learners, students with disabilities, African American students and socioeconomically disadvantaged students They suggested strategies such as hiring specialized teachers, providing additional tutoring, and creating more programs to address these students' unique needs. Overall, participants recognized the importance of these supports in promoting student success.

2. Teacher Support and Resources: Many participants expressed the need for more resources and support for teachers. This included calls for better professional development, increased salaries, and more site-level positions. The perception of this category was one of urgency, with participants emphasizing the critical role of teachers in student success.

3. Inclusive and Equitable Learning Environment: Participants highlighted the need for a more inclusive and equitable learning environment. This included suggestions for cultural competence training, addressing racial bias, and creating a sense of inclusion in schools. The sentiment towards this category was generally positive, with participants recognizing the importance of these efforts in promoting a positive learning environment.

4. School Safety and Environment: Some participants mentioned the need for safer measures in schools and better management of student behavior. They suggested strategies such as implementing restorative practices instead of suspensions and improving school transportation safety. The perception of this category was mixed, with some participants expressing frustration with current safety measures.

5 Parent and Community Engagement: Participants suggested the need for more parent education, community engagement, and better communication with families. They believe that engaging parents and the community can support student success. The sentiment towards

this category was generally positive, with participants recognizing the importance of these efforts.

Areas to continue to focus on:

- The high turnover rate of experienced teachers and strategies to retain them.
- The effectiveness of current interventions for students who remain in intervention for extended periods.
- The specific needs and challenges of English Learners, particularly those with no English skills at enrollment.
- The current strategies for addressing chronic absenteeism and their effectiveness.
- Communication and transparency in budgeting and decision-making.

Based on the feedback outlined above, the LCAC engaged in discussions about abandoning, maintaining or increasing current actions and strategies as well as introducing new actions and strategies. Specific feedback resulted in the following changes:
Goal 1
The following actions will be discontinued due to planned district budget reductions:
Action 1.3-Resources/support to accelerate and enhance access to learning and achievement which focuses on AVID
Action 1.7-Coordinator of Early Literacy and Numeracy
The following actions will be discontinued due to reallocating funding for these actions out of the General Fund:
Action 1.2: Library Technician - Classified
Action 1.5: Sections for Secondary English Language Development
The following action will be discontinued due to lack of use by teachers during the pilot:
Action 1.10-Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students
The following action will be revised:
Action 1.1 Coordinator of Language Acquisition will be updated to reflect new job descriptions and reorganization within Curriculum & Instruction to partially fund the following two positions:
0.5 FTE - Coordinator of Accountability and Special Programs
0.5 FTE - Coordinator of Curriculum, Instruction and Assessment
The following action is being added to support A-G course completion and college and career readiness:
Action 1.11 A-G Counselor to Support Unduplicated Students
The following new action is based on proposed new LREBG Funding, pending approval of the Governor's Budget in June 2025:
Action 1.12 New LREBG Funding

Goal 2
Action 2.9-Supporting African American Students To address our areas of eligibility for Differentiated Assistance and areas of focus for our Comprehensive Coordinated Early Learning Intervening Services (CCEIS) plan, we will be adding Action 2.9 that is focused on supporting site teams in action planning to address the academic and socio-emotional needs of African American students. We are receiving outside technical assistance from the Alameda County Office of Education to support the needs of this student group.

Goal 3
The following action is being Modified:
The language in Action 3.1 has been revised to address the areas of eligibility for Differentiated Assistance and the area of focus in the Comprehensive Coordinated Early Intervening Services (CCEIS) plan. Partial funding of Coordinator of Accountability and Special Programs,

who will oversee alignment of DA and CCEIS. The action will continue to focus on maintaining coherence across LCAP, SPSA, and PUSD Goals and to support the district's focus to uncover systematic barriers to equity and inclusion and work on strategically foster an inclusive, equity centered. The district plans to continue implementing the student engagement supports and services, including having schools identify a specific equity goal in their SPSA for the coming 2025-26 school year and continuing to administer the CHKS to gather input related to campus climate.

Goal 4
The following actions will be discontinued due to planned district budget reductions:
Action 4.3: Measurement and Data Analysis of Student Achievement and Progress
Action 4.3 will not be included in the LCAP moving forward to 2025-26 with the planned allocated funding from 4.3 moving to Action 4.1 to cover overages related to personnel costs
The following actions are being added to support the needs of English Learners, Long Term English Learners and Newcomer students:
Action 4.4: Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot
Action 4.5: Support for Dually Identified English Learners and Students with Disabilities

Goal 5
The following action with continue into 2025-2026 with budget modifications:
Action 5.1-Parent Liaison-Classified The number of positions funded will remain at 7 but the number of days and hours worked by each liaison will be reduced. The overall cost will increase in LCAP Supplemental funding due to increases in salary and benefits.
The following action will be funded out of general funds:
Action 5.2-Parent/Guardian Translation and Interpretation Services

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide opportunities for each student to access resources, programs, and instructional services that are personalized, engaging, and value the strengths that our diverse population of students bring to our classrooms.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community, the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal One recognizes that learning for our students must be differentiated and personalized. In addition, it is critical that we include multiple measures of achievement and growth that are valid and reliable. Within this goal, actions and services should contribute to building a strong Tier 1 model of core instructional strategies with an emphasis on access to multi-tiered system of support for our students who are English Learners, low income, foster/unhoused youth. As a consistently high performing district, PUSD recognizes our commitment within this Tier 1 model to high quality instruction, focused on our students being College and Career ready. This model includes opportunities for intervention and enrichment for all students in core academic subjects.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the	In 2024-2025, 96% of certificated teachers have appropriate credentialing for		In 2026-2027, 100% of certificated teachers have appropriate	-3% of certificated teachers having appropriate credentialing,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		subjects which they teach. In 2023-2024, 100% of students will have sufficient access to standards aligned instructional materials per the Williams Act. In 2023-2024, 100% of school facilities are maintained in good repair or better per the Williams Act.	the subjects which they teach. In 2024-2025, 100% of students will have sufficient access to standards aligned instructional materials per the William Act. In 2024-2025, 100% of school facilities are maintained in good repair or better per the Williams Act.		credentialing for the subjects which they teach. In 2026-2027, 100% of students have sufficient access to standards aligned instructional materials per the Williams Act. In 2026-2027, 100% of school facilities are maintained in good repair or better per the Williams Act.	Same % of students have sufficient access to standards aligned instructional materials, Same % of school facilities are maintained in good repair or better.
1.2	Priority 2: Implementation of California State Standards for all students.	In 2023-2024, 100% of staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.	In 2024-2025, 100% of staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of		In 2026-2027, 100% of staff have opportunities for high quality professional development on three mandatory PD days and/or at various opportunities throughout the year including PD related to the delivery of instruction related to English	100% of staff have opportunities for high quality professional development 100% of English Learners in PUSD receive Designated and Integrated ELD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In 2023-2024, 100% of English Learners in PUSD receive Designated and Integrated ELD.	instruction related to English Language Development. In 2024-2025, 100% of English Learners in PUSD receive Designated and Integrated ELD.		Language Development. In 2026-2027,100% of English Learners in PUSD receive Designated and Integrated ELD.	
1.3	Priority 4: Student Achievement	Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance fromStandard, DfS) *All Students: 77% *English Learners: 16% *Long Term English Learners (LTEL): 7%** *Low Income 48% *Students with Disabilities 27% *Black/African American: 30% *Hispanic/Latino: 44% *Foster Youth (Due to privacy concerns, data		Spring 2026 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 85% *English Learners: 25% *Long Term English Learners (LTEL): 15%** *Low Income 45% *Students with Disabilities 33% *Black/African American: 47% *Hispanic/Latino: 56% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	SBAC ELA Met or Exceeded Standards *All Students: -1% *English Learners: -4% *Long Term English Learners (LTEL) - New Student Group *Low Income +8% *Students with Disabilities -1% *Black/African American: -11% *Hispanic/Latino: -2% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052		members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	
1.4	Priority 4: Student Achievement	Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with	Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% *Long Term English Learners (LTEL): 15%** *Low Income: 41% *Students with Disabilities: 24% *Black/African American: 21%		Spring 2026 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 81% *English Learners: 36% *Long Term English Learners (LTEL): 20%** *Low Income: 36% *Students with Disabilities: 33% *Black/African American: 30%	SBAC Math Met or Exceeded Standards *All Students: -1% *English Learners: -9% *Low Income +11% *Students with Disabilities -3% *Black/African American: -3% *Hispanic/Latino: -3% *Foster Youth (Due to privacy concerns, data for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.)	*Hispanic/Latino: 32% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052		*Hispanic/Latino: 41% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	student groups with fewer than 11 members is suppressed.)
1.5	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 65% scored 3 or higher on at least two AP Exams. *English Learners: 56% *Low Income: 53% *SWD: 8%	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 69% scored 3 or higher on at least two AP Exams.		Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 72% scored 3 or higher on at least two AP Exams.	CCI AP Exam *All Students: +4% scored 3 or higher on at least two AP Exams. *English Learners: -24% *Low Income: -11% *SWD: +21% *Foster Youth (Due to privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*English Learners: 32% *Low Income: 42% *SWD: 29% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		*English Learners: 61% *Low Income: 58% *SWD: 15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	concerns, data for student groups with fewer than 11 members is suppressed.)
1.6	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups		Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 95% *English Learners: 85% *Low Income: 85% *SWD: 60% *Foster Youth (Due to privacy concerns, data for student groups	CCI a-g completion plus an additional criteria *All Students: -5% *English Learners: -16% *Low Income: -7% *SWD: +3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with fewer than 11 members is suppressed.)		with fewer than 11 members is suppressed.)	
1.7	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 22% *English Learners: 20% *Low Income: 22% *SWD: 8.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 18.8% *English Learners: 14.3% *Low Income: 13.8% *SWD: 16.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		2026 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 26% *English Learners: 24% *Low Income: 26% *SWD: 12.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI CTE pathway plus an additional criteria *All Students: -3.2% *English Learners: -5.7% *Low Income: -8.2% *SWD: +7.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 4: Student Achievement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.6%	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.7%		Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95% *SWD: 88% *Black/African American: 75% *Hispanic/Latino: 97% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate 1%	Graduation Rate *All Students: -2.4% *English Learners: -4.8% *Low Income: -2.9% *SWD: -4.5% *Black/African American: +5.4% *Hispanic/Latino: -4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: +.1%
1.9	Priority 4: Student Achievement	Spring 2023 *UC/CSU Eligible: 79.1% *Graduates earning a State Seal of Biliteracy: 39.1%	Spring 2024 *UC/CSU Eligible: 79% *Graduates earning a State		Spring 2026 *UC/CSU Eligible: 83% *Graduates earning a State	*UC/CSU Eligible: -.1% *Graduates earning a State Seal of Biliteracy: -9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Graduates earning a Golden State Seal Merit Diploma: 38.5%	Seal of Biliteracy: 30% *Graduates earning a Golden State Seal Merit Diploma: 59%		Seal of Biliteracy: 44% *Graduates earning a Golden State Seal Merit Diploma: 43%	*Graduates earning a Golden State Seal Merit Diploma: +20.5%
1.10	Priority 4: Student Achievement	Spring 2023 *English Language Proficiency for Summative ELPAC *English Learners: Proficiency 31% *English Learners: Reclassification Rate 26%	Spring 2024 *English Language Proficiency for Summative ELPAC *English Learners: Proficiency 28% *Long Term English Learners (LTEL): Proficiency 16% ** *English Learners: Reclassification Rate 24% **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052		Spring 2026 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 36% *Long Term English Learners (LTEL): Proficiency 20% ** *English Learners: Reclassification Rate 30% **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	*English Language Proficiency for Summative ELPAC *English Learners: Proficiency -3% *Long Term English Learners (LTEL): Proficiency - New Student Group *English Learners: Reclassification Rate -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Priority 4: Student Achievement	Spring 2023 English Learner Progress Indicator (ELPI) *58.4% ELs making progress towards English language proficiency, increased 2% in comparison to 2022 ELPI *56.2% ELs progressed at least one ELPI level *13.7% ELs decreased at least one ELPI level	Spring 2024 English Learner Progress Indicator (ELPI) *57.4% ELs making progress towards English language proficiency, decreased 1.1% in comparison to 2023 ELPI *56.7% ELs progressed at least one ELPI level *11.3% ELs decreased at least one ELPI level		Spring 2026 English Learner Progress Indicator (ELPI) *63.4% ELs making progress towards English language proficiency, increased 2% in comparison to 2022 ELPI *61.2% ELs progressed at least one ELPI level *8.7% ELs decreased at least one ELPI level	ELPI *-1% ELs making progress towards, -.9% in comparison to 2023 ELPI *+.5% ELs progressed at least one ELPI level *-2.4% ELs decreased at least one ELPI level
1.12	Priority 4: Student Achievement	Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math:	Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile		Spring 2027 MAP Growth for grades 3-8 Achievement: All Students Reading: 47% 81- 99%ile 30% 61-80%ile Math: 66% in 81-99%ile 20% in 61-80%ile English Learners: Reading: 8% 81- 99%ile 15% 61-80%ile	MAP All Students Reading: +1% 81- 99%ile =% 61-80%ile Math: -7% in 81-99%ile +3% in 61-80%ile English Learners: Reading: -1% 81- 99%ile =% 61-80%ile Math: -8% in 81-99%ile

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile	Math: 15% in 81-99%ile 15% in 61-80%ile Socio-economically Disadvantaged: Reading: 15% 81- 99%ile 20% 61-80%ile Math: 17% in 81-99%ile 16% in 61-80%ile Students with Disabilities Reading: 9% 81- 99%ile 12% 61-80%ile Math: 12% in 81-99%ile 14% in 61-80%ile		Math: 27% in 81-99%ile 18% in 61-80%ile Socio-economically Disadvantaged: Reading: 17% 81- 99%ile 21% 61-80%ile Math: 26% in 81-99%ile 18% in 61-80%ile Students with Disabilities Reading: 14% 81- 99%ile 13% 61-80%ile Math: 19% in 81-99%ile 17% in 61-80%ile	+1% in 61-80%ile Socio-economically Disadvantaged: Reading: +2% 81- 99%ile +3% 61-80%ile Math: -5% in 81-99%ile +2% in 61-80%ile Students with Disabilities Reading: -1% 81- 99%ile +3% 61-80%ile Math: -3% in 81-99%ile +1% in 61-80%ile
1.13	Priority 5: Pupil Engagement Rates	Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8%	Spring 2024 Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic/Latino: 22.6% *Homeless 27.5%		Spring 2026 Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic/Latino: 17% *Homeless 35% *English Learners: 13%	Chronic Absenteeism *All Students: -4.9% *Black/African American: -4.5% *Hispanic/Latino: Same % *Homeless -12.5% *English Learners: -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		*Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Low income: -9.5% *SWD: -4.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
1.14	Priority 7: Access to a Broad Course of Study	Spring 2023 100% of school sites offer access to a Broad Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data	Spring 2024 100% of school sites offer access to a Broad Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students 85.4% *Black/African American: 61.9% *Hispanic/Latino: 59.3 %		Spring 2026 100% of school sites offer access to a Board Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: 82% *Black/African American: 28% *Hispanic/Latino: 54%	100% of school sites offer access to a Board Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: +6.3% *Black/African American: +36.4% *Hispanic/Latino: +8.9 % *English Learners: +5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for student groups with fewer than 11 members is suppressed.)	*English Learners: 48.1 % *Low income: 57.1 % *SWD: 31.7 % *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		*English Learners: 46% *Low income: 59% *SWD: 26% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Low income: +2.6% *SWD: +9.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
1.15	Priority 7: Access to a Broad Course of Study	Spring 2024 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%	Spring 2025 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%		Spring 2026 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%	AVID Percentage of participating students All Students: Same % Black/African American: Same % Hispanic/Latino: Same % English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income: Same %
1.16	Priority 7: Access to a Broad Course of Study	In 2023-2024, 100% of staff will participate in	In 2024-2025, 100% of staff will		In 2026-2027, 100% of staff	100% of staff participate in high

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		high quality professional development focused on interventions strategies for Students with Disabilities.	participate in high quality professional development focused on interventions strategies for Students with Disabilities.		participate in high quality professional development focused on interventions strategies for Students with Disabilities.	quality professional development
1.17	Priority 8: Other Student Outcomes	Spring 2024 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts	Spring 2025 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts		Spring 2026 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts	100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts

Goal Analysis [2024-25]

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.

While overall we were able to implement our actions as planned for Goal 1 that focused on providing opportunities for each student to access resources, programs, and instructional services that are personalized, engaging, and value the strengths that our diverse population of students bring to our classrooms, we encountered both successes and challenges in our implementation

One of our biggest challenges was the increase in cost in salary and benefits for multiple positions including:
Coordinator of Language Acquisition (Action 1.1)
Library Technician (Action 1.2),
Assessment Analyst, (Action 1.4)

College & Career Readiness Specialist Certificated (Action 1.6).
These positions supported differentiated and student-centered services aligned to the goal, but rising costs limited our flexibility to expand other costs.

The Coordinator of Early Literacy and Numeracy (Action 1.7) was not implemented during 2024-25 due to the position being vacated over the summer prior to the beginning of the school year and the position not being refilled due to overall district budget concerns. This represents a substantive change from our adopted LCAP.

Other actions were implemented as intended, but not all budgeted expenditures were incurred including:
Resources/support to accelerate and enhance access to learning and achievement (Action 1.3)
Sections for Secondary English Language Development (Action 1.5)
Secondary Supplemental Curriculum Resources for English Learners
Long-Term English Learners and Newcomer Students (Action 1.10)
These actions were partially implemented, but the scale was reduced due to delayed timelines and shifts in service delivery. Each still contributed to the goal's intent by supporting access to personalized learning and addressing the unique needs of student groups.

Our College Boot Camp Academy (Action 1.9) was implemented as intended and all budgeted expenditures were incurred. All budgeted funds were spent, and the program successfully provided students with enhanced college readiness experiences, aligning well with the goal's emphasis on expanding access to engaging and future-focused academic opportunities.

Access to Rigorous Content and Grade Level Standards (Action 1.8) was implemented as intended and no expenditures were budgeted or incurred. This action was implemented as intended and all students had access to rigorous content and high quality instruction aligned to grade-level standards and focused on preparing our students for College and Career readiness. This included opportunities for intervention and enrichment for all students in core academic subjects.

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

PUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year such as increases in salary and benefits or position vacancies that were not filled.

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2025)

-Action 1.1 Coordinator of Language Acquisition: Budgeted: $224,239; YTD Actual: $226,546. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits.
-Action 1.2: Library Technician - Classified: Budgeted: $51,505; YTD Actual: $95,124. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits.
-Action 1.3: Resources/support to accelerate and enhance access to learning and achievement: Budgeted: $103,555; YTD Actual: $50,943. The action was implemented but not all budgeted expenditures were incurred.

-Action 1.4: Assessment Analyst-Classified: Budgeted: $59,944; YTD Actual: $65,732. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits.
-Action 1.5: Sections for Secondary English Language Development: Budgeted: $155,000; YTD Actual: $110,430. The action was implemented but not all budgeted expenditures were incurred.
-Action 1.6: District College & Career Readiness Specialist-Certificated: Budgeted: $40,818; YTD Actual: $50,426. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits.
-Action 1.7: Coordinator of Early Literacy and Numeracy: Budgeted: $105,480; YTD Actual: $0. This position was vacated at the end of the 23-24 school year and due to budget constraints, the position was not refilled. LCAP supplemental funding from this action was used to cover other actions with overages.
-Action 1.8: Access to Rigorous Content and Grade Level Standards: Budgeted: $0; YTD Actual: $0 No costs budgeted or incurred.
-Action 1.9: College Boot Camp Academy: Budgeted: $10,000; YTD Actual: $9,250. The action was implemented but not all budgeted expenditures were incurred.
-Action 1.10: Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students: Budgeted: $50,000; YTD Actual: $35,824. The action was implemented but not all budgeted expenditures were incurred.

All actions listed above, with the exception of Action 1.8, were contributing actions, While there were differences in expenditures, including some underspending and one unimplemented actions, PUSD reallocated unspent funds to cover overages in other contributing actions. As a result, there were not materials differences between the planned and estimated actual percentages of improved services for the year, and the district maintained compliance with its proportionally requirement.

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

Based on our analysis of metrics and outcomes, the implementations of actions showed varying levels of effectiveness in achieving Goal 1 as demonstrated by both quantitative and qualitative indicators. While not yet reflected in the LCAP metrics which are showing a decline in student performance data in the areas of academics, graduation and college and career readiness, this year has focused on implementing actions more consistently across all sites and putting structures in place to more closely monitor student progress.

-Action 1.1 Coordinator of Language Acquisition has worked with sites to support English Learner and Long-Term English Learners by providing instructional supports to address achievement gaps, has been partially effective. While these supports are beginning to have an impact on site practices, Metric 1.3 - SBAC ELA Met or Exceeded Standards for English Learners, shows a decline from 20% in 2023 to 16% in 2024, All Students: 77%, English Learners: 16%, Long Term English Learners (LTEL): 7%, Low Income 48%, Students with Disabilities 27%, Black/African American: 30%, Hispanic/Latino: 44%. As a result, the LCAP metrics do not yet reflect the impact of this action. The district will continue to strengthen the implementation of Designated and Integrated ELD across sites to improve English Learner outcomes.
-Action 1.2 Library Technician at Village High School has provided extended access for students and has been effective. Metric 1.13 shows a decline in chronic absenteeism for most student groups, All Students: 8.2%, Black/African American: 23.6%, Hispanic/Latino: 22.6%, Homeless 27.5%, English Learners: 12.7%, Low income: 17.2%, SWD: 19%, and this action has positively impacted the chronic absenteeism and suspension student data.

-Action 1.3 Resources/support to accelerate and enhance access to learning and achievement helped to provide an AVID lead teacher has been partially effective. Metric 1.15-AVID Participation has maintain a consistent participation rate for the majority of student groups, Black/African American 3%, Hispanic/Latino 22%, Low Income 8%. Due to budget constraints, this action is being discontinued.
-Action 1.4 Assessment Analyst supports the district wide assessments and provides data reports to sites to support their analysis of student progress has been partially effective. Metric 1.6- College and Career prepared by completing A-G course requirements shows a decline,All students: 88%, English Learners: 64%, Low Income: 73%, SWD: 61%. While sites report that this data is important in informing their instructional decisions, it is not yet reflected in students meeting the criteria for college and career readiness.
-Action 1.5 Sections for Secondary English Language Development provide sheltered content classes to support English Learner and Long Term English Learners, has been partially effective. Metric 1.10-English Language Proficiency show a decline in demonstrating proficiency as well as a decline in the reclassification rate, English Learners: Proficiency 28%, English Learners: Reclassification Rate 24%. While students and parents share that these classes are needed and have a positive impact, this impact is not yet reflected on the LCAP metrics for English Learners.
-Action 1.6 District College and Career Readiness Specialist provides direct services to school sites to support career readiness. Metric 1.6-College and Career prepared by completing A-G course requirements shows a decline, All students: 88%, English Learners: 64%, Low Income: 73%, SWD: 61%. While educational partners speak positively of these services, the district needs to continue to focus on supporting college and career readiness.
-Action 1.7 Coordinator of Early Literacy and Numeracy- Metric 1.2- Implementation of California State Standards for all students continued as 100% of staff have opportunities for high quality professional development. This position was not filled during the 2024-2025 school year and will be discontinued due to budget constraints.
-Action 1.8 Access to Rigorous Content and Grade Level Standards was provided to all students at all sites but was not implemented consistently across all classrooms and has been partially effective. Metric 1.12-Local MAP assessment show inconsistent progress and some declines in both reading and math, All Students Reading: 44% 81- 99%ile, 26% 61-80%ile, Math: 55% in 81-99%ile, 19% in 61-80%ile, English Learners: Reading: 3% 81- 99%ile, 11% 61-80%ile, Math: 15% in 81-99%ile,
15% in 61-80%ile, Socio-economically Disadvantaged: Reading: 15% 81- 99%ile, 20% 61-80%ile, Math: 17% in 81-99%ile, 16% in 61-80%ile, Students with Disabilities Reading: 9% 81- 99%ile, 12% 61-80%ile, Math:12% in 81-99%ile, 14% in 61-80%ile, Staff will continue to support access to content and grade level standards.
-Action 1.9 College Boot Camp Academy provides opportunities for college visits and preparation for college admission. Metric 1.9-UC/CSU Eligible shows a slight decline in students meeting eligibility indicating the action has been partially effective, UC
/CSU Eligible: 79%, Graduates earning a State Seal of Biliteracy: 30%, Graduates earning a Golden State Seal Merit Diploma: 59%. Metric 1.6- College and Career prepared by completing A-G course requirements shows a decline, All students: 88%, English Learners: 64%, Low Income: 73%, SWD: 61%. Participating students speak positively of the impact of this action and a continued focus on support is needed.
-Action 1.10 Supplemental English Language Development Instructional Resources-this was a pilot this year and has been ineffective. Metric 1.10-English Language Proficiency show a decline in demonstrating proficiency as well as a decline in the reclassification rate, English Learners: Proficiency 28%, English Learners: Reclassification Rate 24%, and the district will need to continue to focus on providing supplemental resources for English Learners.

While the positive impact of these actions is not yet reflected on the LCAP metrics and we continue to see declines in academics, graduation and college and career readiness, there has been some positive impact on our attendance and suspension data. We continue to have achievement gaps for our unduplicated student groups including English Learners, Socio-economically Disadvantaged, Foster Youth, and Homeless and declines in metrics indicate a need to continue our work in addressing the achievement gap for our students across all student

groups. Feedback from educational partners indicates a need to implement these actions more consistently across all sites and develop structures to more frequently monitor progress on these actions throughout the year.

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

The following actions with continue into 2025-2026:

Action 1.4: Assessment Analyst-Classified
Action 1.6: District College & Career Readiness Specialist-Certificated
Action 1.8: Access to Rigorous Content and Grade Level Standards:
Action 1.9: College Boot Camp Academy:

The following actions will be discontinued due to planned district budget reductions:

Action 1.3-Resources/support to accelerate and enhance access to learning and achievement which focuses on AVID
Action 1.7-Coordinator of Early Literacy and Numeracy

The following actions will be discontinued due to reallocating funding for these actions out of the General Fund:
Action 1.2: Library Technician - Classified
Action 1.5: Sections for Secondary English Language Development

The following action will be discontinued due to lack of use by teachers during the pilot:
Action 1.10-Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students

The following action will be revised:
Action 1.1: Coordinator of Language Acquisition will be updated to reflect new job descriptions and reorganization within Curriculum & Instruction to partially fund the following two positions:
0.5 FTE - Coordinator of Accountability and Special Programs
0.5 FTE - Coordinator of Curriculum, Instruction and Assessment

The following action is being added to support A-G course completion and college and career readiness.

Action 1.11: A-G Counselor to Support Unduplicated Students

The following new action is based on proposed new LREBG Funding, pending approval of the Governor's Budget in June 2025:

Action 1.12: New LREBG Funding

The following metrics are being updated to include data for Long Term English Learners (LTEL). This change responds directly to Education Code §52052 and new monitoring requirements that LTELs are now monitored as a distinct subgroup.
Metric 1.3: SBAC ELA Met or Exceeded Standards
Metric 1.4: SBAC Math Met or Exceeded Standards
Metric 1.10: English Language Proficiency for Summative ELPAC

While the majority of LCAP metrics are showing declines in academics, graduation and college and career readiness, there is improvement in suspension and chronic absenteeism data. The district plans to work on more fully implementing and refining the intervention and support structures consistency across all sites to improve academic, graduation, and college and career readiness metrics and develop structures to more frequently monitor progress on these actions throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised]	[REVISED Action] The two positions of Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment will provide leadership and direction for districtwide services to support Designated and Integrated English Language Development for English Learner and Long-Term English Learner (LTEL) students by providing instructional supports to sites to address achievement gaps as well as leading the implementation of the district's Dual Language Immersion Pathway leading to the State Seal of Biliteracy. These positions will support services for English Learners and Long Term English Learners across all school sites with Foothill High receiving additional support as needed to increase student progress in demonstrating English language proficiency as measured by the English Learner Progress Indicator. Each of these positions will be funded as a .5 FTE from LCAP Supplemental funding. Coordinator of Accountability and Special Programs: 0.5 FTE -100% funded from LCAP Supplemental funding Coordinator of Curriculum, Instruction and Assessment: 0.5 FTE - 100% funded from LCAP Supplemental funding	$351,111.78	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.15.		
1.2	Library Technician - Classified [Discontinued]	[DISCONTINUED Action] The Media Center Library Technician for the media center at Village High School will provide extended and flexible access including before and afterschool for students who are English Learners, low income, foster youth, and homeless to library resources including access to the internet and curricular resources in ELA and Math to students that may not have access to resources at home or lack access to a space appropriate for learning. 0.5 FTE, 100% funded from LCAP Supplemental funding. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	
1.3	Resources/support to accelerate and enhance access to learning and achievement [Discontinued]	[DISCONTINUED Action] This action provides .4 FTE AVID Lead Teacher (.2 at Harvest Park for Grade 8 AVID Lead Teacher and .2 at Foothill for Grade 9-12 AVID Lead Teacher) and AVID tutors to support students who are English Learners, low income, foster youth, and homeless by providing professional development site-wide. Through the AVID model, middle and high school students enrolled in the AVID elective course will participate in activities focused on college and career readiness and weekly tutorials. The AVID Lead teachers will also provide site-wide professional development on AVID instructional strategies. LCAP funds will fund 50% (up to $20,000) of tutor compensation and school sites will fund the remaining dollar amount. 0.4 FTE-100% funded from LCAP Supplemental funding. This action will be monitored by Metric 1.15.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.		
1.4	Assessment Analyst-Classified	The Assessment Analyst for PUSD works in the Research & Evaluation Department and oversees the NWEA MAP (Measures of Academic Progress) testing system and the Illuminate data system that maintains CAASPP, ELPAC, and historical elementary report card data. The Assessment Analyst updates the Illuminate data system with the most current data metrics to allow users within PUSD to access longitudinal data reports. The Assessment Analyst also runs data reports to verify students' eligibility for the California State Seal of Biliteracy and the Golden State Seal Merit Diploma. This portion of the position supports identifying specific needs and gaps that exist for students who are English Learners, low-income, foster youth, and homeless. 1.0 FTE-50% funded from LCAP Supplemental funding, 50% funded from General Fund. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.	$139,243.88	Yes
1.5	Sections for Secondary English Language Development [Discontinued]	[DISCONTINUED Action] Provides additional sections at Middle Schools and comprehensive High Schools for English Language Development and sheltered content classes to support English Learner and Long-Term English Learner (LTEL) students. This action will be discontinued in order to move allocation for ELD classes to General Fund. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	

Action #	Title	Description	Total Funds	Contributing
1.6	District College & Career Readiness Specialist-Certificated	This position provides direct service to school sites and students to support career readiness activities and the preparation and administration of various college entrance assessments. This position will support site staff as needed during college entrance exam administration with particular attention to increasing the participation of English Learner, low income, foster youth, and homeless students in college/career readiness activities and the number of students meeting college/career entrance requirements. 1.0 FTE-30% funded from LCAP Supplemental funding, 70% funded from General Fund. This action will be monitored by Metric 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.13, and 1.14.	$158,057.46	Yes
1.7	Coordinator of Early Literacy and Numeracy [Discontinued]	[DISCONTINUED Action] The Coordinator of Early Literacy and Numeracy focuses on coordinating, implementing, and evaluating the impact of early literacy and numeracy programs and interventions for English Learner, low-income, foster youth, and homeless students with learning gaps. 1.0 FTE-50% funded from LCAP Supplemental funding, 50% funded from General Fund. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	
1.8	Access to Rigorous Content and Grade Level Standards	At all school sites in PUSD, all students will have access to rigorous content and high quality instruction that is aligned to grade-level standards that is focused on preparing our students for College and Career	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		readiness. This includes opportunities for intervention and enrichment for all students in core academic subjects. This action will be monitored by Metric 1.1.		
1.9	College Boot Camp Academy	Provide College Boot Camp Academy to provide support and preparation for college admission through College Visit Opportunities. Priority will be given to English Learner, low-income, foster youth, and homeless students. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.	$10,000.00	Yes
1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [Discontinued]	[DISCONTINUED Action] This action will provide at all middle and high school sites in grades 6-12 secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer students. These supplemental materials will support EL students, Long-Term English Learners and Newcomer Students as they access the core curriculum and will include the purchasing of materials that will meet the needs of EL students at the secondary level. These materials will supplement the current secondary integrated ELD curriculum. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	
1.11	A-G Counselor to Support Unduplicated Students [New]	[NEW Action] A-G Counselor to Support Unduplicated Students at Amador High School and Foothill High School Pleasanton Unified School District (PUSD) established the A-G Support Counselor role to expand equitable access to college eligibility for all	$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, with an intentional focus on Hispanic and African American student groups. This position provides targeted academic advising, data analysis, family outreach, and coordination with secondary sites to support students at Amador High School and Foothill High School who are at risk of not meeting the A-G course requirements needed for admission to California's public universities. 1.0 FTE-$105,000 funded from LCAP Supplemental funding, $50,000 funded from grant funding. This action will be monitored by Metric 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.13, and 1.14.		
1.12	New LREBG Funding [Proposed]	[PROPOSED Action] Pending approval of the Governor's Budget in June 2025, PUSD anticipates receiving $256,471 annually for the next three years through the Learning Recovery Emergency Block Grant (LREBG). This funding will be used to close achievement gaps experienced by student groups across PUSD, including African American, Hispanic, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in the areas of English Language Arts, Mathematics, and Chronic Absenteeism. Specifically, LREBG funds will support: After-school and intersession small-group tutoring in ELA and Mathematics, delivered by certificated staff, to provide targeted learning acceleration for students performing below grade level (aligned with EC §32526(c)(2)(A) and (B)); Academic re-engagement supports, including outreach by classified staff to students with chronic absenteeism and provision of mentoring or re-engagement meetings with families (aligned with EC §32526(c)(2)(C)). These services were selected based on an analysis of 2024 Dashboard data showing an 11% decline in ELA performance for African American students and a 9% decline in Math performance for English Learners.	$256,471.00	No

Action #	Title	Description	Total Funds	Contributing
		Chronic absenteeism data also indicated no improvement among Hispanic students, signaling a need for targeted engagement efforts. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal Two recognizes that learning for our students must address appropriate interventions and support structures in order to differentiate appropriately. In addition, it is critical that we focus our efforts on the physical, mental and social wellness of students, families and staff. Within this goal, actions and services should contribute to building a strong Tier 2 model of intervention and support strategies with an emphasis on access to a multi-tiered system of support for our students who are English Learners, low income, foster/unhoused youth. As a consistently high performing district, PUSD recognizes our commitment within this Tier 2 model to differentiate interventions and supports, including the use of personalized strategies, focused on our students' preparation to be College and Career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4: Student Achievement	Spring 2023 CAASPP SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40%	Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77%		Spring 2026 CAASPP SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 85%	SBAC ELA Met or Exceeded Standards *All Students: -1% *English Learners: -4% *Low Income +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*English Learners: 16% *Low Income 48% *Students with Disabilities 27% *Black/African American: 30% *Hispanic/Latino: 44% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		*English Learners: 25% *Low Income 45% *Students with Disabilities 33% *Black/African American: 47% *Hispanic/Latino: 56% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Students with Disabilities -1% *Black/African American: -11% *Hispanic/Latino: -2% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.2	Priority 4: Student Achievement	Spring 2023 CAASPP SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students 74% *English Learners 32% *Low Income 30% *Students with Disabilities 27% *Black/African American 24% *Hispanic/Latino 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% *Low Income: 41% *Students with Disabilities: 24% *Black/African American: 21% *Hispanic/Latino: 32% *Foster Youth (Due to privacy concerns, data		Spring 2026 CAASPP SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students 81% *English Learners 36% *Low Income 36% *Students with Disabilities 33% *Black/African American 30% *Hispanic/Latino 41% *Foster Youth (Due to privacy	SBAC Math Met or Exceeded Standards *All Students: -1% *English Learners: -9% *Low Income +11% *Students with Disabilities -3% *Black/African American: -3% *Hispanic/Latino: -3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for student groups with fewer than 11 members is suppressed.)		concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.)
2.3	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): Advanced Placement Exam *All Students: 65% scored 3 or higher on at least two AP Exams. *English Learners: 56% *Low Income: 53% *SWD: 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 69% scored 3 or higher on at least two AP Exams. *English Learners: 32% *Low Income: 42% *SWD: 29% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): Advanced Placement Exam *All Students: 72% scored 3 or higher on at least two AP Exams. *English Learners: 61% *Low Income: 58% *SWD: 15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI AP Exam *All Students: +4% scored 3 or higher on at least two AP Exams. *English Learners: -24% *Low Income: -11% *SWD: +21% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.4	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing a-g	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI):		Spring 2026 California Dashboard College and Career Readiness Indicator (CCI):	CCI a-g completion plus an additional criteria *All Students: -5% scored 3 or higher on at least two AP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 95% *English Learners: 85% *Low Income: 85% *SWD: 60% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Exams. *English Learners: -16% *Low Income: -7% *SWD: +3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.5	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 22% *English Learners: 20% *Low Income: 22%	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the		Spring 2026 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the	CCI CTE pathway plus an additional criteria *All Students: -3.2% scored 3 or higher on at least two AP Exams. *English Learners: -5.7% *Low Income: -8.2% *SWD: +7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*SWD: 8.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	capstone course plus an additional criteria: *All students: 18.8% *English Learners: 14.3% *Low Income: 13.8% *SWD: 16.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		capstone course plus an additional criteria: *All students: 25% *English Learners: 23% *Low Income: 25% *SWD: 11.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.6	Priority 4: Student Achievement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American 70.6% *Hispanic/Latino 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3% *Foster Youth & Homeless (Due to privacy concerns, data for student groups with fewer		Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95% *SWD: 88% *Black/African American 75% *Hispanic/Latino 97% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Graduation Rate *All Students: -2.4% *English Learners: -4.8% *Low Income: -2.9% *SWD: -4.5% *Black/African American: +5.4% *Hispanic/Latino: -4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.)	than 11 members is suppressed.)		*Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.7	Priority 4: Student Achievement	Spring 2023 *UC/CSU Eligible: 79.1% *Graduates earning a State Seal of Biliteracy: 39.1% *Graduates earning a Golden State Seal Merit Diploma: 38.5%	Spring 2024 *UC/CSU Eligible: 79% *Graduates earning a State Seal of Biliteracy: 30% *Graduates earning a Golden State Seal Merit Diploma: 59%		Spring 2026 *UC/CSU Eligible: 83% *Graduates earning a State Seal of Biliteracy: 44% *Graduates earning a Golden State Seal Merit Diploma: 43%	*UC/CSU Eligible: -.1% *Graduates earning a State Seal of Biliteracy: -9.1% *Graduates earning a Golden State Seal Merit Diploma: +20.5%
2.8	Priority 4: Student Achievement	Spring 2023 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 31% *English Learners: Reclassification Rate 26%	Spring 2024 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 28% *English Learners: Reclassification Rate 24%		Spring 2026 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 36% *English Learners: Reclassification Rate 30%	*English Language Proficiency for Summative ELPAC *English Learners: Proficiency -3% *English Learners: Reclassification Rate -2%
2.9	Priority 4: Student Achievement	Spring 2024 MAP Growth for grades 3-8 Achievement:	Winter 2025 MAP Growth for grades 3-8 Achievement:		Spring 2027 MAP Growth for grades 3-8 Achievement:	MAP All Students Reading:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile	All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile Socio-economically Disadvantaged: Reading: 15% 81- 99%ile 20% 61-80%ile Math: 17% in 81-99%ile 16% in 61-80%ile Students with Disabilities Reading: 9% 81- 99%ile 12% 61-80%ile Math:		All Students Reading: 47% 81- 99%ile 30% 61-80%ile Math: 66% in 81-99%ile 20% in 61-80%ile English Learners: Reading: 8% 81- 99%ile 15% 61-80%ile Math: 27% in 81-99%ile 18% in 61-80%ile Socio-economically Disadvantaged: Reading: 17% 81- 99%ile 21% 61-80%ile Math: 26% in 81-99%ile 18% in 61-80%ile Students with Disabilities Reading: 14% 81- 99%ile 13% 61-80%ile Math:	+1% 81- 99%ile =% 61-80%ile Math: -7% in 81-99%ile +3% in 61-80%ile English Learners: Reading: -1% 81- 99%ile =% 61-80%ile Math: -8% in 81-99%ile +1% in 61-80%ile Socio-economically Disadvantaged: Reading: +2% 81- 99%ile +3% 61-80%ile Math: -5% in 81-99%ile +2% in 61-80%ile Students with Disabilities Reading: -1% 81- 99%ile +3% 61-80%ile Math: -3% in 81-99%ile +1% in 61-80%ile

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12% in 81-99%ile 14% in 61-80%ile		19% in 81-99%ile 17% in 61-80%ile	
2.10	Priority 5: Pupil Engagement	Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic/Latino: 22.6% *Homeless 27.5% *English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		Spring 2026 Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic/Latino: 17% *Homeless 35% *English Learners: 13% *Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Chronic Absenteeism *All Students: +4.9% *Black/African American: +4.5% *Hispanic/Latino: Same % *Homeless +12.5% *English Learners: +5.7% *Low income: +9.5% *SWD: +4.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.11	Priority 5: Pupil Engagement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American 70.6% *Hispanic/Latino 95.3	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76%		Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95% *SWD: 88% *Black/African American 75% *Hispanic/Latino 97%	Graduation Rate *All Students: -2.4% *English Learners: -4.8% *Low Income: -2.9% *SWD: -4.5% *Black/African American: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6%	*Hispanic/Latino: 91.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.7%		*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 1%	*Hispanic/Latino: -4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: +.1%
2.12	Priority 6: School Climate	Spring 2023 Suspension Rate *All Students: 1.7% *English Learners: 2.0% *Socioeconomically Disadvantaged: 5.1% *Hispanic: 3.3% *Homeless 7.7% *African American: 7.9% *Students with Disabilities 5.1% *Foster Youth (Due to privacy concerns, data for student groups with	Spring 2024 Suspension Rate *All Students: 1.4% *English Learners: 1.9% *Socioeconomically Disadvantaged: 4.2% *Hispanic: 3.4% *Homeless 2% *African American: 9.7% *Students with Disabilities 5%		Spring 2026 Suspension Rate *All Students: 1% *English Learners: 1% *Socioeconomically Disadvantaged: 3% *Hispanic: 1% *Homeless 4.7% *African American: 4.9% *Students with Disabilities 3% *Foster Youth (Due to privacy	Suspension Rate *All Students: +.3% *English Learners: +.1% *Socioeconomically Disadvantaged: +.9% *Hispanic: -.1% *Homeless +5.7% *African American: -1.8% *Students with Disabilities +.1% *Foster Youth (Due to privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.)	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		concerns, data for student groups with fewer than 11 members is suppressed.)	concerns, data for student groups with fewer than 11 members is suppressed.)
2.13	Priority 6: School Climate	2023-2024 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-74% Grade 9-66% Grade 10-68% Grade 11-73% Meaningful participation Grade 7-29% Grade 9-26% Grade 10-24% Grade 11-28% School Safety and Substance Use School Perceived as very safe or safe Grade 7-65% Grade 9- 70%	2024-2025 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-80% Grade 9-65% Grade 10-69% Grade 11-69% Meaningful participation Grade 7-37% Grade 9-30% Grade 10-29% Grade 11-31% School Safety and Substance Use		Spring 2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-78% Grade 9- 70% Grade 10-72% Grade 11-77% Meaningful participation Grade 7-33% Grade 9- 30% Grade 10-28% Grade 11-32% School Safety and Substance Use	CHKS High Expectations Grade 7- +6% Grade 9- -1% Grade 10- +1% Grade 11- -4% Meaningful participation Grade 7- +8% Grade 9- +4% Grade 10- +5% Grade 11- +3% School Safety and Substance Use School Perceived as very safe or safe Grade 7- +10% Grade 9- -1% Grade 10- +1% Grade 11- -6% Experienced harassment or bullying

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 10-71% Grade 11-78% Experienced harassment or bullying Grade 7-36% Grade 9-31% Grade 10-23% Grade 11-18% Mental and Physical Health Current alcohol or drug use Grade 7-2% Grade 9-4% Grade 10-5% Grade 11-15% Sadness/hopelessness: Grade 7-22% Grade 9-25% Grade 10-27% Grade 11-26% Social emotional distress: Grade 7-25% Grade 9-26% Grade 10-29% Grade 11-29%	School Perceived as very safe or safe Grade 7-75% Grade 9- 69% Grade 10-72% Grade 11-72% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-24% Grade 11-21% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-4% Grade 10-8% Grade 11-12% Sadness/ hopelessness: Grade 7-19% Grade 9-22% Grade 10-25% Grade 11-25% Social emotional distress: Grade 7-19% Grade 9-24% Grade 10-27%		School Perceived as very safe or safe Grade 7-69% Grade 9- 73% Grade 10-74% Grade 11-83% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-19% Grade 11-15% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-1% Grade 10-2% Grade 11-12% Sadness/hopelessness: Grade 7-18% Grade 9-21% Grade 10-23% Grade 11-22% Social emotional distress: Grade 7-21% Grade 9-22% Grade 10-25%	Grade 7- -4% Grade 9- -4% Grade 10- +1% Grade 11- -3% Mental and Physical Health Current alcohol or drug use Grade 7- -1% Grade 9- =% Grade 10- +3% Grade 11- -3% Sadness/hopelessness: Grade 7- -3% Grade 9- -3% Grade 10- -2% Grade 11- -1% Social emotional distress: Grade 7- -6% Grade 9- -2% Grade 10- -2% Grade 11- -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11-25%		Grade 11-25%	
2.14	Priority 7: Course Access	Spring 2023 A-G Course Completion Requirements Met *All Students: 79.1% *Black/African American 25.5% *Hispanic/Latino 50.4% *English Learners 42.3% *Low income 54.5% *SWD 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 A-G Course Completion Requirements Met *All Students: 84.5% *Black/African American 61.9% *Hispanic/Latino 59.3% *English Learners 48.1% *Low income 57.1% *SWD 31.7% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		Spring 2026 A-G Course Completion Requirement Met *All Students: 82% *Black/African American: 28% *Hispanic/Latino: 54% *English Learners: 46% *Low income: 59% *SWD 26% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	A-G Course Completion Requirements Met: *All Students: +5.4% *Black/African American: +36.4% *Hispanic/Latino: +8.9 % *English Learners: +5.8% *Low income: -2.6% *SWD: +9.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Goal Analysis [2024-25]

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.

While overall we were able to implement our actions as planned for Goal 2 that focused on intervention and support structures to improve the physical, mental and social wellness of students, families, and staff. we encountered both successes and challenges in our implementation.

One of our biggest challenges was the increase in cost in salary and benefits for multiple positions including:
Intervention Specialists Certificated (Action 2.1)
District Social Workers (Actions 2.3)

Child Welfare Attendance Specialist (Action 2.4)
Reading Intervention Support Specialists (Action 2.6)
Although costs increased, these actions were implemented as planned, and the scope of services provided remained consistent with our adopted LCAP.

Other actions were implemented, but not all budgeted expenditures were incurred. These included:
Support for development of targeted intervention plans (Action 2.7),
African American Family Network STEP and Regional Tutoring Support (Action 2.8)
Mariachi Afterschool Program (Action 2.5).
These actions were partially implemented with reduced scale and participation compared to what was originally planned, due to staffing limitations and enrollment levels at some some sites.

The Youth Development Specialist for Newcomer English Learners (Action 2.2) was fully implemented.

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

PUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year such as increases in salary and benefits.

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2025)

-Action 2.1: Elementary and Secondary Intervention Specialists-Certificated: Budgeted: $921,630; YTD Actual: $1,378,923. Additional costs were incurred to support the implementation of this action, due to increases in salaries and benefits.
-Action 2.2: Youth Development Specialist for Newcomer English Learners. The action was implemented, budgeted expenditures were incurred from Federal Funds, Title III.
-Action 2.3: District Social Workers-Certificated: Budgeted: $460,835; YTD Actual: $464,580. Additional costs were incurred to support the implementation of this action, due to increases in salaries and benefits.
-Action 2.4: Child Welfare Attendance Specialist-Classified: Budgeted: $76,917; YTD Actual: $75,612. The action was implemented but not all budgeted expenditures were incurred.
-Action 2.5: Mariachi Afterschool Program: Budgeted: $89,085; YTD Actual: $85,860. The action was implemented but not all budgeted expenditures were incurred.
-Action 2.6: Reading Intervention Specialists (RISS)-Classified: Budgeted: $491,600; YTD Actual: $546,619. Additional costs were incurred to support the implementation of this action, due to increases in salaries and benefits since year one of the current LCAP.
-Action 2.7: Support for development of targeted intervention plans: Budgeted: $266,000; YTD Actual: $200,744. The action was implemented but not all budgeted expenditures were incurred.
-Action 2.8: African American Family Network STEP and Regional Tutoring Support: Budgeted: $70,000; YTD Actual: $59,261. The action was implemented but not all budgeted expenditures were incurred.

All actions above, with the exception of Action 2.2, were contributing actions. While there were differences in expenditures, including some underspending , PUSD reallocated unspent funds to cover overages in other contributing actions. As a result, there were no material differences between the planned and estimated actual percentages of improved services for the year, and the district maintained compliances with its proportionally requirement.

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

Based on our analysis of metrics and outcomes, the implementations of actions showed varying levels of effectiveness in achieving Goal 2 as demonstrated by both quantitative and qualitative indicators. While not yet reflected in the LCAP metrics which are showing a decline in student performance data in the areas of academics, graduation and college and career readiness, this year has focused on implementing actions more consistently across all sites and putting structures in place to more closely monitor student progress.

-Action 2.1 Elementary and Secondary Intervention Specialists-Certificated provided additional support to high-needs students in ELA and Math across all grade levels. While these supports are beginning to impact site practices, Metric 2.7- UC/CSU Eligibility shows a slight decline or no significant improvement, UC/CSU Eligible: 79%, Graduates earning a State Seal of Biliteracy: 30%, Graduates earning a Golden State Seal Merit Diploma: 59%. Metric 2.1-SBAC ELA and Metric 2.2-SBAC Math show a decline in students meeting or exceeding standards, All Students: 77%, English Learners: 16%, Low Income 48%, Students with Disabilities 27%, Black/African American: 30%, and Hispanic/Latino: 44%. As a result, the LCAP metrics do not yet reflect a positive impact from this action which has been partially effective. The district will continue to strengthen intervention systems to support college and career readiness outcomes.
-Action 2.2 Youth Development Specialist for Newcomer English Learners has allowed PUSD to begin to better track Newcomers by updating data and providing newcomer resources to school sites. While Newcomer students are receiving the support they need, Metric 2.8-English Language Proficiency for Summative ELPAC shows a slight decline, English Learners: Proficiency 28%, English Learners: Reclassification Rate 24%, and do not yet reflect the positive impact of this action which has been partially effective.
-Action 2.3 District Social Workers meet with students and families to support them in addressing the challenges they are facing in attending school and being academic successful. Metric 2.10-Chronic Absenteeism shows an improvement on Chronic Absenteeism rates for most student groups, All Students: 8.2%, Black/African American: 23.6%, Hispanic/Latino: 22.6%, Homeless 27.5%, English Learners: 12.7%, Low income: 17.2%, SWD: 19% and we have seen the positive impact of this action as effective.
-Action 2.4 Child Welfare Attendance Specialists meet with students and families to support them in addressing the challenges they are facing in attending school and being academically successful has been effective. Metric 2.10-Chronic Absenteeism shows an improvement on Chronic Absenteeism rates for most student groups, All Students: 8.2%, Black/African American: 23.6%, Hispanic/Latino: 22.6%, Homeless 27.5%, English Learners: 12.7%, Low income: 17.2%, SWD: 19% and this action has positively impacted our students and families.
-Action 2.5 Mariachi Afterschool Program-Students and parents participating in this program report a positive impact on attendance and academics. While there is positive feedback from Educational Partners, Metric 2.11-Graduation Rates show a decline for Hispanic students, Hispanic/Latino: 91.3%, and the action has been partially effective. The district will continue to strengthen supports for Hispanic students to support graduation outcomes.
-Action 2.6 Reading Intervention Support Specialists meet with students and families to support them in addressing the challenges they are facing in attending school and being academic successful. Metric 2.10-Chronic Absenteeism shows an improvement on Chronic

Absenteeism rates for most student groups, All Students: 8.2%, Black/African American: 23.6%, Hispanic/Latino: 22.6%, Homeless 27.5%, English Learners: 12.7%, Low income: 17.2%, SWD: 19%, and we have seen the positive impact of this action as effective.
-Action 2.7 Support for development of targeted intervention plans- staff have began to collaborate in data talks to work on instructional coherence. Metric 2.1-SBAC ELA and Metric 2.2-SBAC Math show a decline in students meeting or exceeding standards, All Students: 77%, English Learners: 16%, Low Income 48%, Students with Disabilities 27%, Black/African American: 30%, and Hispanic/Latino: 44%, indicating the action is partially effective. There is not yet consistency in the implementation of this work across all sites and the district will continue to work on strengthening instructional coherence.
-Action 2.8 African American Family Network STEP and Regional Tutoring Support- This action has been implemented, but students and parents indicate the need for more supports for this student group. Metric 2.6-Graduation does show an increase in the graduation rate for this student group, Black/African American: 76%, but there is not an effective way to track the impact of the limited tutoring program for a few students resulting in an overall ineffective action. This decline has resulted in the district's eligibility for Differentiated Assistance for African American students.

While the positive impact of these actions is not yet reflected on the LCAP metrics for academics, graduation and college and career readiness, there has been some positive impact on our attendance and suspension data. Feedback from educational partners indicates a need to implement these actions more consistently across all sites and develop structures to more frequently monitor progress on these actions throughout the year.

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

The following actions with continue into 2025-2026:

Action 2.1-Intervention Specialists
Action 2.2-Youth Development Specialist
Action 2.4-Child Welfare Attendance Specialist,
Action 2.6-Reading Intervention Specialists (RISS)
Action 2.8- African American Family Network STEP and Regional Tutoring Support with a reduction in funding.

The following action will continue but will now be split funded between LCAP and Expanded Learning Opportunities Program (ELOP)
Action 2.5- Mariachi Afterschool Program

The following action is being revised to add language that includes the school sites supported by this action and their funding allocation:
Action 2.7- Support for development of targeted intervention plans

The following action is being revised to add language that includes African American, immigrant/newcomer, and Hispanic students as additional student groups that will be supported by this action:
Action 2.3- District Social Workers

The following action is being added for 2025-2026:

Action 2.9-Supporting African American Students To address our areas of eligibility for Differentiated Assistance and areas of focus for our Comprehensive Coordinated Early Learning Intervening Services (CCEIS) plan, we will be adding Action 2.9 that is focused on supporting site teams in action planning to address the academic and socio-emotional needs of African American students. We are receiving outside technical assistance from the Alameda County Office of Education to support the needs of this student group.

While the majority of metrics are showing declines in academics, graduation and college and career readiness, there is improvement in suspension and chronic absenteeism data. The district plans to work on more fully implementing and refining the intervention and support structures consistency across all sites to improve the physical mental wellness of students, families, and staff. Surveys such as the CHKS will continue to be administered to gather input related to campus culture and climate and well as meeting with student advisory and focus groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary and Secondary Intervention Specialists-Certificated	The Elementary and Secondary Intervention Specialists provide additional support across to the district to high needs students in ELA and Math including supporting English Learners, low income, foster youth, homeless, and students with disabilities with a specific focus on the following school sites and student groups: Alisal: Students with Disabilities in ELA and Math Foothill: English Learners in Math and English Learner Progress Indicator, Socioeconomically Disadvantaged in ELA and Math Hart: Students with Disabilities in ELA and Math Pleasanton: Student with Disabilities in Math Elementary Intervention Specialists 9.0 FTE TK-5 Intervention Specialists, one for each elementary school site. 70% funded from LCAP Supplemental funding, 30% funded from General Fund. Focus: Core Academic Program, Literacy, RTI2 (Response to Instruction and Intervention)	$2,207,889.90	Yes

Action #	Title	Description	Total Funds	Contributing
		The elementary intervention specialists will provide intervention supports across all elementary sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. Middle School Intervention Specialists 1.6 FTE 6-8 Intervention Specialists, 0.5 FTE each at Hart and Harvest Park, 0.66 FTE at PMS. 26% funded from LCAP Supplemental funding, 74% funded from General Fund. Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention) The middle school intervention specialists will provide intervention supports across sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. High School Intervention Specialists 2.4 FTE 9-12 Intervention Specialists, 1.0 FTE each at Amador Valley and Foothill, and .4 FTE at Village. 3.4% funded from LCAP Supplemental funding, 96.6% funded from General Fund. Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention) The high school intervention specialists will provide intervention supports across sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.2	Youth Development Specialist for Newcomer English Learners	The Youth Development Specialist for Newcomer English Learners provides specific and strategic support for Newcomer English Learner students across the district to become acclimated and familiar with school system and unfinished learning within the first year of arrival in our school system.	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1 FTE-Fully funded through Title III, Federal Funds, not LCAP Supplemental funding. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.3	District Social Workers-Certificated [Revised}	[REVISED Action] Four district social workers provide access to social emotional behavioral and mental health supports to students and families to increase engagement in learning and in school. Priority will be given to English Learners, low income, foster youth, homeless, African American, and Hispanic students and their families. One position will focus on immigrant and newcomer students. There will also be a focus on English Learner students at Amador Valley High School and White students at Village High School who have been suspended or at risk for suspension. 4 FTE total: Three positions fully funded from LCAP Supplemental funding. One position is 57% partially funded from LCAP supplemental funding and 43% partially funded from Federal Funds, Title III Immigrant funding. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$568,250.77	Yes
2.4	Child Welfare Attendance Specialist-Classified	The Child Welfare Attendance Specialist addresses issues of chronic absenteeism for high needs students including supporting English Learners, low income, foster youth, and homeless students with a specific focus on the following school sites and student groups: Alisal: All students, Asian, Hispanic, socio-economically disadvantaged and students with disabilities Donlon: English Learners Harvest Park: White Mohr: All students, English Learners, socio-economically disadvantaged, and students with disabilities Lydiksen: Hispanic	$92,453.31	Yes

Action #	Title	Description	Total Funds	Contributing
		Hearst: White Pleasanton Middle: socio-economically disadvantaged, and students with disabilities Hart Middle: English Learners, Hispanic, socio-economically disadvantaged, Students with Disabilities, and White Valley View: English Learners, Two or more races, Students with Disabilities, and White Village High: White Vintage Hills: Hispanic Walnut Grove: Students with Disabilities .75 FTE- 100% of .75 FTE funded with LCAP Supplemental funding. This action will be monitored by Metric 2.10.		
2.5	Mariachi Afterschool Program [Revised]	[REVISED Action] Provide enrichment and intervention for students, as well as parent engagement opportunities for students who are English Learners, low income, foster/unhoused students, including the purchase of instruments to allow students to participate in the musical instruction in the program. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14. This action will now be partially funded out of LCAP (10%) and out of Expanded Learning Opportunities Program (ELOP) (90%).	$85,860.00	Yes
2.6	Reading Intervention Support Specialists (RISS)-Classified	Nine .75 FTE classified positions at each elementary school that under the general supervision of the Program Administrator/Supervisor, assist a certificated teacher in reinforcing instruction to individual or small groups of students in a classroom environment with a focus on English Learners, low income, foster youth, and homeless students, to provide reading and math intervention, and English Language acquisition support.	$579,411.47	Yes

Action #	Title	Description	Total Funds	Contributing
		Nine .75 FTE- 100% funded from LCAP Supplemental funding. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.7	Support for development of targeted intervention plans [Revised]	[REVISED Action] Provide additional hours for TK-12 certificated staff to collaborate in Data Talks with the goal of developing instructional coherence across grade levels and departments. This funding can be used for release time, substitute pay and professional development opportunities. This time will be spent on teacher collaboration with a focus on data analysis to develop targeted intervention plans for English Learners, low income, and foster youth, and homeless students. Alisal $ 13,948 Donlon $ 17,948 Fairlands $ 17,179 Hearst $ 11,974 Lydiksen $ 15,025 Mohr $ 12,615 Valley View $ 16,128 Vintage Hills $ 13,384 Walnut Grove $ 16,128 PVA K-5 $ 667 Hart $ 22,000 Harvest Park $ 22,000 PMS $ 22,000 Amador Valley $ 20,000 Foothill $ 20,000 Village $ 5,000 This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$246,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	African American Family Network STEP and Regional Tutoring Support	African American Family Network STEP and Regional Tutoring - Continued support for the African American Family Network STEP program and new regional tutoring at multiple sites, including school sites and community locations, for after-school, weekends and during school break with a focus on English learners, low income and foster youth, and homeless students. *Cultural competency training for those providing tutoring service. *The program will involve parents, to include workshops and feedback opportunities. *Regional tutoring support will provide individualized support to address each student's specific academic challenges, with continuous monitoring of progress. *There will be an emphasis on core content subject areas and standardized test prep, supplemental resources during the tutoring sessions (books, computers, software) This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$60,000.00	Yes
2.9	Supporting African American Students [New Action]	[NEW ACTION] To address the areas of eligibility for Differentiated Assistance and support African American students in the areas of mathematics and suspensions, PUSD will work with all school sites to develop site level action plans to analyze student data and determine next steps to address the needs of African American students. These site action plans will align with the Equity Goal in each site's School Plan for Student Achievement (SPSA). This action will also support the focus in PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students being referred for special education. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Address historic and systemic barriers to diversity, equity, and inclusion by working collaboratively and strategically with community and educational partners to achieve an inclusive, equity-centered culture.	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.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. Goal Three recognizes that a systems approach to the vision and mission of our district is instrumental to the academic, social emotional and civic success of our students. For that reason, Goal 3 is included in our LCAP ensuring that we make specific and explicit efforts to address systemic barriers to equity and inclusion that exist in our organization. The District Organizational Work Plan guides the work of district leaders throughout the school year to ensure that thoughtful, purposeful, proactive, and strategic action steps are being applied across the organization. This process helps leadership assess the organization's strengths and weaknesses; identifies areas that can yield strategic wins; and effectively leverages the power of networks throughout the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1:Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the subjects which they teach.	In 2024-2025, 96% of certificated teachers have appropriate credentialing for the subjects which they teach.		In 2026-2027, 100% of certificated teachers have appropriate credentialing for	-3% of certificated teachers have appropriate credentialing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the subjects which they teach.	
3.2	Priority 3:Parental Involvement	In 2023-2024, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	In 2024-2025, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.		In 2026-2027, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	Twice a month Board of Trustees meetings continue.
3.3	Priority 5: Student Engagement	Spring 2023 School Attendance Rate All Students: 94.4% African American: 90.7% Hispanic/Latino: 92.6% Chronic Absenteeism *All Students: 13.1%	Spring 2024 School Attendance Rate All Students:95.42% African American: 90.42% Hispanic/Latino: 93.82%		Spring 2026 School Attendance Rate All Students: 97.4% African American 93.7% Latino:95.6%	School Attendance Rate All Students: +1.02% African American: -.28% Hispanic/Latino: +1.22% Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Black/African American: 28.1% *Hispanic: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6% Middle School Dropout Rate .01% Graduation Rate 96.7%	Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic: 22.6% *Homeless 27.5% *English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6% Middle School Dropout Rate .01% Graduation Rate 94.3%		Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic: 17% *Homeless 35% *English Learners: 13% *Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 1% Middle School Dropout Rate .01% Graduation Rate 98%	*All Students: -4.9% *Black/African American: -4.5% *Hispanic/Latino: Same % *Homeless -12.5% *English Learners: -5.7% *Low income: -9.5% *SWD: -4.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate Same % Middle School Dropout Rate Same % Graduation Rate -2.4%
3.4	Priority 6: School Climate	Spring 2023 Suspension Rate *All Students: 1.7% *English Learners: 2.0% *Socioeconomically Disadvantaged: 5.1% *Hispanic: 3.3%	Spring 2024 Suspension Rate *All Students: 1.4% *English Learners: 1.9%		Spring 2026 Suspension Rate *All Students: 1% *English Learners: 1%	Suspension Rate *All Students: +.3% *English Learners: +.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Homeless 7.7% *African American: 7.9% *Students with Disabilities 5.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: .04%	*Socioeconomically Disadvantaged: 4.2% *Hispanic: 3.4% *Homeless 2% *African American: 9.7% *Students with Disabilities: 5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: .04%		*Socioeconomically Disadvantaged: 3% *Hispanic: 1% *Homeless 4.7% *African American: 4.9% *Students with Disabilities 3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: <.1%.	*Socioeconomically Disadvantaged: +.9% *Hispanic: -.1% *Homeless +5.7% *African American: -1.8% *Students with Disabilities +.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: Same %
3.5	Priority 6: School Climate	2023-2024 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-74% Grade 9-66% Grade 10-68% Grade 11-73%	2024-2025 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-80% Grade 9-65% Grade 10-69%		Spring 2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-78%	CHKS High Expectations Grade 7- +6% Grade 9- -1% Grade 10- +1% Grade 11- -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaningful participation Grade 7-29% Grade 9-26% Grade 10-24% Grade 11-28% School Safety and Substance Use School Perceived as very safe or safe Grade 7-65% Grade 9- 70% Grade 10-71% Grade 11-78% Experienced harassment or bullying Grade 7-36% Grade 9-31% Grade 10-23% Grade 11-18% Mental and Physical Health Current alcohol or drug use Grade 7-2% Grade 9-4% Grade 10-5% Grade 11-15% Sadness/hopelessness: Grade 7-22% Grade 9-25% Grade 10- 27%	Grade 11-69% Meaningful participation Grade 7-37% Grade 9-30% Grade 10-29% Grade 11-31% School Safety and Substance Use School Perceived as very safe or safe Grade 7-75% Grade 9- 69% Grade 10-72% Grade 11-72% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-24% Grade 11-21% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-4% Grade 10-8% Grade 11-12%		Grade 9- 70% Grade 10-72% Grade 11-77% Meaningful participation Grade 7-33% Grade 9- 30% Grade 10-28% Grade 11-32% School Safety and Substance Use School Perceived as very safe or safe Grade 7-69% Grade 9- 73% Grade 10-74% Grade 11-83% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-19% Grade 11-15% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-1% Grade 10-2%	Meaningful participation Grade 7- +8% Grade 9- +4% Grade 10- +5% Grade 11- +3% School Safety and Substance Use School Perceived as very safe or safe Grade 7- +10% Grade 9- -1% Grade 10- +1% Grade 11- -6% Experienced harassment or bullying Grade 7- -4% Grade 9- -4% Grade 10- +1% Grade 11- -3% Mental and Physical Health Current alcohol or drug use Grade 7- -1% Grade 9- =% Grade 10- +2% Grade 11- -3% Sadness/hopelessness:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11-26% Social emotional distress: Grade 7-25% Grade 9-26% Grade 10-29% Grade 11-29%	Sadness/ hopelessness: Grade 7-19% Grade 9-22% Grade 10-25% Grade 11-25% Social emotional distress: Grade 7-19% Grade 9-24% Grade 10-27% Grade 11-25%		Grade 11-12% Sadness/hopelessness: Grade 7-18% Grade 9-21% Grade 10- 23% Grade 11-22% Social emotional distress: Grade 7-21% Grade 9-22% Grade 10-25% Grade 11-25%	Grade 7- -3% Grade 9- -3% Grade 10- -2% Grade 11- -1% Social emotional distress: Grade 7- -6% Grade 9- -2% Grade 10- -2% Grade 11- -4%

Goal Analysis [2024-25]

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.

Modified Implementation

The implementation of an Equity Plan (Action 3.1) was not implemented as planned.
Action 3.1 was intended to include partial funding for the Coordinator of Diversity, Equity, & Inclusion. However, that position was vacated at the beginning of the school year and was not replaced due to budget concerns. Any potential carryover is anticipated to cover overgages of LCAP Supplemental funding in other Goals and Actions. While there was not a Coordinator of Diversity, Equity, and Inclusion, all school sites developed an Equity Goal in their School Plan for Student Achievement (SPSA), representing a positive step towards maintaining a focus on addressing historic and systematic barriers to diversity, equity and inclusion collaboratively at the site level.

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

PUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year such as position vacancies that were not filled.

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2025)

Action 3.1: Implement Equity Plan: Budgeted: $87,978; YTD Actual: $0. Action 3.1 was intended to include partial funding for the Coordinator of Diversity, Equity, & Inclusion. However, that position was vacated at the beginning of the school year and was not replaced due to budget concerns. Any potential carryover is anticipated to cover overages of LCAP Supplemental funding in other Goals.

Although Action 3.1 was not implemented as planned and no expenditures were incurred, unspent funds were reallocated to other contributing actions.

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

While initial work has begun in the implementation of Action 3.1 and we are seeing a positive impact on the chronic absenteeism and suspension data for most student groups, we are seeing a decline in our our academic, graduation and college and career indicators especially for our English Learners, Socioeconomically Disadvantaged, Students with Disabilities and African American students indicating an ineffective action. Metric 3.4 - Suspension Rate shows a decrease in suspension reates for most student groups, indicating progress in improving school climate, although suspension rates for African American student increased, African American: 9.7%. We do not have suspension data for Foster Youth because due to privacy concerns, data for student groups with fewer than 11 members is suppressed.

While the district has 5 schools that exited Additional Targeted Support and Improvement (ATSI), we re-entered Differentiated Assistance for our African American students in the areas of mathematics and suspensions. Our African American and Hispanic students are also significantly disproportionally identified for special education and is the focus of PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

Actions such as developing and implementing a Equity Plan (Action 3.1) and The Board of Trustees adopting Board Policy 0415: Equity to promote equity in district programs and activities has help the district focus its work to support students in the following areas: Access to a High Quality Education, Accountability, Access to Communications, Budget, Climate and Culture, Curriculum and Instruction, Educational Partnerships, Professional Development, Resource Allocation, Student Agency and Empowerment, Student and Parent Voice, Workforce Equity, and Board Review Process has helped to make equity an priority focus.

Based on these outcomes, Action 3.1 has been partially effective and additional work is needed to address the current declines in student outcome data.

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 following action is being Modified:

The language in Action 3.1 has been revised to address the areas of eligibility for Differentiated Assistance and the area of focus in the Comprehensive Coordinated Early Intervening Services (CCEIS) plan. Partial funding of Coordinator of Accountability and Special Programs,

who will oversee alignment of DA and CCEIS. The action will continue to focus on maintain coherence across LCAP, SPSA, and PUSD Goals and to support the district's focus to uncover systematic barriers to equity and inclusion and work on strategically foster an inclusive, equity centered. The district plans to continue implementing the student engagement supports and services, including having schools identify a specific equity goal in their SPSA for the coming 2025-26 school year and continuing to administer the CHKS to gather input related to campus climate. Due to the change in funding for this action and shifting of LCFF funding to other contributing actions to cover personnel costs, Action 3.1 will be a non-contributing action. This shift in funding will not impact the district's compliance with its proportionally requirement.

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	Implement Equity Plan [Modified]	[MODIFIED Action] This action is focused on Identifying policies and practices that contribute to inequities and revise such policies. This action will partially fund .5 FTE of the Coordinator of Accountability and Special Programs, who will oversee the alignment of Differentiated Assistance and Comprehensive Coordinated Early Intervening Services (CCEIS). All school sites have developed an Equity Goal in their School Plan for Student Achievement (SPSA) that is reviewed and updated annually with the following outcomes to support English Learners, low income, foster youth, and homeless students. *Ensure access and opportunity for all students in all areas of the school program *Implement culturally-relevant curriculum *Create schools in which all students and staff are respected *Reduce the disproportionate application of discipline for students of color *Eliminate the use of racially-harmful words and practices *Shift mindset of all staff to advance equitable practices *Provide targeted outreach and support for historically underserved groups *Capture evidence that implicit bias, systemic inequities, and institutional racism have been reduced *Revise and develop policies to support equity for all students *Eliminate opportunity gap for all students	$117,037.26	No

Action #	Title	Description	Total Funds	Contributing
		To support the needs of African American students and PUSD's eligibility for Differentiated Assistance, the equity plan will align with district and site level plans to address student data in the areas of mathematics and suspensions. The Equity Plan will also align and support PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students being referred for special education. .5 FTE - Funded by Comprehensive Coordinated Early Intervening Services (CCEIS) This action will be monitored by Metric 3.1, 3.2, 3.3, 3.4, and 3.5.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. The actions and services associated with Goal 4 are intended to ensure that we maintain a high-quality instructional program for our students with employees throughout the organization who are committed to our mission and vision. By enhancing all aspects of our employee retention model we can expect to offer our PUSD community a world class program. PUSD recognizes that professional development is a key factor in employee recruitment, development and retention and must be differentiated throughout the organization to ensure that we achieve our mission and vision or resourceful, resilient and responsible students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 1: Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2023-2024, 100% of students have sufficient access to standards aligned instructional	In 2024-2025, 96% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2024-2025, 100% of students have sufficient		In 2026-2027, 100% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2026-2027, 100% of students	-3% of certificated teachers having appropriate credentialing, Same % of students have sufficient access to standards aligned instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials per the Williams Act. In 2023-2024, 100% of school facilities are maintained in good repair or better per the Williams Act.	access to standards aligned instructional materials per the Williams Act. In 2024-2025, 100% of school facilities are maintained in good repair or better per the Williams Act.		have sufficient access to standards aligned instructional materials per the Williams Act. In 2026-2027, 100% of school facilities are maintained in good repair or better per the Williams Act.	Same % of school facilities are maintained in good repair or better. All school facilities are in good repair or better.
4.2	Priority 2: California State Standard Implementation	2023-2024 All staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development. 100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.	2024-2025 All staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.		2026-2027 All staff will continue to have opportunities for high quality professional development on three mandatory PD days and/or at various synchronous and asynchronous opportunities throughout the year including PD related to the delivery of instruction related to English Language Development.	All staff continue to have opportunities for high quality PD. All ELs continue to receive DELD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.		100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.	
4.3	Priority 7: Access to a Broad Course of Study	2024 100% of all students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 79% English Learners 37% Students w/Disabilities 27.5% Low Income 59% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) 2024 AVID	2025 100% of all students have access to a Broad Course of Study during the school day. All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 84.5% English Learners 48.1 % Students w /Disabilities 31.7 % Low Income 57.1% *Foster Youth (Due to privacy concerns, data for student groups		2026 100% of all students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 82% English Learners 41% Students w/Disabilities 31% Low Income 62% *Foster Youth (Due to privacy concerns, data for student groups	All students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all Requirements: *All Students: +5.5% *English Learners: +11.1% *SWD: +4.2% *Low income: -1.9% Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of participating students Black/African American 3% Hispanic/Latino 22% Low Income 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	with fewer than 11 members is suppressed.) 2025 AVID Percentage of participating students Black/African American 3% Hispanic/Latino 22% Low Income 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)		with fewer than 11 members is suppressed.) 2027 AVID Percentage of participating students Black/African American 6% Hispanic/Latino 25% Low Income 15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.) AVID Percentage of participating students All Students: Same % Black/African American: Same % Hispanic/Latino: Same % Low Income Same % *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Goal Analysis [2024-25]

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.

While overall we were able to implement most of our actions as planned for Goal 4 that focused on promoting a professional culture, we encountered both successes and challenges in our implementation.

One of our biggest challenges was the increase in salary and benefits for the following position:
The Integrated Specialists-Certificated positions (Action 4.1)

One action were implemented but not all budgeted expenditures were incurred:
High Quality Professional Development (Action 4.2).

One action was not implemented:
Measurement and Data Analysis of Student Achievement and Progress (Action 4.3)
Action 4.3 was not implemented due to a decision related to district budget constraints and concerns that only 1 year of funding for the data dashboard project was included in the LCAP, but additional years of funding would have to come out of the general fund. Any potential carryover from this action is anticipated to cover overgages of LCAP Supplemental funding in other Goals.

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

PUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year such as increases in salary and benefits or actions that were not implemented due to budget constraints.

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2025)

-Action 4.1: Integration Specialists-Certificated: Budgeted: $544,248; YTD Actual: $831,876. The action was implemented, but due to an increase in cost in salary and benefits, additional costs were incurred.
-Action 4.2: High Quality Professional Development: Budgeted: $350,000; YTD Actual: $5,275. The action was implemented as planned but not all budgeted expenditures were incurred.
-Action 4.3: Measurement and Data Analysis of Student Achievement and Progress: Budgeted: $114,415; YTD Actual: $0. Action 4.3 was not implemented and funds allocated for this action were not expended due to budget constraints. Any potential carryover is anticipated to cover overages of LCAP Supplemental funding in other Goals.

All actions in Goal 4 were contributing. While there were differences in expenditures, including one unimplemented action, PUSD reallocated unspent funds to cover overages in other contributing actions. As a result, there were no material differences between the planned and estimated actual percentages of improved services for the year, and the district maintained compliance with its proportionality requirement.

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

Based on our analysis of metrics and outcomes, the implementations of actions showed varying levels of effectiveness in achieving Goal 4 as demonstrated by both quantitative and qualitative indicators. While not yet reflected in the LCAP metrics which are showing a decline in student performance data in the areas of academics, graduation and college and career readiness, this year has focused on implementing actions more consistently across all sites and putting structures in place to more closely monitor student progress.

-Action 4.1 Integration Specialists provide direct support to staff with the Multi-Tiered Systems of Support (MTSS) model. Metric 4.2- California State Standard Implementation shows that staff had opportunities for professional development including supports from the Integration Specialists. Metric 1.6- College and Career prepared by completing A-G course requirements shows a decline, All students: 88%,

English Learners: 64%, Low Income: 73%, SWD: 61%. While staff share about the positive impact of their support, the impact is not yet reflected on the LCAP metrics indicating a partially effective action.
-Action 4.2 High Quality Professional Development has focused on building staff capacity in the analysis of student data outcomes to inform how to best address identified intervention needs. Metric 4.2-California State Standard Implementation shows that staff had opportunities for professional development throughout the year including professional development related to English Language Development instruction. Metric 1.6- College and Career prepared by completing A-G course requirements shows a decline, All students: 88%, English Learners: 64%, Low Income: 73%, SWD: 61%. Staff shared that this professional development is beginning to strengthen their capacity, but the impact of this action is not yet reflected on the LCAP metrics indicating a partially effective action.
-Action 4.3 Measurement and Data Analysis of Student Achievement and Progress-this action was focused on developing a data dashboard to support staff at all sites in monitoring the progress of student groups throughout the year to identify specific needs and gaps. This action was not implemented during the 2025-2026 school year due to budget constraints and is being discontinued.

While the positive impact of these actions is not yet reflected on the LCAP metrics for academics, graduation and college and career readiness, there has been some positive impact on our attendance and suspension data.
Declines in metrics indicate a need to continue our work in addressing the achievement gap for our students across all student groups.
Feedback from educational partners indicates a need for continued support to fully implement these actions more consistently across all sites and develop structures to more frequently monitor progress on these actions throughout the year.

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

The following actions with continue into 2025-2026:

Action 4.1: Integration Specialists
Action 4.2: High Quality Professional Development will continue but with a reduction in allocated funding.

The following actions will be discontinued due to planned district budget reductions:

Action 4.3: Measurement and Data Analysis of Student Achievement and Progress
Action 4.3 will not be included in the LCAP moving forward to 2025-26 with the planned allocated funding from 4.3 moving to Action 4.1 to cover overages related to personnel costs

The following actions are being added to support the needs of English Learners, Long Term English Learners and Newcomer students:

Action 4.4: Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot
Action 4.5: Support for Dually Identified English Learners and Students with Disabilities

While the majority of LCAP metrics are showing declines in academics, graduation and college and career readiness, there is improvement in suspension and chronic absenteeism data. The district plans to work on more fully implementing and refining the intervention and support structures consistency across all sites to improve academic, graduation and college and career readiness metrics and develop structures to more frequently monitor progress on these actions throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integration Specialists-Certificated	4 FTE Provide direct support to staff within the Multi-Tiered Systems of Support (MTSS) model to support the needs of English Learners, low income, foster youth, and homeless students. The Integration Specialists will provide direct professional development support for specialists, leadership teams, and department chairs at the district and site levels, utilize their knowledge and expertise to leverage the capacity of general and special education teachers in order to provide anti-bias, equity focused, culturally responsive, technology infused and rigorous curriculum and instruction. These positions are designed to work collaboratively to support professional development throughout the organization. 4 FTE- 100% fully funded from LCAP Supplemental funding This action will be monitored by Metric 4.1, 4.2, and 4.3.	$683,252.79	Yes
4.2	High Quality Professional Development	Provide high-quality professional development (PD) opportunities for staff to enhance instructional delivery and support systems for diverse student populations, including English Learners, low income (SED), foster youth, and unhoused students in achieving academic success and prioritizing Language & Literacy, Explicit Instruction, Climate and Culture, and Refinement of Systems. Language & Literacy: Training will encompass developing staff capacity for Tier I instructional practices, Universal Design for Learning (UDL), and utilization of digital	$25,000.01	Yes

Action #	Title	Description	Total Funds	Contributing
		resources like Edgenuity. Additionally, emphasis will be placed on providing equitable access to learning, including continuing implementation of district wide Phonics program (UFLI) training, 2 year LETRS cohorts to support literacy, and EL Achieve for Language Development. Explicit Instruction: Sites will build on the work begun by the Curriculum and Instruction Committee (CIC) to develop and refine shared Tier I instructional practices. We will continue to calibrate our understanding of components of explicit instruction, and a stronger understanding of instructional strategies used in PUSD's classrooms. Assessment and grading practices will be refined through collaborative efforts within professional learning communities, ensuring effective intervention and instruction within the Multi-Tiered System of Supports (MTSS) framework. Sites will utilize staff classroom visits as a tool for strengthening a reflective and learning school culture, deepening relationships, and developing teacher capacity for high quality instruction. Climate and Culture: Professional development will prioritize social-emotional learning (SEL) instruction to cultivate students' socio-emotional skills and support positive connections between all educational stakeholders. Furthermore, training will focus on creating civil and inclusive classroom environments where all members feel respected, valued, and welcome participants. Systems: The PD plan will address systems-level improvements through various training activities targeting administrators, teachers, and support staff. Training will include enhancing MTSS instruction, identifying curriculum and instructional strategies for diverse student populations, and integrating outcomes into district initiatives such as the English Language Development (ELD) plan and Single Plans for Student Achievement (SPSA). Professional Development Activities: The PD plan encompasses a range of activities tailored to meet the diverse needs of staff across different levels and departments. These activities include:		

Action #	Title	Description	Total Funds	Contributing
		1. Curriculum & Instruction Committee Meetings: Goals include enhancing MTSS instruction, identifying curriculum strategies, and incorporating outcomes into district initiatives. 2. Professional Development Days: Activities will focus on diversity, equity & inclusion, social-emotional learning, and MTSS instruction enhancement. 3. Structured Literacy and English Language Development Training: Training sessions will focus on enhancing instruction for English Learners and implementing effective literacy programs. 4. Implementation of a district-wide learning walk model that focuses on building collaborative learning activities through teachers observing teachers. 5. Ethnic Studies Cohort: Goals include developing, piloting, and implementing an Ethnic Studies course to promote cultural awareness and inclusivity. 6. Secondary Job-Embedded Professional Development: Training will target essential standards, grading practices, and Tier I instruction improvement among content teams and individuals. 7. Staff Development & Reform: Differentiated professional development opportunities focused on organizational goals will be provided to all staff members. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.		
4.3	Measurement and Data Analysis of Student Achievement and Progress [Discontinued]	[DISCONTINUED Action] Provide a data dashboard to support the monitoring and analysis of student achievement and progress data including state and local assessment data. This centralized data dashboard will support the monitoring of student groups and LCAP and SPSA goals and actions. Staff will be supported in the use of this platform through ongoing professional development and training support to strengthen their use of data to inform and adjust instructional decisions. As staff use the platform, they will provide feedback and help identify areas for additional professional development and support. The utilization of a data dashboard by staff supports identifying specific needs and gaps that exist	$0.00	

Action #	Title	Description	Total Funds	Contributing
		for students who are English Learners, low income, foster youth, and homeless. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.		
4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action]	[NEW ACTION] Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot at Valley View Elementary and Pleasanton Middle School The primary goal of this initiative for year 2 of implementation is to establish foundational structures to support high-quality, consistent Dual Language Immersion (DLI) instruction across grade levels. Key objectives include: Developing a shared understanding of the language allocation model Articulating Student Learning Outcomes (SLOs) in the four domains (Listening, Speaking, Reading & Writing) of Language Acquisition in both English and Spanish for the DLI students Beginning the conversation to build a tiered system of supports and interventions for DLI and EL students Plan for 2025-26 is to continue to align the curriculum and articulate the student learning outcomes at each grade level for the two target languages in listening, speaking, reading and writing. This action will support English Learners at Valley View Elementary and Pleasanton Middle School. Dual Language Immersion Curriculum Development ($45,935.53) Alignment and Spanish Language Arts/Dual Language Immersion Pilot ($6,200) This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Support for Dually Identified English Learners and Students with Disabilities [New Action]	[NEW ACTION] Support for Dually Identified English Learners and Students with Disabilities. The proposed training and coaching is to train the site-level teams on effective IEP documentation and strategies for delivering designated and integrated ELD instruction to dually identified students. The goals include: Training and Support to equip site administrators, special education teachers, and case managers with the skills to provide comprehensive ELD instruction for dually identified students (DISs), IEP Documentation to ensure accurate and appropriate documentation of goals, supports, and services in student IEPs. Equity in Access-Create systems and processes to enable dually identified students to achieve grade-level standards, access A-G courses, and stay on track for high school graduation. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.	$19,522.53	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Pleasanton Unified School District's (PUSD) vision and mission describe a learning organization within which every student is a resourceful, resilient, responsible, and engaged world citizen who will make the world a better place. Based on this vision and mission and with feedback from the wider PUSD community the district has developed five District Organizational Goals. These goals have been adopted as our goals for the Local Control Accountability Plan. In PUSD we recognize the vital importance of parent/guardian engagement for all of our students and have a variety of opportunities for parents/guardians to engage in our district. In addition, through the School Quality survey we are able to measure our effectiveness in meeting the high expectations of our community to provide a world class education to ensure that all of our students are College and Career Ready when they leave our system. Through our LCAP we are able to offer customized support opportunities for our parents and guardians to engage in the educational journey of their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 3: Parent Engagement-Efforts to seek parent input and decision making.	Local Control Advisory Committee (LCAC) In 2023-2024 participation: • 8 Parent/Community Members • 2 Student Members (one from each comprehensive High School)	Local Control Advisory Committee (LCAC) In 2024-2025 participation: • 8 Parent/ Community Members • 2 Student Members (one from each		Local Control Advisory Committee (LCAC) In 2026-2027 participation: • 9 Parent/Community Members • 3 Student Members (one from	LCAC 8 Parent/ Community Members 2 Student Members 1 CSEA Classified member 1 APT Certificated member

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Student Services • Assistant Superintendent of Teaching and Learning • Assistant Superintendent of Business Services In addition, the LCAC was supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between September 2023 and May 2024	comprehensive High School) • 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Education Services • Assistant Superintendent of Business Services In addition, the LCAC was supported by staff from the		each High School) • 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Student Services • Assistant Superintendent of Teaching and Learning • Assistant Superintendent of Business Services	Deputy Superintendent of Student Services Assistant Superintendent of Business Services LCAC has met monthly between August and May Educational Partners that provided input in the LCAP Development Process +267

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All participants are invited to share feedback on these meetings. *2023-2024 435 Educational Partners provided input in the LCAP Development Process.	Educational Services Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between August 2024 and May 2025 All participants are invited to share feedback on these meetings. *2024-2025 702 Educational Partners provided input in the LCAP Development Process		In addition, the LCAC will be supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between September 2026 and May 2027 All participants are invited to share feedback on these meetings. *2026-2027 600 Educational Partners provided input in the LCAP Development Process.	
5.2	Priority 3: Parent Engagement-Efforts to seek parent input and decision making.	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions answered.	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP		District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP	DELAC has met four times this year. No Change in the number of meetings. Same % of events that were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Outcome data and any additional information that is shared with the LCAC is also shared with DELAC. Parent Liaison interpreters are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP. 2023-2024 100% of events were supported with translation as needed.	goals and actions are described and questions answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC. Parent Liaison interpreters are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP. 2024-2025 100% of events were supported with translation as needed.		goals and actions are described and questions answered. Outcome data and any additional information that is shared with the LCAC is also shared with DELAC. Parent Liaison interpreters are available to provided primary language support as needed. Parents are given the opportunity to provide input regarding the planned activities and outcome data about each action within the LCAP. 2026-2027 100% of events were supported with translation as needed.	supported with translation as needed.
5.3	Priority 3: Parent Involvement: Parent Participation Data	In 2023-2024, all 16 schools have a School Site Council and English Language Advisory Council which	In 2024-2025, all 16 schools have a School Site Council and English Language		In 2026-2027, all 16 schools have a School Site Council and English Language	All 16 schools have SSC and ELAC - No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance will be maintained from month to month. PUSD provides a yearly School Quality educational partner survey each Spring for all members of the PUSD community. This feedback is used to inform development of District Organizational Goals, the District Work Plan and other important initiatives. In 2023-2024, 8% completed the School Quality Survey.	Advisory Council which functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance will be maintained from month to month. PUSD provides a yearly School Quality educational partner survey each Spring for all members of the PUSD community. This feedback is used to inform development of District Organizational Goals, the District Work Plan and other important initiatives. In 2024-2025, the School Quality Survey was not administered due to low participation and overlap with the CHKS. This part of the metric is		Advisory Council which functions to oversee the development and implementation of the Single Plan for Student Achievement. Attendance will be maintained from month to month. PUSD provides a yearly School Quality educational partner survey each Spring for all members of the PUSD community. This feedback is used to inform development of District Organizational Goals, the District Work Plan and other important initiatives. In 2026-2027, 12% completed the School Quality Survey.	In 2024-2025, the School Quality Survey was not administered due to low participation and overlap with the CHKS. This part of the metric is being discontinued.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			being discontinued.			
5.4	Priority 3: Parent Involvement: Parent Outreach Data	2024 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. Quantitative outcomes will include number of contacts and the increase/decrease from the prior year. Baseline and target established in 2024-25 and will be updated in 2025-26	2025 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. Quantitative outcomes will include number of contacts and the increase/decrease from the prior year. Baseline and target established		2026 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. Baseline and target established in 2024-25 and will be updated in 2025-26.	Parent Liaisons are using the same system of contact logs. Baseline and target established in 2024-25 and will be updated in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in 2024-25 and will be updated in 2025-26			
5.5	Priority 3: Parent Involvement: Parent Outreach Data	Spring 2024 The Special Education Department monitors and records the participants at the Special Needs Committee monthly meetings and will promote parent/guardian participation at these meetings with the intent to increase by 5% parent/guardian participation in these monthly meetings. Spring 2024 0.7% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	Spring 2025 The Special Needs Committee (SNC) monthly meetings promote parent/guardian participation at these meetings. The SNC specifically focuses on ensuring representation of at least one parent from each PUSD school. Spring 2025 0.1% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.		Spring 2026 The Special Education Department monitors and record the participants at the Special Needs Committee monthly meetings and will promote parent/guardian participation at these meetings with the intent to increase by 5% parent/guardian participation in these monthly meetings. Spring 2026 5.7% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	Spring 2025 In Spring of 2025, only 0.1% of parents and guardians of students with disabilities participated in the monthly SNC meetings, marking a decline of 0.6%.

Goal Analysis [2024-25]

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.

While overall we were able to implement our actions as planned for Goal 5 that focused on providing service to the community to promote engagement, we encountered both successes and challenges in our implementation.

One of our biggest challenges was the increase in salary and benefits for the following position:
Parent liaisons (Action 5.1)
These positions were fully implemented and supported differentiated and student-centered services aligned to the goal, but rising costs limited our flexibility to expand other costs.

One action was fully implemented as planned:
Translation and interpretation services (Action 5.2)

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

PUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year such as increases in salary and benefits.

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2025)

-Action 5.1: Parent Liaison- Classified: Budgeted: $729,225; YTD Actual: $772,649. Additional costs were incurred to support the implementation of this action, due to increases in salaries and benefits.
-Action 5.2: Parent/Guardian Translation and Interpretation Services: Budgeted: $15,000; YTD Actual: $15,000. The action was implemented and budgeted expenditures were incurred.

All actions in Goal 5 were contributing. While there were differences in expenditures, PUSD reallocated unspent funds to cover overages in other contributing actions. As a result, there were no material differences between the planned and estimated actual percentages of improved services for the year, and the district maintained compliance with its proportionality requirement.

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

Based on our analysis of metrics and outcomes, the implementations of actions showed varying levels of effectiveness in achieving Goal 5 as demonstrated by both quantitative and qualitative indicators. While not yet reflected in the LCAP metrics which are showing a decline in student performance data in the areas of academics, graduation and college and career readiness, this year has focused on implementing actions more consistently across all sites and putting structures in place to more closely monitor student progress.

-Action 5.1 Parent Liaisons have had a positive impact in supporting our increasing English Learner Population and are providing supports to families who do not speak English. Metric 5.4-Parent Involvement: Parent Outreach Data shows that liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs, however there is not clear documentation breakdown by ethnicity to allow effective analysis. There is no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric. The baseline and target will be established in 2024-25 and and will be updated in 2025-26. While families have shared that having liaisons are important, the positive impact is not yet reflected on the LCAP metrics for English Learners in the areas of academics, graduation, and college and career readiness. such as Metric 1.10-English Language Proficiency that shows a decline in demonstrating proficiency as well as a decline in the reclassification rate, English Learners: Proficiency 28%, English Learners: Reclassification Rate 24%, indicating ineffectiveness of the action.
-Action 5.1 Parent/Guardian Translation and Interpretation Services- there is an increased need for these services due to the growing numbers of families that do not speak English. Metric 5.2-Parent Engagement-Efforts to seek parent input and decision making shows that 100% of events were supported with Translation and Interpretation services as needed and the action has been partially effective. This expense will be funded through general funding moving forward to support the increasing need for these services.

While the positive impact of these actions is not yet reflected on the LCAP metrics for academics, graduation and college and career readiness, there has been some positive impact on our attendance and suspension data.
Declines in metrics indicate a need to continue our work in addressing the achievement gap for our students across all student groups.
Feedback from educational partners indicates a need for parent communication and outreach.

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 following action with continue into 2025-2026 with budget modifications:

Action 5.1-Parent Liaison-Classified The number of positions funded will remain at 7 but the number of days and hours worked by each liaison will be reduced. The overall cost will increase in LCAP Supplemental funding due to increases in salary and benefits. In addition to Metric 5.1, 5.2, 5.3, 5.4, and 5.5, this action will also be monitored by Metric 1.2-ELD Professional Development, 1.3-SBAC ELA ,1.4-SBAC-Math, 1.5-AP Exams, 1.6-CCI Prepared, 1.7-CTE Pathway Completion, 1.8-Graduation, 1.9-UC/CSU Eligible, 1.10-ELPAC, 1.11-ELPI, 1.12-MAP growth in ELA and math, and 1.13-Chronic Absenteeism

The following action is being discontinued in the LCAP:
Action 5.2-Parent/Guardian Translation and Interpretation Services. Action 5.2 will no longer be included in the LCAP as a contributing action beginning in 2025-2026 due to shifts in the budget, but translation and interpretation services will continue to be provided districtwide and will be funded through general funds to continue providing language access for all families.

The following metric was not administered and is being modified:
Metric 5.3: Parent Involvement: Parent Participation Data In 2024-2025, the School Quality Survey was not administered due to low participation and overlap with the questions on the California Healthy Kids Survey. This part of the metric is being discontinued.

The follow metric is being revised to report quantitative outcomes:
Metric 5.4: Parent Involvement: Parent Outreach Data. When Parent Liaisons record the number of unique parent contacts, quantitative outcomes will be reported and will include number of contacts and the increase/decrease in the number of contacts from the prior year. There is no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric. The baseline and target will be established in 2024-25 and and will be updated in 2025-26.

While the majority of LCAP metrics are showing declines in academics, graduation and college and career readiness, there is improvement in suspension and chronic absenteeism data. The district plans to work on more fully implementing and refining the intervention and support structures consistency across all sites to improve academic, graduation and college and career readiness metrics and develop structures to strengthen support for families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Liaison-Classified [Revised Metrics]	[REVISED Metrics] Parent Liaisons will provide support, including focused outreach to parents/guardians to ensure access to technology and content area parent education services and to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional and educational needs, and to support parents/guardians and families, convey information regarding the school and/or district activities and procedures, refer families to other agencies, serve as a resource for English Learner, low income, foster youth, and homeless families. Parent Liaisons will follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Parent Liaisons will analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. 7.0 FTE, Funded 100% by LCAP supplemental funding. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 5.1, 5.2, 5.3, 5.4, and 5.5.	$818,124.74	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Parent/Guardian Translation and Interpretation Services [Discontinued]	[DISCONTINUED Action] Provide access to documents and meetings in the primary language of the parents/guardians of English Learners, Long-term English Learners, and Newcomers through a qualified translator/interpreter in languages as needed to support increased educational partner engagement and participation. This action will be monitored by Metric 5.1, 5.2, 5.3, and 5.4. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4969450	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.141%	0.000%	$0.00	3.141%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Library Technician - Classified [Discontinued] **Need:** There is a significant achievement gap between the unduplicated student groups and students overall. In particular, there is a gap in the graduation rate of students overall versus	The library technician is assigned to the district's alternative school and will increase the amount of time and access that unduplicated students are able to use the library and access resources such as the internet and resources in ELA and math in a space appropriate for learning. Based on the research of Tunner and Scarborough, this action is the most effective use of these funds and was designed to increase engagement and goal attainment for older students with a goal of being college and career ready. Providing staff that can	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, low income foster youth, and homeless student groups. See data below: Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be an achievement gap between all students and unduplicated student groups. See data below:	increase time and access for students to a space appropriate for learning will result in an increase in our students achieving at or above grade level. As it is likely that other low-performing students may benefit from these actions, they will be provided on a schoolwide basis.	1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

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
	*Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Educational Partners also indicated a need to provide extended and flexible access to resources to unduplicated student groups that may not have access to resources at home, have food or housing insecurities, or a lack of space appropriate for learning. **Scope:**		
1.3	**Action:** Resources/support to accelerate and enhance access to learning and achievement [Discontinued] **Need:** Unduplicated students have a significant achievement gap in comparison to students overall. This is evidenced in A-G course completed and graduation rates. See data below: Spring 2023	Through the implementation of the AVID model, participating unduplicated students will develop the academic skills needed to prepare for college/career opportunities. AVID is a well respected model that helps students build study habits and learning skills as well as confidence and competence to support high achievement. The AVID elective teachers also conduct site-wide professional development to share AVID best practices and strategies that can be implemented across all content areas to support the needs of all students. Based on the research of strategies such as Tunner and Scarborough that can best prepare	The District is using the follow metric to measure this goal: 1.15-AVID Percentage of participating students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80%	students for college and career readiness, students enrolled in the AVID elective and supported by the use of AVID strategies by teachers across content areas show a higher percentage of not only being accepted into post-secondary options, but completing their course of study and is the most effective use of these funds. As it is likely that other low-performing students may benefit from these actions, they will be provided on a schoolwide basis.	

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
	*Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support unduplicated students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:**		
1.4	**Action:** Assessment Analyst-Classified **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28%	This portion of the position supports staff at all sites in identifying specific needs and gaps that exist for students who are English Learners, low income, and foster/unhoused. This position focuses on taking data from multiple sources including the NWEA MAP (Measures of Academic Progress) testing system and the Illuminate data system that maintains CAASPP, ELPAC, and historical elementary report card data. The Assessment Analyst updates the Illuminate data system with the most current data metrics to allow users within PUSD to access longitudinal data reports to inform instructional decisions to best support the needs of English Learners, low income and foster/unhoused students. The Assessment Analyst also runs data reports to verify students' eligibility for the California State Seal of Biliteracy and the Golden State Seal Merit Diploma and this data is used to support English Learners, low income, foster youth, and homeless students in earning these recognitions. This action is the most	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

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
	*Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile	effective use of funds because of the importance of supporting users in the organized collection and access to student achievement data. Feedback from educational partners also emphasized the importance of coordinating the collection and analysis of data to support staff in improving the outcomes of student groups. This position has been designed to support the needs of sites in their analysis of data to inform instruction and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	

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
	Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile Educational Partner feedback indicated the need for support in accessing and analyzing student performance data to inform instructional decisions that address student achievements gaps for unduplicated student groups. This portion of this position will focus on providing the data regarding student achievement of identified student groups in a format that will support sites in data analysis to inform instructional decisions. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** District College & Career Readiness Specialist-Certificated **Need:** English Learner, low income and foster/unhoused students have a significant achievement gap in comparison to students overall in meeting A-G course completion requirement and earning a status of prepared on the CCI Indicator. This is evidenced in A-G course completed, graduation rates and the CCI Indicator. See data below: Spring 2023 A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3%	The district College and Career Readiness Specialist works closely with high school counselors and site administrators to ensure that students who may not have experience or support in navigating preparation for college are able to access processes and expectations in order to prepare for post-secondary college and career opportunities. Based on the research of Tunner and Scarborough, this action was designed to increase engagement and goal attainment for older students with a goal of being college and career ready and is the most effective use of these funds. This position has been designed to support the needs of sites in preparing students, especially English Learners, low income, foster youth, and homeless students to be college and ready and will create an opportunity to significantly increase A-G course completion and meeting the CCI indicator. As it is likely that other low-performing students may benefit from these actions, they will be provided on a schoolwide basis.	The District is using several metrics to measure this goal including: 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.13-Chronic Absenteeism 1.14-A-G Course Completion

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
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** LEA-wide		
1.7	**Action:** Coordinator of Early Literacy and Numeracy	The Coordinator of Early Literacy and Numeracy focuses on coordinating, implementing, and	The District is using several metrics to

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
	[Discontinued] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24%	evaluating the impact of early literacy and numeracy programs and interventions for English Learner, low-income, foster youth, and homeless students with learning gaps. This position also oversees the management of the academic early intervention programs at all school sites. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can accelerate learning for young learners to build a strong foundation for students in meeting and exceeding grade level standards. This position has been designed to support the needs of sites in their development of students' early literacy and math skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

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
	*Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading:		

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
	10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile The analysis of the data indicates a need to support English Learner, low-income, foster youth, and homeless students through early literacy and numeracy programs and interventions to address learning gaps and to have a strong focus on early literacy to accelerate learning for young learners and provide additional opportunities for students to accelerate engagement and student understanding of key concepts. **Scope:**		
1.9	**Action:** College Boot Camp Academy **Need:** English Learner, low income and foster/unhoused students have a significant achievement gap in comparison to students overall in meeting A-G course completion requirement and earning a status of prepared on the CCI Indicator. This is evidenced in A-G course completed, graduation rates and the CCI Indicator. See data below: Spring 2023 A-G Course Completion Requirements Met:	Participation in the College Boot Camp provides opportunities for English Learners, low income and foster/unhoused students to visit college campuses and engage in college/career readiness activities that promote a college going culture specifically for students who may otherwise not have that level of exposure. Priority for participation will be given to English learners, low income, foster youth, and homeless students. Based on the research of Tunner and Scarborough, this action was designed to increase engagement and goal attainment for older students with a goal of being college and career ready and this action is the most effective use of these funds. Hattie states that enrichment	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC

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
	*All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80%	programs broaden the educational lives of students and allow students to explore subjects in depth. Educational partners also provided feedback and indicated the importance of supporting unduplicated students in meeting college and career entrance requirements. This program has been designed to support the needs of students in becoming college and ready and will create an opportunity to significantly increase A-G course completion and meeting the CCI indicator. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

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
	*SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** LEA-wide		
2.1	**Action:** Elementary and Secondary Intervention Specialists-Certificated **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income, foster youth, and homeless student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78%	To address the learning gaps, Intervention Specialists are assigned to support sites with a focus on supporting English Learners, low income, foster/unhoused students in literacy and numeracy through Tier 2 and Tier 3 supports. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level standards. Educational partners also indicated the importance of intervention specialists in supporting the learning needs of students. To inform their supports, they utilize student assessment data, research-based best practices and coach teachers in instructional best practices. This position has been designed to support the needs of sites in their development of students' literacy and math skills and will create an opportunity to significantly	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading:	increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.

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
	4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional classroom support to provide differentiated supports as needed for groups of students. **Scope:** LEA-wide		
2.3	**Action:** District Social Workers-Certificated [Revised}	Social workers support the needs of supporting English Learners, low income, foster youth, and	The District is using several metrics to

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
	Need: While there has been improvement in reducing the chronic absenteeism rate for students overall, there continues to be high chronic absenteeism rates for several of our students groups including Black/African American, Hispanic/Latino, low income, students with disabilities and English learners. See results below: Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While progress has been made, a continued focus is needed to further address the chronic absenteeism rates for these student groups. Educational partners also provided feedback about the importance of having social workers as a liaison between families and schools. **Scope:** LEA-wide	homeless students by connecting them with needed wraparound services and function as a liaison between families and schools to improve student attendance and academic performance. Based on the research of Hattie, this action is the most effective use of these funds because of the importance of providing socio-emotional support in improving behavioral outcomes. This position has been designed to support the needs of students and families and will create an opportunity to significantly increase attendance and academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion

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:** Child Welfare Attendance Specialist-Classified **Need:** While there has been improvement in reducing the chronic absenteeism rate for students overall, there continues to be high chronic absenteeism rates for several of our students groups including Black/African American, Hispanic/Latino, low income, students with disabilities and English learners. See results below: Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While progress has been made, a continued focus is needed to further address the chronic absenteeism rates for these student groups. Educational partners also provided feedback about the importance of having a child welfare attendance specialist to connect families to wraparound services. **Scope:**	The child welfare attendance specialist support the needs of supporting English Learners, low income, foster youth, and homeless students by connecting with families of students who are chronically absent and connecting them with needed wraparound services to improve student attendance and academic performance. Hattie states that attendance is fundamental to the educational process and feedback from educational partners emphasized the importance of having a primary communicator regarding attendance and this action is the most effective use of these funds. This position has been designed to support the needs of students and their families and will create an opportunity to significantly increase student attendance. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using this metric to measure this goal: 2.10-Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Mariachi Afterschool Program [Revised] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income, foster youth, and homeless student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32%	The Mariachi Afterschool Program for students in 2nd through 12th grades uses a holistic and culturally relevant approach to support students and families with an emphasis on Hispanic/Latino culture. The program provides tutoring, family counseling, and other assistance to families. This action is the most effective use of these funds and educational partners indicated very strongly the importance of maintaining this action. Based on the research of DuBois and Karcher (2005), mentoring opportunities demonstrate that youth benefit from close, caring relationships with adults that serve as positive role models. This program has been designed to addressing the academic needs of students through a culturally relevant approach and will create an opportunity to significantly increase academic achievement. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

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
	*Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile		

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
	Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional support to address student performance gaps and to have this support provided through a culturally relevant approach to support students and families. **Scope:** LEA-wide		
2.6	**Action:** Reading Intervention Support Specialists (RISS)-Classified **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income and foster/unhoused student groups. See results below:	While this action is being implemented on a schoolwide basis at school sites with less than 40% unduplicated pupil enrollment, it is the most effective use of funds to meet the district's goals for unduplicated students. To address learning gaps with a focus on supporting English Learners, low income, and foster/unhoused students, Reading Intervention Support Specialists work with Intervention Specialists to provide academic support and small group instruction in Tier I and Tier 2 using research based strategies. This action is the most effective use of these funds and is based on the research of Dr. Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math

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
	Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math:	accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level standards. The district considered alternative delivery models but determined that implementing the service schoolwide allows for more flexible grouping and and scheduling aligned to student literacy levels. Education partners also indicated the importance of Reading Intervention Support Specialists in supporting the learning needs of students and continuing this action. This position has been designed to support the needs of sites in their development of students' early literacy skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis. The design of this action ensures that the needs of English learners, low-income, and foster/homeless students remain the focus while optimizing delivery to improve outcomes for students.	2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion

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
	62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional classroom support to provide differentiated supports as needed for groups of students.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	**Action:** Support for development of targeted intervention plans [Revised] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income and foster/unhoused student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS)	To support staff development that includes the analysis of student performance data, this funding will be used for release time, substitute pay and professional development opportunities. This time will be spent on teacher collaboration with a focus on data analysis to develop targeted intervention plans for English Learners, low income, foster youth, and homeless students. This is the most effective use of funds because planning for short and long term interventions requires time and planning and educational partners strongly supported the need for time to engage in Data Talks and thoughtfully plan their intervention approaches based on their data analysis. This action has been designed to support the needs of sites in their instructional planning to address the learning gaps of students and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

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
	*All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math:		

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
	22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for time for teacher teams to meet to analyze student performance data to inform instructional planning. **Scope:** LEA-wide		
2.8	**Action:** African American Family Network STEP and Regional Tutoring Support **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learners, low income foster youth, and homeless student groups. See results below:	To support African American, low income, foster youth, and homeless students, the African American Family Network STEP and Regional Tutoring will provide regional tutoring at multiple sites, including school sites and community locations, for after-school, weekends and during school break with a focus on low income and foster/unhoused students. This program will involve parents, to include workshops and feedback opportunities and regional tutoring support will provide individualized support to address each student's specific academic challenges, with continuous monitoring of progress. This action is the most effective use of these funds and educational partners indicated	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism

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
	Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math:	very strongly the importance of maintaining this action. Based on the research of DuBois and Karcher (2005), mentoring opportunities demonstrate that youth benefit from close, caring relationships with adults that serve as positive role models. This program has been designed to addressing the academic needs of students through a culturally relevant approach and will create an opportunity to significantly increase academic achievement As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

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
	62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional support to address student performance gaps and to have this support provided at flexible times and locations.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Integration Specialists- Certificated **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74%	Research indicates that teachers are the single most important school based factor affecting student achievement and English Learner, low-income, foster youth, and homeless students need access to highly qualified teachers and investing in improved teacher practice is critical to improved outcomes in reading and math. Integrated specialists will provide training, model lessons, disaggregate data by student group, and coach teachers to ensure that teachers practice is responsive to the needs of these students. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports investing in improved student practice to accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level standards and educational partners strongly support the continuing of this action. This position has been designed to support the needs of sites in their development of students' literacy and math skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile		

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
	14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile The analysis of the data indicates a need to support English Learner, low-income, and foster/unhoused students to address learning gaps and to focus on the implementation of instructional best practices. **Scope:** LEA-wide		
4.2	**Action:** High Quality Professional Development **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards	To support teachers and staff in addressing student performance gaps with a focus on supporting English Learner, low-income, foster youth, and homeless students, the districtwide professional development plan will provide coordinated support to staff across the district in improving teacher practice Professional development will focus on common formative assessments, disaggregating data by student group delivering high quality instruction within a MTSS framework, student engagement and communicating high expectations for all students. This action is the most effective use of these funds and is based on the research of Malcolm Knowles focused on the components of adult learning	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC

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
	(aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile	theory including an ability to draw on life experience to assist with learning and a willingness to learn. The professional development plan will support adult learning and also support the alignment of instruction across grade levels, content areas and school sites. This action has been designed to support the needs of sites in their instructional planning to address the learning gaps of students and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile There also continues to be a significant achievement gap between the unduplicated student groups and students overall in our graduation rates and A-G Course Completion. In particular, there is a gap in the graduation rate of students overall versus English Learners, low income, foster youth, and homeless student groups. See data below:		

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
	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Education Partners indicated a need for ongoing professional development to continue to strengthen instructional practices and learning about best practices that will support English Learners, low income and foster/unhoused students. **Scope:** LEA-wide		
4.3	**Action:** Measurement and Data Analysis of Student Achievement and Progress [Discontinued] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS)	This centralized data dashboard will support the monitoring of student groups and LCAP and SPSA goals and actions. Professional development and training will be provided to staff to strengthen their use of data to inform and adjust instructional decisions. The utilization of a data dashboard supports identifying specific needs and gaps that exist for students who are English Learners, low income, foster youth, and homeless. This action is the most effective use of funds because of the importance of supporting users in the collection and access to student achievement data. Feedback from educational partners also emphasized the importance of coordinating the collection and analysis of data to support the focus on improving the outcomes of student groups.. This action has been designed to support the needs of sites in their instructional planning to	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math

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
	*All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners:	address the learning gaps of students and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

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
	Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile There also continues to be a significant achievement gap between the unduplicated student groups and students overall in our graduation rates and A-G Course Completion. In particular, there is a gap in the graduation rate of students overall versus English Learners, low income and foster youth/unhoused student groups. See data below:		

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
	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80%		

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
	*Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Education Partners indicated a need for a data dashboard platform to monitor the progress of English Learners, low income and foster/unhoused students throughout the year. **Scope:**		
5.1	**Action:** Parent Liaison- Classified [Revised Metrics] **Need:** There is a significant achievement gap between the unduplicated student groups and students overall. In particular, there is a gap in the graduation rate and chronic absenteeism of students overall versus unduplicated student groups. See data below: Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3%	Parent Liaisons provide focused supports for parents/guardians based on specific needs and for families of unduplicated students to increase connection and communication with school, administrators, and teachers often in the parents/guardians home language. This action is the most effective use of these funds and is based on the research of Dr. Joyce Epstein and best practices indicating that providing liaisons between families and schools and building a home/school connection increases involvement and engagement and is related to improvements in academic outcomes for students. This position has been designed to support the needs of students and families and will create an opportunity to significantly increase attendance and academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 5.1-LCAC Participation 5.2-DELAC Participation

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
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Educational partner feedback from our unduplicated families including English learners and low income indicate that they need support in accessing and navigating the educational processes and expectations to understand how they can best support their children in succeeding academically. **Scope:** LEA-wide		5.3-School Quality Survey Completion 5.4-Parent Liaisons Contact Logs 5.5-Special Needs Committee Attendance

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
1.1	**Action:** Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement:	To address the performance gap for English Learners and Long Term English Learners, the Coordinator of Language Acquisition will provide support to sites to strengthen their instructional capacity in language acquisition and understanding the needs of English Learners and Long Term English Learners to increase student progress in demonstrating English language proficiency and help support staff at all sites in providing appropriate instructions strategies to address learning gaps. Based on the research of Dr Susana Dutro and Dr. Laurie Olsen, we have chosen to emphasize the importance of understanding language acquisition to support their instructional delivery model and this action is the most effective use of these funds. This position will provide leadership and direction for districtwide services to support Designated and Integrated English Language Development for English Learner and Long-Term English Learner (LTEL) students and the District Dual Language Immersion Pathway leading to the State Seal of Biliteracy. This position will also provide focused support at Foothill High to increase student progress in demonstrating English language proficiency as measured by the English Learner Progress Indicator.	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:** Limited to Unduplicated Student Group(s)		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Sections for Secondary English Language Development [Discontinued] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile	To address the performance gaps for English Learners and Long-Term English Learners at the secondary level, additional sections will be provided at Middle Schools and comprehensive High Schools for English Language Development and sheltered content classes to support English Learner and Long-Term English Learner (LTEL) students. Teachers of those sections will also be provided professional development support in instructional practices and strategies that best address the achievement gap for English Learners and Long-Term English Learners.	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:**		
1.10	**Action:** Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [Discontinued]	Due to the specific needs of English Learners, Long-Term English Learners and Newcomer students at the secondary level, providing additional supplemental materials will support these students in accessing the core curriculum and their needs to develop their academic	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile	language, particularly complex reading and writing. These materials will provide flexibility in meeting the range of language acquisition needs through the differentiation of activities.	1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:**		
1.11	**Action:** A-G Counselor to Support Unduplicated Students [New] **Need:** English Learner, low income and foster/unhoused students have a significant achievement gap in comparison to students	The A-G Counselor works closely with high school students and families that are at risk for not completing A-G course requirements. This position has been designed to prepare students, especially English Learners, low income, foster youth, and homeless students to be college and ready and will create an opportunity to significantly increase A-G course completion and meeting the CCI indicator. As it is likely that other low-performing	The District is using several metrics to measure this goal including: 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	overall in meeting A-G course completion requirement and earning a status of prepared on the CCI Indicator. This is evidenced in A-G course completed, graduation rates and the CCI Indicator. See data below: Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be an achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	students may benefit from these actions, they will be provided on a schoolwide basis.	1.8-Graduation 1.9-UC/CSU Eligible 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** Limited to Unduplicated Student Group(s)		
4.4	**Action:** Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77% *English Learners: 16%	We have DLI (Spanish) at Valley View Elementary School (VVES) and Pleasanton Middle School. Currently, a formal program review is underway at VVES and is expected to be completed by June 4th. Preliminary findings indicate that there is a lack of curriculum alignment and there is a need to formalize the language allocation plan as well as articulation of Student Learning Outcomes (SLOs) in both languages for students in grades K-8 in the DLI program. The proposal is to undertake this work to be completed over the next 3 years in a phased manner. This collaborative work will involve teachers, support staff, and site administrators.	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile On the 2024 English Learner Progress Indicator (ELPI), 57.4% of ELs are making progress towards English language proficiency. This is a decrease of 1.1% in comparison to 2023 ELPI. 11.3% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and		instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:** Limited to Unduplicated Student Group(s)		
4.5	**Action:** Support for Dually Identified English Learners and Students with Disabilities [New Action] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77% *English Learners: 16% Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS)	As of September 2024, 26% of English Learners (ELs) in our district are also identified for Special Education services, with 43% classified as Long-Term English Learners (LTELs). These students demonstrate marginal or no progress on the ELPAC assessment, resulting in persistently low reclassification rates. This prolonged EL status limits their access to grade-level content and restricts enrollment opportunities in college-preparatory middle and high school courses, thereby affecting their long-term academic success. This action will support the launch a pilot professional development program (Community of Practice) for a group of 12-15 case managers and special education teachers at our secondary schools to provide them with the knowledge, tools, and resources to better address the unique needs of our dually identified students in PUSD. Based on the level of participation and feedback, we will modify and adapt the modules and professional development format for 2025-26 and expand it to elementary schools as well.	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	*All Students: 73% *English Learners: 23% Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile On the 2024 English Learner Progress Indicator (ELPI), 57.4% of ELs are making progress towards English language proficiency. This is a decrease of 1.1% in comparison to 2023 ELPI. 11.3% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps.		4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.2	**Action:** Parent/Guardian Translation and Interpretation Services [Discontinued] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32%	Parent/Guardian translation and interpretation services provide access to information and communication regarding programs and academic outcomes for families that need support in a language other than English. Research and best practices indicate that increased involvement and engagement is related to improvements in academic outcomes for students and providing translation/interpretation services will increase the engagement of our English Learner families.	The District is using multiple metrics to measure this goal including: 5.1-LCAC Participation 5.2-DELAC Participation 5.3-School Quality Survey Completion 5.4-Parent Liaisons Contact Logs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. There has been an increase in the number of English Learners and Newcomers especially at the secondary level. Due to the increase of the number of families who speak a primary language other than English, there is a need to provide increased translation/interpretation supports to ensure all families can participate and engage to support their child's academic progress.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope:		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 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	158189874	4969450	3.141%	0.000%	3.141%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,969,450.00	$1,620,380.90	$0.00	$167,856.00	$6,757,686.90	$6,169,656.10	$588,030.80

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	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised]	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Supports will be provided across all school sites for English Learners and Long Term English Learners with Foothill High receiving additional support based on need.	2024-2025 to 2026-2027	$351,111.78	$0.00	$234,074.52	$117,037.26			$351,111.78	
1	1.2	Library Technician - Classified [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.3	Resources/support to accelerate and enhance access to learning and achievement [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.4	Assessment Analyst-Classified	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$139,243.88	$0.00	$69,621.94	$69,621.94			$139,243.88	

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	1.5	Sections for Secondary English Language Development [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.6	District College & Career Readiness Specialist-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$158,057.46	$0.00	$52,685.82	$105,371.64			$158,057.46	
1	1.7	Coordinator of Early Literacy and Numeracy [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.8	Access to Rigorous Content and Grade Level Standards	All	No			All Schools	2024-2025 to 2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.9	College Boot Camp Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.11	A-G Counselor to Support Unduplicated Students [New]	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Amador High School, Foothill High School 9-12	2025-26 to 2026-27	$155,000.00	$0.00	$105,000.00	$50,000.00			$155,000.00	
1	1.12	New LREBG Funding [Proposed]	All	No			All Schools	2025-26 to 2026-27	$0.00	$256,471.00		$256,471.00			$256,471.00	
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$2,207,889.90	$0.00	$1,430,322.10	$777,567.80			$2,207,889.90	
2	2.2	Youth Development Specialist for Newcomer English Learners	Newcomers and English Learners	No			All Schools	2024-2025 to 2026-2027	$85,000.00	$0.00				$85,000.00	$85,000.00	
2	2.3	District Social Workers-Certificated [Revised}	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025 to 2026-2027	$568,250.77	$0.00	$485,394.77			$82,856.00	$568,250.77	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	Child Welfare Attendance Specialist-Classified	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$92,453.31	$0.00	$92,453.31				$92,453.31	
2	2.5	Mariachi Afterschool Program [Revised]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$85,860.00	$0.00	$8,586.00	$77,274.00			$85,860.00	
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	2024-2025 to 2026-2027	$579,411.47	$0.00	$579,411.47				$579,411.47	
2	2.7	Support for development of targeted intervention plans [Revised]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$246,000.00	$0.00	$246,000.00				$246,000.00	
2	2.8	African American Family Network STEP and Regional Tutoring Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.9	Supporting African American Students [New Action]	African American Student Group	No			All Schools	2025-2026 to 2026-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
3	3.1	Implement Equity Plan [Modified]	All	No			All Schools	2024-2025 to 2026-2027	$0.00	$117,037.26		$117,037.26			$117,037.26	
4	4.1	Integration Specialists-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$683,252.79	$0.00	$683,252.79				$683,252.79	
4	4.2	High Quality Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$0.00	$25,000.01	$25,000.01				$25,000.01	
4	4.3	Measurement and Data Analysis of Student Achievement and Progress [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
4	4.4	Dual Language Immersion Curriculum Development and	English Learners	Yes	Limited to Undupli	English Learners	Specific Schools: English	2025-2026 to 2026-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action]			cated Student Group(s)		Learners at Valley View Elementary and Pleasanton Middle School TK-8									
4	**4.5**	Support for Dually Identified English Learners and Students with Disabilities [New Action]	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 to 2026-2027	$0.00	$19,522.53	$19,522.53				$19,522.53	
5	**5.1**	Parent Liaison-Classified [Revised Metrics]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$818,124.74	$0.00	$818,124.74				$818,124.74	
5	**5.2**	Parent/Guardian Translation and Interpretation Services [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	

2025-26 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
158189874	4969450	3.141%	0.000%	3.141%	$4,969,450.00	0.000%	3.141 %	**Total:**	$4,969,450.00
								LEA-wide Total:	$3,981,441.48
								Limited Total:	$408,597.05
								Schoolwide Total:	$579,411.47

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised]	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Supports will be provided across all school sites for English Learners and Long Term English Learners with Foothill High receiving additional support based on need.	$234,074.52	
1	**1.4**	Assessment Analyst-Classified	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,621.94	
1	**1.6**	District College & Career Readiness Specialist-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,685.82	
1	**1.9**	College Boot Camp Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

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	1.11	A-G Counselor to Support Unduplicated Students [New]	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Amador High School, Foothill High School 9-12	$105,000.00	
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,430,322.10	
2	2.3	District Social Workers-Certificated [Revised}	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,394.77	
2	2.4	Child Welfare Attendance Specialist-Classified	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,453.31	
2	2.5	Mariachi Afterschool Program [Revised]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,586.00	
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$579,411.47	
2	2.7	Support for development of targeted intervention plans [Revised]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,000.00	
2	2.8	African American Family Network STEP and Regional Tutoring Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
4	4.1	Integration Specialists-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$683,252.79	
4	4.2	High Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.01	
4	4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action]	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: English Learners at Valley View Elementary and Pleasanton Middle School TK-8	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Support for Dually Identified English Learners and Students with Disabilities [New Action]	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,522.53	
5	5.1	Parent Liaison- Classified [Revised Metrics]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$818,124.74	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,293,181.99	$5,207,338.94

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**	Coordinator of Language Acquisition	Yes	$224,239.68	226546.39
1	**1.2**	Library Technician - Classified	Yes	$51,505.00	95124.07
1	**1.3**	Resources/ support to accelerate and enhance access to learning and achievement	Yes	$103,555.00	50943.53
1	**1.4**	Assessment Analyst-Classified	Yes	$119,889.86	65732.69
1	**1.5**	Sections for Secondary English Language Development	Yes	$155,000.00	110430.72
1	**1.6**	District College & Career Readiness Specialist-Certificated	Yes	$136,062.17	50426.60
1	**1.7**	Coordinator of Early Literacy and Numeracy	Yes	$210,960.00	0
1	**1.8**	Access to Rigorous Content and Grade Level Standards	No	$0.00	0
1	**1.9**	College Boot Camp Academy	Yes	$10,000.00	9250
1	**1.10**	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students	Yes	$50,000.00	35824.17

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	Yes	$1,768,808.31	1378923.32
2	2.2	Youth Development Specialist for Newcomer English Learners	No	$85,000.00	126657.92
2	2.3	District Social Workers-Certificated	Yes	$543,691.00	464580.62
2	2.4	Child Welfare Attendance Specialist-Classified	Yes	$76,917.53	75612.67
2	2.5	Mariachi Afterschool Program	Yes	$89,085.00	85860.00
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	Yes	$491,600.61	546619.41
2	2.7	Support for development of targeted intervention plans	Yes	$266,000.00	200744.01
2	2.8	African American Family Network STEP and Regional Tutoring Support	Yes	$70,000.00	59261.65
3	3.1	Implement Equity Plan	Yes	$87,978.72	0
4	4.1	Integration Specialists- Certificated	Yes	$544,248.71	831876.85
4	4.2	High Quality Professional Development	Yes	$350,000.00	5275.00
4	4.3	Measurement and Data Analysis of Student Achievement and Progress	Yes	$114,415.40	0
5	5.1	Parent Liaison- Classified	Yes	$729,225.00	772649.32

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)
5	**5.2**	Parent/Guardian Translation and Interpretation Services	Yes	$15,000.00	15000.00

2024-25 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)
4961545	$5,017,480.00	$5,080,681.02	($63,201.02)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Coordinator of Language Acquisition	Yes	$224,239.68	226546.39		
1	1.2	Library Technician - Classified	Yes	$51,505.00	95124.07		
1	1.3	Resources/ support to accelerate and enhance access to learning and achievement	Yes	$103,555.00	50943.53		
1	1.4	Assessment Analyst-Classified	Yes	$59,944.93	65732.69		
1	1.5	Sections for Secondary English Language Development	Yes	$155,000.00	110430.72		
1	1.6	District College & Career Readiness Specialist-Certificated	Yes	$40,818.65	50426.60		
1	1.7	Coordinator of Early Literacy and Numeracy	Yes	$105,480.00	0		
1	1.9	College Boot Camp Academy	Yes	$10,000.00	9250		
1	1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students	Yes	$50,000.00	35824.17		
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	Yes	$921,630.77	1378923.32		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	District Social Workers-Certificated	Yes	$460,835.00	464580.62		
2	2.4	Child Welfare Attendance Specialist-Classified	Yes	$76,917.53	75612.67		
2	2.5	Mariachi Afterschool Program	Yes	$89,085.00	85860		
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	Yes	$491,600.61	546619.41		
2	2.7	Support for development of targeted intervention plans	Yes	$266,000.00	200744.01		
2	2.8	African American Family Network STEP and Regional Tutoring Support	Yes	$70,000.00	59261.65		
3	3.1	Implement Equity Plan	Yes	$87,978.72	0		
4	4.1	Integration Specialists-Certificated	Yes	$544,248.71	831876.85		
4	4.2	High Quality Professional Development	Yes	$350,000.00	5275		
4	4.3	Measurement and Data Analysis of Student Achievement and Progress	Yes	$114,415.40	0		
5	5.1	Parent Liaison- Classified	Yes	$729,225.00	772649.32		
5	5.2	Parent/Guardian Translation and Interpretation Services	Yes	$15,000.00	15000		

2024-25 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)
157035141	4961545	0	3.160%	$5,080,681.02	0.000%	3.235%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024