

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pittsburg Unified School District

CDS Code: 07617880000000

School Year: 2024-25

LEA contact information:

Dr. Janet Schulze

Superintendent

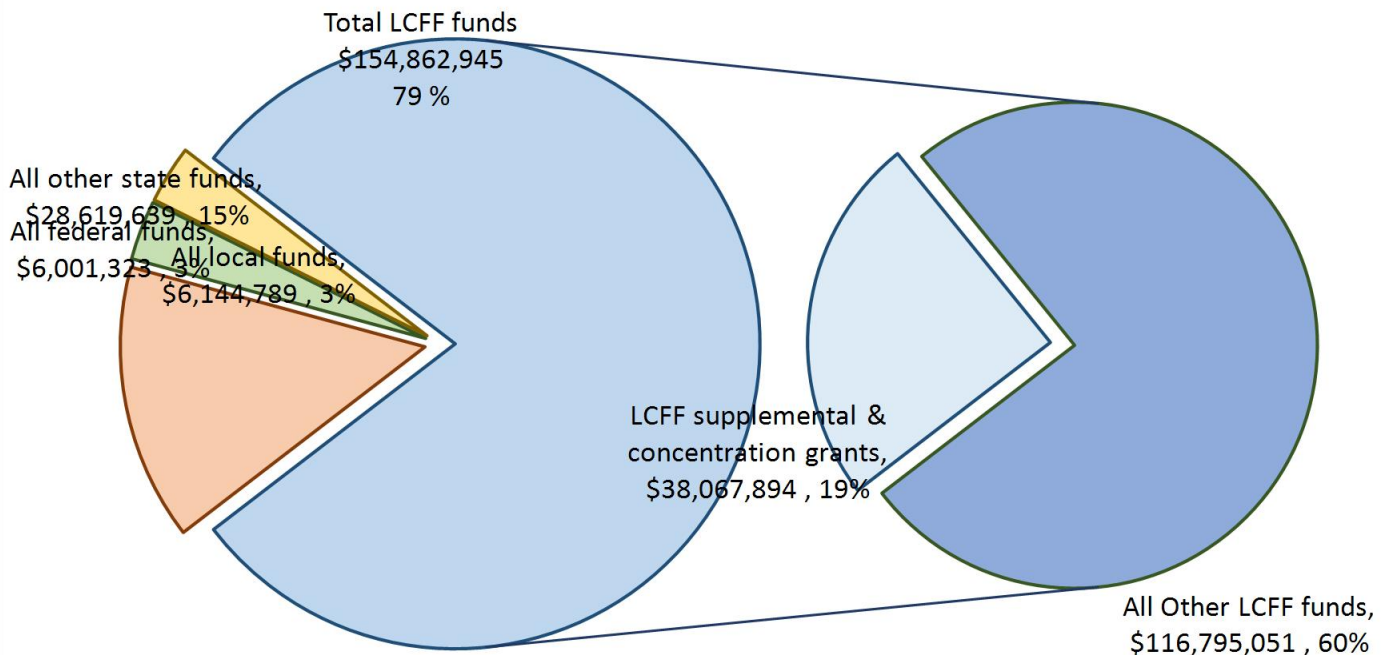
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925-473-2351

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 2024-25 School Year

### Projected Revenue by Fund Source

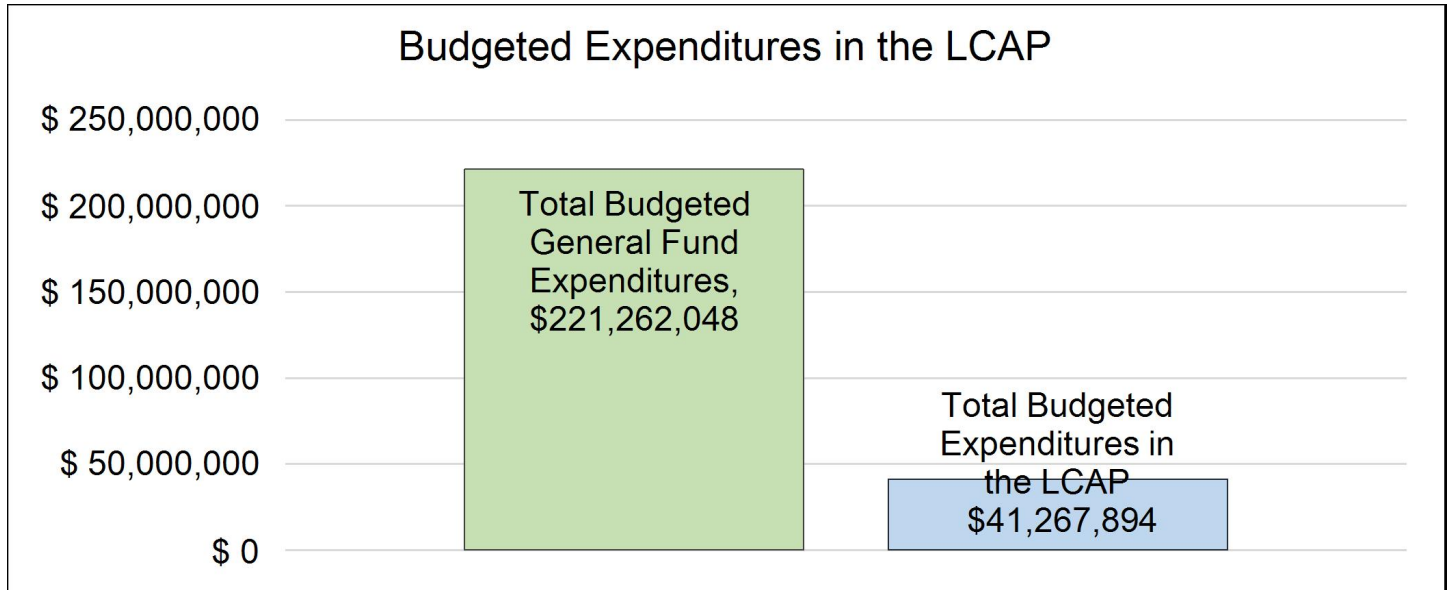


This chart shows the total general purpose revenue Pittsburg Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pittsburg Unified School District is \$195,628,696, of which \$154,862,945 is Local Control Funding Formula (LCFF), \$28,619,639 is other state funds, \$6,144,789 is local funds, and \$6,001,323 is federal funds. Of the \$154,862,945 in LCFF Funds, \$38,067,894 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 Pittsburg Unified School District plans to spend for 2024-25. 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: Pittsburg Unified School District plans to spend \$221,262,048 for the 2024-25 school year. Of that amount, \$41,267,894 is tied to actions/services in the LCAP and \$179,994,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

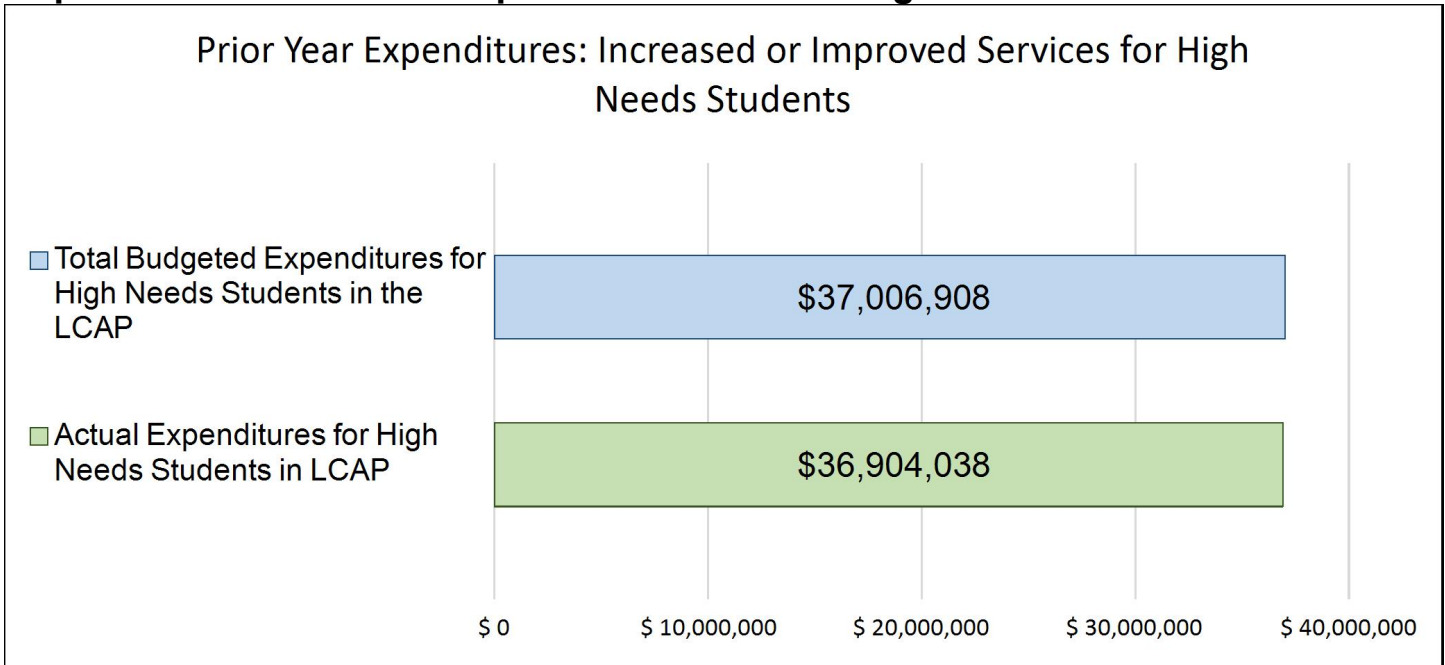
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of educational support activities such as transportation, nutritional services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcomes of the actions and services identified in the LCAP and therefore are not included.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pittsburg Unified School District is projecting it will receive \$38,067,894 based on the enrollment of foster youth, English learner, and low-income students. Pittsburg Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pittsburg Unified School District plans to spend \$41,267,894 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 2023-24



This chart compares what Pittsburg 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 Pittsburg 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 2023-24, Pittsburg Unified School District's LCAP budgeted \$37,006,908 for planned actions to increase or improve services for high needs students. Pittsburg Unified School District actually spent \$36,904,038 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$102,870 had the following impact on Pittsburg Unified School District's ability to increase or improve services for high needs students:

Some of the District's LCAP expenditures have been charged to one-time funds which resulted in carry-over for the 2023/24 fiscal year.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pittsburg Unified School District	Dr. Janet Schulze Superintendent	jschulze@pittsburgusd.net 925-473-2351

# Goals and Actions

## Goal

Goal #	Description
1	Engaging and Rigorous Teaching and Learning. (Goal addressing State Priorities 2,4,5)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts as measured by the CAASPP. (4A)	<p>2019 CA Dashboard</p> <p>All students Meet or exceeds: 35.6%; 40.7 pts below standard (Level 3)</p> <p>AA: 34.5%; 68.8 pts below standard EL: 7.1%; 54.4 pts below standard SWD: 4.9%; 121.74 pts below standard SED:31.1% ; 47.2 pts below standard FY: 86.1 pts below standard</p>	<p>iReady ELA Spring 2021</p> <p>ALL: 16% Mid or Above Grade</p> <p>AA:; 11% Mid or Above Grade. EL: 2% Mid or Above Grade SWD: 7% Mid or Above Grade. SED: 13% Mid or Above Grade FY: 0% Mid or Above Grade. (n=2)</p> <p>2021/2022 - Winter iReady results: ELA</p> <p>ALL: 13% Mid or Above Grade</p>	<p>2022 CA Dashboard</p> <p>All students Meet or exceeds: 33.21%; 49 pts below standard (Level 3)</p> <p>AA: 22.15%; 77.7 pts below standard EL: 7.75%; 74.5 pts below standard; SWD: 6.0%; 137.3 pts below standard SED:30.65% ; 54.8 pts below standard FY: 9.52%; 98.2 pts below standard</p> <p>iReady ELA Spring 2023</p> <p>ALL:23% Mid or Above Grade</p>	<p>2023 CA Dashboard</p> <p>All Students Meet or Exceeds: 28.65%; 62.9 pts below standard.</p> <p>AA: 20.44%; 85.8 pts below standard. EL: 6.65%; 98.8 pts below standard SWD; 6.06%; 139.5 pts below standard. SED: 26.56%; 68.8 pts below standard FY: 23.81%; 114.7 below standard</p> <p>iReady ELA Spring 2024</p> <p>ALL:23% Mid or Above Grade</p>	<p>CAASPP - ELA</p> <p>All students 25 pts below standard (Level 3)</p> <p>AA: 58 pts below standard EL: 44 pts below standard SWD: 110 pts below standard SED: 35 pts below standard FY: 75 pts below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		AA: 10% Mid or Above Grade. EL: 2% Mid or Above Grade SWD: 3% Mid or Above Grade. SED: 11% Mid or Above Grade FY: 0% Mid or Above Grade. (n=7)	AA.; 22% Mid or Above Grade. EL: 7% Mid or Above Grade SWD: 6% Mid or Above Grade. SED: 20% Mid or Above Grade FY: 5% Mid or Above Grade.	AA.; 23% Mid or Above Grade. EL: 6% Mid or Above Grade SWD: 8% Mid or Above Grade. SED: 20% Mid or Above Grade FY: 8% Mid or Above Grade	
Mathematics as measured by the CAASPP. (4A)	2019 CA Dashboard  All students Meet or exceeds: 20.8%; 82.5 pts below standard  AA: 10.9%; 115.2 pts below standard EL: 4.0%; 90.5 pts below standard SWD: 3.4%; 159.6 pts below standard SED: 17.8% 89.9 pts below standard FY: 147.5 pts below standard	Ready MATH Spring 2021  ALL: 11% Mid or Above Grade  AA.; 7% Mid or Above Grade. EL: 3% Mid or Above Grade SWD: 5% Mid or Above Grade SED: 9% Mid or Above Grade FY: 0% Mid or Above Grade (n=3)  2021/2022 - Winter iReady results:	2022 CA Dashboard  All students Meet or exceeds: 15.08%; 100.9 pts below standard (Level 3)  AA: 8.02%; 132.8 pts below standard EL: 3.92%; 118.1 pts below standard; SWD: 3.37%; 165.9 pts below standard SED: 13.37% ; 106.5 pts below standard FY: 5.0%; 145.3 pts below standard	2023 CA Dashboard  All students Meet or Exceeds: 14.81%; 107.4 pts below standard.  AA: 8.02%; 134.3 pts below standard EL 3.91%; 133.3 pts below standard SWD: 3.79%; 177.9 pts below standard SED: 13.31%; 113.6 pts below standard FY: 4.55%; 145.7 pts below standard	CAASPP - Mathematics  All students.; 72 pts below standard; (Level 3)  AA: 105 pts below standard EL: 80 pts below standard SWD: 149 pts below standard SED: 80 pts below standard FY: 137 pts below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Math (only grades 3-8) ALL: 5% Mid or Above Grade  AA: 2% Mid or Above Grade. EL: 1% Mid or Above Grade SWD: 1% Mid or Above Grade. SED: 5% Mid or Above Grade FY: 0% Mid or Above Grade. (n=6)	iReady MATH Spring 2023  ALL: 11% Mid or Above Grade  AA: 7% Mid or Above Grade. EL: 4% Mid or Above Grade SWD: 4% Mid or Above Grade SED: 9% Mid or Above Grade FY: 4% Mid or Above Grade	iReady MATH Spring 2024  ALL: 12% Mid or Above Grade  AA: 9% Mid or Above Grade. EL: 3% Mid or Above Grade SWD: 3% Mid or Above Grade SED: 11% Mid or Above Grade FY: 11% Mid or Above Grade	
California Science Test (CAST) (4A)	2019 CAST data  5th: 13% Met or exceeds 8th: 20% Met or exceeds 11th : 12% Met or exceeds 12th: 14% Met or exceeds	Unavailable -Did not administer in 2019-20 & 2020-21 school year	2022 CAST data  5th: 12% Met or exceeds 8th: 20% Met or exceeds 11th : 15% Met or exceeds 12th: 13% Met or exceeds	2023 CAST data  5th: 13.92% Met or exceeds 8th: 17.69% Met or exceeds 11th : 18.35%% Met or exceeds 12th: 8.93% Met or exceeds	CAST data  5th: 18% Meets or exceeds 8th: 25% Met or exceeds 11th : 17% Met or exceeds 12th: 19% Met or exceeds
Graduation Rate (5E)	Graduation rates from 2020 CDE website: All students: 86.9%  AA: 84.8%	2020/2021 - DataQuest  All students: 86.9% AA: 88.1%	2021/2022 - DataQuest  All students: 88.3% AA: 88.4%	2022-23 - DataQuest  All students: 87.6% AA: 84.0% EL: 79.8%	Graduation rates: All students: 91%  AA: 89% EL: 81%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 76.4% SWD: 61.1% SED: 83.3% FY: 92.3%	EL: 73.8% SWD: 67.9% SED: 85.9% FY: 71.4%	EL: 83.1% SWD: 81.1% SED: 88.2% FY: 64.3%	SWD: 69.1% SED: 87.0% FY: * cohort of 10 or less no reported rate	SWD: 66% SED: 88% FY: 94%
Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B, 4D)	2019/2020 Dataquest: All students: 38% AA: 32% EL: 16% SED: 36%	4-Year ACGR - DataQuest 2020-21  All: 37.5% AA: 37.4% EL: 16.0% SED: 35.2%	4-Year ACGR - DataQuest 2021-22  All: 32.2% AA: 27.5% EL: 18.0% SED: 30.0%	4-Year ACGR - DataQuest 2022-23  All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7%	All students: 43% AA: 37% EL: 21% SED: 40%
Students who have passed an advanced placement examination with a score of a 3 or higher as measured by the AP tests. (4G)	2019/2020 Dataquest: All students: 69%	Spring 2021 AP Administration per College Board  40.64%	Spring 2022 AP Administration per College Board  38%	Spring 2022 AP Administration per College Board  42%	All students: 74%
11 grade EAP (4H)	2019/2020 Aeries Analytics:  The percent of students who participate in the EAP and demonstrate ready and conditionally ready in	Unavailable as we did not administer the CAASPP	2022-2023 Aeries Analytics:  The percent of students who participate in the EAP and demonstrate ready and conditionally ready in	2023-24 Aeries Analytics  Ready or Conditionally Ready ELA: 28.8% Math: 9.8%	The percent of students who participate in the EAP and demonstrate ready and conditionally ready in ELA :45% and Math to 22%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA :40% and Math to 17%.		ELA: 37.1% and Math: 10.9%.		
Completed CTE courses from approved pathways (4C)	<p>2019/2020 Aeries Analytics:</p> <p>The percentage of students who successfully completed CTE courses from approved pathways is proportionate to the student population in the secondary schools:</p> <p>AA: 18% His:63% EL: 18% SWD: 1%</p>	<p>2020/21 CALPADS</p> <p>All: 31% AA: 33% His: 29% EL: 25% SWD: 25%</p>	<p>2021/22 CALPADS</p> <p>All: 36.3% AA: 41.0% His: 34.4% EL: 30.9% SWD: 36.4%</p>	<p>2022-23 CALPADS</p> <p>All: 47% AA: 46% His: 47% EL: 34% SWD: 39%</p>	<p>Successfully completed CTE courses from approved pathways.</p> <p>AA: 23% His:68% EL: 23% SWD: 6%</p>
English Learner pupils who make progress toward English Proficiency (4E)	<p>2019 Dashboard</p> <p>The percentage of English Learner pupils who make progress toward English Proficiency as measured by the ELPAC was 48.8%</p>	<p>ELPAC 2021</p> <p>Level 4: 14.76% Level 3: 38.35% Level 2: 22.55% Level 1: 13.35%</p>	<p>2022 Dashboard 54.2%</p> <p>Level 4: 17.27% Level 3: 39.59% Level 2: 22.55% Level 1: 13.01%</p>	<p>2023 Dashboard: 41%</p> <p>Level 4: 16.19% Level 3: 36.06%% Level 2: 30.93% Level 1: 16.82%</p>	<p>The percentage of English Learner pupils who make progress toward English Proficiency as measured by the ELPAC: 54%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completed courses that both satisfy requirements for UC/CSU and CTE approved pathways (4D)	2020/2021 CALPADS All students: 20% AA: 25% EL:19% SED: 20% SPED:17%	2020/21 CALPADS All:25% AA:29% EL:18% SED: 24% SWD18%	2021/22 CALPADS All: 27% AA: 33% EL: 19% SED: 26% SWD 27%	2022-23 CALPADS All: 32% AA: 33% EL: 28% SED: 19% SWD: 25%	Successfully completed UC/CSU requirements and CTE courses from approved pathways.  All students: 25% AA: 30% EL:24% SED: 25% SPED:22%
Implementation of standards for all students and enable English Learners access to CCSS and ELD standards (2A, 2B)	2020 - 100% of PUSD students have access to CA standards, including ELD standards for the purpose of gaining academic content knowledge and English Language proficiency.	100% of PUSD students have access to CA standards, including ELD	100% of PUSD students have access to CA standards, including ELD	100% of PUSD students have access to CA standards, including ELD	100% of PUSD students have access to CA standards, including ELD standards for the purpose of gaining academic content knowledge and English Language proficiency.

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1- 1.3. College and Career Readiness had multiple activities planned in support of reaching the metrics connected to the goals that were implemented in the three year LCAP cycle. PUSD was able to adopt a new Math curriculum, increase support for counseling at both the elementary and secondary levels, and implement student-centered activities that have supported increasing engagement throughout the PK-12 system.

Action 1.4 Monitoring and evaluation of data involved professional development of our staff to onboard and integrate a new student information system. Unfortunately the launch of our data management efforts was not carried out according to plan due to a system failure of the provider. Though sites were able to access portions of the data management system, the lack of professional development did not allow PUSD to access the full functionality of the data platform. We are continuing to strategize completion of the training so that all staff have access to the full range of services and data functionality offered through the platform.

Actions 1.5 District Administrative staffing for instructional support and Action 1.6 Site based actions and services were able to be implemented without significant differences.

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

A thorough review of the budget indicates that the planned budget expenditures for Goal #1 are in line with the actual expenditures with no significant differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For LCAP Goal #1, Pittsburg Unified School District (PUSD) focused on the following six actions and found varying degrees of effectiveness based on the selected metrics:

- Action 1.1 College and Career Readiness
- Action 1.2 College and Career Readiness
- Action 1.3 College and Career Readiness
- Action 1.4 Monitoring and Evaluation of Data
- Action 1.5 District Administrative staffing for instructional support
- Action 1.6 Site based actions and services

Action 1.1-1.3 Focused on increasing College and Career readiness was not effective based on the 2023-24 desired outcomes. However, PUSD was able to see incremental progress in increasing graduation rates, increasing the percentage of students who completed CTE courses through pathways, and the number of students who completed courses that satisfy both requirements for UC/CSU and CTE approved pathways. Action 1.1 through 1.3 was ineffective in addressing performance on the ELA and Math CAASPP assessments and not showing progress on the English Language Progress Indicators (ELPI). The inability to achieve results on the CAASPP requires closer examination of instructional practices and assessment data to identify gaps in student knowledge to support increased targeted intervention. During this LCAP cycle, PUSD was able to support an increase in counseling services for students in both elementary and secondary

schools, providing additional college and career support. The focus on college and career readiness actions supported students being able to graduate from high school at a higher rate than the state average with the exception of students with disabilities. We acknowledge that there is still work to be done to increase the graduation rate for students with disabilities. We were also able to see incremental growth in students successfully completing courses that satisfy the requirements for entrance to the UC/CSU from year 2 outcomes to year 3. Additionally, the data indicates increases were made for students completing CTE courses from approved pathways. For Actions 1.1 - 1.3 we were able to support students reclassifying their language proficiency and created opportunities for students to receive the support necessary to navigate challenging times post-covid. PUSD will need to continue addressing the results of CAASPP for ELA and Math by focusing on instructional improvement.

Action 1.4 Monitoring and evaluation of data was not an effective action based on the year 3 outcomes. Moving forward, data evaluation will continue to be an essential action because it includes monitoring local i-ready assessment, Acadience data, as well as English Learner progress toward reclassification. With consistent monitoring of student progress, we will be able to provide targeted intervention to support the growth of student achievement. In 2023 we were able to observe incremental gains in I-ready and Acadience local data. Through the analysis of data, students were consistently informed about their current standing towards meeting the English Learner expected outcomes as well as their path toward A-G completion. Progress at the middle school level demonstrates how reviewing data and monitoring student progress contribute effectively toward supporting students college readiness as they transition into high school. School sites consistently reviewed data which informed targeted interventions and support for student groups. PUSD was able to use data analysis to identify opportunity gaps within the system and strategically utilize resources to address gaps that surfaced.

Action 1.5 centered on providing District Administrative staffing for instructional support. This was not an effective action because PUSD was not able to make gains in both ELA and Math CAASPP scores. However, the additional staff has been placed as sites to support new structures such as gathering data through walkthroughs as well as providing assistance with data analysis and strengthening implementation of instructional leadership teams at each site, as well support for programs and initiatives. The staffing also helped to address the increase in graduation rates, support reclassification of English Learners, as well as creating the structures that will yield dividends in the next LCAP cycle. Progress monitoring supported students in completing A-G requirements, registering for AP test, and exploring college options. The additional staffing that has been positioned at sites have worked to develop the relationships and context for instructional improvement.

Action 1.6 Site Based actions and services provided additional support to school sites to support the priority areas for the district. While the metrics showed some progress over the years, the overall progress did not meet expected outcomes. Due to seeing some progress, we identify this action as a promising practice in addressing the significant challenges identified at site including elementary counseling and college and career technicians. The additional support led directly to the increase in the growth in A-G course completion represent in year 3 outcomes, as well as the 4 percent increase from year 2 to year 3 in students who have passed an advanced placement examination with a score of a 3 or higher as measured by the AP tests. The actions are also supported by the data which indicates an increase in the completion of CTE courses from approved pathways. Post-Covid schools are positioned to rebound from loss of instructional time that disproportionately impacted PUSD. The site based actions and services will serve to improve outcomes over the next cycle of the LCAP.

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

Reviewing the LCAP actions and metrics has prompted PUSD to make adjustments to its planned actions.

For Actions 1.1 - 1.3 regarding College and Career readiness, PUSD has partnered with an educational consultant to create and implement a classroom Equity walkthrough tool that serves to highlight the learning experiences of our scholars. The Equity walkthrough tool will serve to generate data that informs improvement needed in instructional practice and support creation of the classroom environments needed for our scholars to make improvement in both ELA and Math. The focus on instruction will balance the emphasis that was placed on initiatives and programs in the previous LCAP cycle. While PUSD will work to support the programs that are currently in place, focusing on the student experience in classrooms and ensuring the implementation of a culturally relevant and sustaining education will be a focused priority.

PUSD has also worked with a committee of teachers to adopt new Math instructional materials. PUSD will work collaboratively with teachers providing professional development to support implementation of the new Math instructional materials throughout the year.

One of the significant challenges to the implementation of activities and lack of success in the metrics was the rate of absenteeism of our scholars. For the 2023-24 school year, PUSD's attendance rate has hovered around 91 percent. The attendance rate is less than the 95 percent attendance rate that existed pre-covid. While there have been significant efforts by school sites and district offices to support attendance recovery, scholars continue to miss school resulting in activities not having the full intended impact.

For action 1.4, PUSD must work with our student information system support provider to address the professional learning needed to implement data evaluation with a higher degree of effectiveness. Staff needs access to the full capabilities of the platform to access timely data to support targeted intervention for scholars that are not making adequate progress on common assessments and benchmarks.

Action 1.5 District administrative staffing for instructional support and Action 1.6 site based actions and services have worked to increase the number of students attempting the seal of biliteracy. Sites have been able to engage in "data chats" designed to inform scholars of their current educational standing and the required actions to meet the goals to achieve the seal of biliteracy.

Due to the challenges that were face during the last cycle of the LCAP, PUSD believes that the current metrics hold merit and the actions moving forward will contribute positively to the achievement of our scholars.

**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.**

# Goals and Actions

## Goal

Goal #	Description
2	Equity, Access, and Success (Goal addressing State Priorities 1,4,5,7,8)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate. (4F)	2019/2020 Dataquest: 9.2% EL reclassified	2020/2021 Dataquest: 1.3% EL reclassified	2022/2023 10% of ELs reclassified Reclassified count in PUSD divided by an estimated cumulative EL enrollment, as of Feb 2023: 272/2720 (more reclassified in May, but may show up in next year of CALPADS)	2023-24 7.1% (CALPADS EOY3 Uncertified)	15% EL reclassified
Desired Results Developmental Profile (DRDP) (8A)	2019/2020 DRDP 80% of all PK students will scored in the Building & Integrating ranges  30% of all students will score in the Building Middle range	Spring 2022 - DRDP 93% of all students scored in the Building & Integrating ranges  17% of all students scored in the Building Middle range	Spring 2023 - DRDP 94% of all students scored in the Building & Integrating ranges  20% of all students scored in the Building Middle range	Spring 2024 - DRDP 97% of all students scored in the Building & Integrating ranges  14% of all students scored in the Building Middle range	% of PK students who perform in the area of LLD10-Emergent Writing measured by the  90% of all students will scored in the Building & Integrating ranges

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20% (or higher) of all students will score in the Building Later range	44% (or higher) of all students scored in the Building Later range	49% (or higher) of all students scored in the Building Later range	51% (or higher) of all students scored in the Building Later range	40% of all students will score in the Building Middle range  30% (or higher) of all students will score in the Building Later range
Literacy in K-3 as measured by Acadience (8A)	2019/2020 Acadience  % K - 3 students who meet end of year proficiency  K: 77% 1st grade: 57% 2nd grade: 55% 3rd grade 43%	Acadience 21/22 EOY:  K: 54% 1: 40% 2: 42% 3: 44%	Acadience 22/23 EOY:  K: 54% 1: 42% 2: 42% 3: 47%	Acadience 23/24 EOY  K: 61% 1: 47% 2: 43% 3: 46%	% K - 3 students who meet end of year proficiency  K: 81% 1st grade: 61% 2nd grade: 59% 3rd grade 47%
Middle school drop out rates (5C)	2019/2020 CALPADS:  The number of middle school drop out: 7	2020/21 CALPADS  The number of middle school drop out: 5	CALPADS 2021/22  The number of middle school drop out: 13	CALPADS 2023-24  The number of middle school drop outs: 15	The number of middle school drop out: 2
PUSD students have sufficient access to standards aligned instructional material (per Board adopted Textbook Sufficiency Report - October) and	100% PUSD students have sufficient access to standards aligned instructional material (per Board adopted Textbook Sufficiency Report - October) and	2021/22 Access to standards aligned instructional material and are enrolled in required core subject	2022/23 Access to standards aligned instructional material and are enrolled in required core subject	2023-24 Access to standards aligned instructional material and are enrolled in required core subject	100% PUSD students have sufficient access to standards aligned instructional material (per Board adopted Textbook Sufficiency Report - October) and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
are enrolled in required core subject areas and a broad course of study. PUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including English Learners, Low Income, Foster Youth and Students with Disabilities. (1B, 7A, 7B, 7C)	are enrolled in required core subject areas and a broad course of study.	areas and a broad course of study:100%	areas and a broad course of study:100%	areas and a broad course of study:100%	are enrolled in required core subject areas and a broad course of study.
High School Drop out rate (5D)	2019/2020 CALPADS: HS Drop out rate for all students: 1.6% AA: 1.8% EL: 2.4% SWD: 3.4%	2020-21 CALPADS All: 1.8% AA: 2.7% EL: 2.0% SWD:2.6%	2021-2022 CALPADS All: 2.7% AA: 3.3% EL: 4.0% SWD:3.2%	2023-24 CALPADS All: 2.2% AA: 2.3% EL: 4.2% SWD: 1.5%	HS Drop out rate for all students CALPADS: All: 0.5% AA: 1% EL: 1.5% SWD: 2.5%
English Language Arts and Mathematics as measured by the CAA (CA Alternative Assessment) (4A)	2019 CAA 18.75% Met Level 3 for ELA 9.38% Met Level 3 for Mathematics	iReady Spring 2021 SWD: 7% Mid or Above Grade -ELA SWD: 5% Mid or Above Grade - Math	2022 CAA 6.52 % Met Level 3 for ELA 13.33% Met Level 3 for Mathematics	2023 CAA 9.43% Met Level 3 for ELA 3.85% Met Level 3 for Mathematics	CAA 23% Met Level 3 for ELA 14% Met Level 3 for Mathematics



## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1 Supports, interventions, and opportunities included several activities that were implemented according to the plan that was outlined in the LCAP. The extensive planning by the district office and sites led to many different opportunities for scholars, including Historically Black Colleges & Universities (HBCU) college tours, college field trips, and other related activities. The actions were implemented in alignment with the plan outlined in the LCAP.

Action 2.2 Early Literacy which focuses on the development of early literacy skills for our elementary scholars was implemented according to plan. Expansion of PK at each site and the increase of TK/K instructional day to 5 hours demonstrate the level of implementation associated with this goal.

Action 2.3. Site based actions and services provided additional administrative support for the school sites. The implementation aligned with the planned actions for this goal.

Action 2.4 Administrative staffing for instructional support included additional support for English Learners including additional sections, support staff, and professional development. The implementation of the actions aligned with the planned goals articulated in the LCAP cycle.

Action 2.5 Dedicated supports for our students with disabilities was not able to be implemented as articulated in the plan during the LCAP cycle because we were not able to fill vacant positions, provide subs for filled positions. The district had to hire contractors to help fill some vacancies. The district engaged in working to increase consistency of COST/CARE practices and support the inclusion of students with disabilities in general education classrooms.

For Action 2.6 Dedicated support for our African-American students, the planned actions aligned with the implementation. The district was able to conduct a root cause analysis, and address the overrepresentation of African-American students referred to Special Education for Other Health Impairment and Emotionally Disturbed.

For Action 2.7 Site based actions and services, PUSD was able to implement the actions as planned. School sites received additional funding to support site-based initiatives moving forward.

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.

For goal #2, budget expenditures and actual expenditures were aligned with no material differences. The business office of the district worked closely with the Educational Service department to support funding expenditures accordingly.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For LCAP goal 2, PUSD focused on the following actions: Increasing supports, intervention and opportunities, development of early literacy, improved site based actions and services, administrative staffing for instructional support, dedicated support for students with disabilities, dedicated supports for African-American students, and additional site based and actions and services. A review of the data demonstrated effective actions and activities, while noting challenges that will need to be addressed moving forward.

For Action 2.1 Supports, interventions, and opportunities, while PUSD was able to demonstrate some progress by an increase in most graduation rates, with the exception of students with disabilities over the years, the overall progress did not meet expected the desired outcome for 2023-24. PUSD recognizes the need to positively impact the graduation rates of students with disabilities to surpass graduation rates for the state. Local Acadience data demonstrate an increase in early literacy from year 2 outcome to year 3. We observed a moderate increase in English Language Arts scholars who met level 3 as measured by the CAA (CA Alternative Assessment) from year 2 outcome to year 3 but decline in the Mathematics scores. Neither ELA or Math were close to the desired outcome. Credit recovery, summer learning, the Success Academy at Pittsburg High School, and additional tutoring serve as examples of the activities that have contributed to the success of scholars. Exposing our scholars to college opportunities through college field trips and tours supported creating a college going culture where scholars can see the potential outcomes of their commitment to education. Working with our expanded learning opportunity program has increased student support, providing students with a safe place for extended learning. We continue to review and analyze data to support targeted interventions and ensure that programs and services are supportive for scholar growth.

Action 2.2 Early Literacy showed incremental progress supported by data from year 1 to year 3, but the overall progress did not meet expected outcomes. PUSD was able to expand instructional hours for TK/K classrooms which helped to support our efforts focused on early literacy. Literacy in K-2 as measured by Acadience data increased from year 2 to year 3 indicating progress in reading scores, except for grade 3. PUSD was able to successfully hire for the Supervisor of Early Education position in support of supervising the expansion of the program. Early literacy coaches are in place at each site. Scholars are able to access rigorous instruction at an earlier age supporting our commitment to early literacy. Instructional coaches were able to work with our teachers to implement effective instructional practices, using data to identify skill gaps for students, implement first best instruction and implement targeted interventions. The use of data also aided the work of small group instruction, allowing teachers to be more intentional about addressing specific skills students need to become better readers.

Action 2.3. Site based actions and services and Action 2.4 Administrative staffing for instructional support did not show overall progress according to 2023-24 desired outcomes, however we identify this action as promising because it provided the administrative support and oversight for each of the programs and initiatives that are present at each site. The additional supports helped to decrease the high school

drop out rate as indicated in year 3 data, but still below the desired outcome for 2023-24. There was also an increase in reclassification rates from Year 1 to Year 3 data. Action 2.7 site based action and services increased the level of services sites were able to offer to support scholars. PUSD was able to successfully hire a Teacher on Special Assignment (TOSA) to support ELD coaching across the district which includes programming for newcomers and sheltered classes. PUSD was able to hire bilingual staff for the secondary newcomer sites to provide academic and social-emotional support, as well as connect with families. Administrators help to organize the activities that have been implemented at each site. One example of this was how sites were able to organize and work with Epoch education to address bias in education. Administrators were able to support staff in identifying a problem of practice to investigate, leading to a change of actions to support all scholars.

Action 2.5 Dedicated supports for our students with disabilities was not as effective as designed due to our inability to reach desired outcomes. PUSD will have to work with human resources to effectively recruit and retain staffing for the vacant positions. However we have seen some improvement according to our metrics. We saw incremental decreases in the drop out rates for students with disabilities, from year 2 to year 3 for High School students, which demonstrate the effectiveness of the additional support at schools to address significant challenges. Part of the previous challenge for PUSD was the siloed approach to Special Education. The district has worked diligently to make sure students with disabilities were integrated into mainstream classrooms with additional support. In addition early education has partnered with Special Education to provide professional development to all teachers on neurodiversity, strategies, and inclusive practices. PUSD has also worked to reduce the overrepresentation of African-American students being referred to Special Education for Other Health Impairment and Emotional Disturbance. PUSD has worked effectively to address the system that created the results by refining practices that were supported by this action. PUSD was also effective in creating consistency regarding the implementation of COST/CARE.

Action 2.6 Dedicated support for our African-American students was not effective according to the metrics identified for African-American students. There were several promising practices that were developed through data analysis which highlights the needs and support for African-American students. Though overall, we were able to see growth in our attendance rate from 90 percent in 2022-23 to 91 percent in the 2023-2024 school year, African-American attendance rates were less than 90 percent. The continued challenge of attendance led to further examination of root causes which allow for the district to be specific and intentional in the actions needed to address the achievement of African-American scholars. We were also able to partner with the California Collaborative for Excellence in Education to support our problem of practice focusing on the overrepresentation of African-Americans in Special Education for Emotional Disturbance and Other Health Impairments. PUSD was able to exit Comprehensive Coordinated Early Intervening Services (CCEIS). The following represents a description of the activities associated with the CCEIS process: Quarterly meetings with our Educational Partners throughout the year. We contracted with a CDE recommended Technical Assistance provider, Ascendancy Solutions and as a result provided the following strategies: 1:1 and small group wellness checks and lessons emphasizing teaching and use of social emotional skills  
1:1 and small group check-ins with CCEIS Specialist, Bi-weekly meetings with CCEIS Specialist and Promising Scholar Counselors at focal sites  
Meetings include review of learning plans, accommodations, interventions, progress monitoring, professional development (as needed), wellness checks, parent contact  
Behavior specialists worked directly with teachers and site support teams to use positive behavior intervention and support as a proactive, alternative to discipline referral and suspension.

Positive behavior support assistants worked at the promising schools to build school capacity with PBIS proactively as an alternative to suspension

Director of Student Services reviews attendance and discipline reports with site administrators at monthly Principal and/or AP/VP meetings  
Professional Development provided to district, school site, and school counselor on legal requirements of the Rehabilitation Act of 1973, Section 504

Focus on appropriate accommodations for scholars based on their individual needs, Site based restorative justice professional development  
Alternative means of suspension and appropriate use of restorative practices

Special Education Department continues to review data directly related to African American scholars with the eligibility of Emotional Disturbance

Stoneman's Early Literacy Coach monitors reading data related to Promising Scholars, regularly meets with teachers to discuss patterns, current interventions, new interventions, and develop reading goals

Increase in family engagement opportunities both in-person and online, including the Black Fatherhood Series Fathers in Focus for African American fathers and father figures, Partnership between PUSD and PAAACT, 8th Grade Black Promotion

Development of FAAS (Families of African American Scholars)

Individual Learning Plan meeting were held for promising scholars which include parent/guardian, scholar, classroom teacher(s), counselor, administrator, CCEIS Specialist, case manager (as needed)

17 new and rewritten Board Policies and Administrative Regulations relating Equity, the Rehabilitation Act of 1973, Section 504, Student Support Teams, and to assessment of students for special education and other policies directly related to our African American students. The district administrators worked with a technical assistance provider to create our first ever Equity Statement, which is now approved by the Board of Education.

Professional development for all special education professionals on assessment of African American students. Pittsburg High School implemented the Success Academy which is embedded within the school day. The class supports character development, academic success strategies, social emotional learning, and individualized direct support. COST/CARE teams at each promising site, and district-wide, meet weekly or biweekly to review and discuss attendance, discipline, behavior, social-emotional wellness of scholars, and proactive use of PBIS, mental health, restorative practices, engagement and other alternatives to suspension. School-based (at school) mental health services were provided to 351 general education students, of which 102 were African American. At Stoneman Elementary, one of our CCEIS Promising Schools, our African American scholars in Kindergarten for the 23-24 school year entered at a higher proficiency rate than our overall scholars. At Stoneman Elementary, there has been an increase in the number of scholars who are proficient at the beginning of the school year in Kindergarten, First, and 3rd grade.

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

For Action 2.1 Supports, interventions, and opportunities PUSD will continue to review data and analyze the performance of scholars through the corresponding metrics for these actions. Though the metrics will not change, we will monitor the progress of implementation of these

activities to ensure that each are being implemented with fidelity. The progress checks will provide the support structure to eliminate implementation gaps within the system and lead to the revision of strategies to support effective implementation.

Action 2.2 Early Literacy will need to focus on phonological awareness and phonics, and will expand to include language comprehension to meet the needs of our English Learners and African-American scholars. We have observed that teachers coming into the profession are not adequately prepared to teach reading. We will need to devote hours of coaching throughout the year to equip teachers with the skills and understandings necessary to teach reading. PUSD will continue to use data to evaluate the effectiveness of instruction and highlight specific skills where scholars will require targeted intervention.

Action 2.3. Site based actions and services, Action 2.4 Administrative staffing for instructional support and Action 2.7 Site based actions and services will require adequate staffing at each site to maximize the effectiveness of the ELD TOSA. monthly disaggregated data to monitor progress. With the responsibility of program implementation, we will add milestones and benchmarks as part of the monitoring process.

To support Action 2.5 Dedicated supports for our students with disabilities, PUSD will continue to have a continued focus on inclusive practices. PUSD will focus on implementation of inclusive practices and continue to provide support and professional development. PUSD will disaggregate data to determine the effectiveness of inclusion practices and adjust our strategies to support our students with disabilities.

To support Action 2.6 Dedicated support for our African-American students, PUSD will continue to monitor suspension and chronic absenteeism to determine the effectiveness of strategies and practices. PUSD will work with parent advisory committees Families of African-American Scholars and Parental African-American Achievement Collaborative Team to incorporate feedback regarding program implementation and success.

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

# Goals and Actions

## Goal

Goal #	Description
3	Student and Family Assets (Goal addressing State Priorities 3,5,6)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the Early Literacy series as measured by completion of PUSD's Early Literacy Project. (3B, 3C)	Per 2020 PUSD data: 5 parents completed the Early Literacy series	21/22 PUSD data:  First 5 & PUSD: 301 parents attended  Tandem, Partner in Early Learning: 78 parents attended	22/23 PUSD data:  First 5 & PUSD: not offered 22/23  Other In-Person and Zoom Early Literacy workshops for parents: 53 + 45 = 98 parents attended  Tandem, Partner in Early Learning: 46 parents attended (separate from the other workshops above)	23/24 PUSD data:  1st Semester: PUSD Literacy Workshps: 32 parents attended  Author Literacy Events: 70 parents attended  2nd Semester: Tandem, Partners in Early Learning Saturday Literacy Fiestas: 120 attended Tandem Literacy Webinars: 35 attended	30 parents completed the Early Literacy series
Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who	Per 2020 PUSD data: 88 participants for Triple P	21/22 PUSD data:  Positive Parenting Series—4 options	22/23 PUSD data:  Positive Parenting Series—4 options	23/24 PUSD data:  Positive Parenting Series—4 options	100 participants for Triple P 30 participants for Elementary/Early Childhood Triple P

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
complete the Triple P (Positive Parenting Series) as measured by completion of PUSD's Triple P Series. (3B,3C)	17 participants for Elementary/Early Childhood Triple P 52 participants for Supporting Father Involvement	Positive Parenting Series (for parents with children ages 0-12): 34 participants  Teen Positive Parenting Series (for parents with children ages 13-17):37 participants  Stepping Stones (for parents of children with Special Needs): 8 participants  Supporting Father Involvement: 17 participants	Positive Parenting Series (for parents with children ages 0-12): 40 participants  Teen Positive Parenting Series (for parents with children ages 13-17): 41 participants  Supporting Father Involvement: Black Fatherhood Series 12 participants	Positive Parenting Series (for parents with children ages 0-12): 48 participants  Teen Positive Parenting Series (for parents with children ages 13-17): 32 participants  Enhanced Triple P (for couples with children ages 0-18): 12 participants  Supporting Father Involvement: Apoyando al Papá & Black Fatherhood Series: 29 participants	75 participants for Supporting Father Involvement
Number of families of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the 10-week series of the Parent Project (3B,3C)	Per 2020 PUSD data: 145 parents completed the Parent Project	21/22 PUSD data:  Total # of parents attended: 2020 parents (Individual workshops)  **staff provided individual workshops in lieu of workshop series. Workshop	22/23 PUSD data:  Total # of parents attended: 2185 parents  Parent individual workshops: 1021 parents attended	23/24 PUSD data:  Total # of parent participants: 1,294 parents  **Staff provided individual webinars in lieu of workshop series. Workshop series will return in the	165 parents completed the Parent Project



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		series will return in the 22/23 school year		24/25 school year (in addition to individual webinars).	
Student, Parent and Family survey to provide information on safety and school connectedness (6C)	Per 2019 CHKS Parents feel schools welcome them - 85% Strongly Agree/Agree Parents feel schools are a safe place - 83% Strongly Agree/Agree	CHKS was not administered in the 2021/22 school year. The 2020/21 CHKS questions were based on remote learning. Therefore, no data from parents was available.	CHKS was administered in the 22/23 school year. Data does not give an accurate reflection as there was minimal participation.	CHKS administered in 23-24 year. Better, but still relatively low participation in 23-24.  CHKS (Strongly Agree or Agree): Parents feel welcome to participate: 82%. Feel school is a safe place: 81%	Parents feel schools welcome them - 90% Strongly Agree/Agree Parents feel schools are a safe place - 90% Strongly Agree/Agree
The number of suspension for 48900 K offenses as measured by AERIES. (6A)	Per 2019 Aeries: Grades 4-12  All students: 112 AA: 41 Hispanic: 54	Per 2021-22 Aeries YTD thru April, Grades 4-12:  All: 76 AA: 18 Hispanic: 47	Per Aeries EOY 2022-23, Grade 4-12  All: 16 AA: 5 Hispanic: 5	Per Aeries EOY 2023-24, Grade 4-12:  All: 36 AA: 19 Hispanic: 16	All students: 90 AA: 30 Hispanic: 40
Chronic absenteeism rate (5B)	Per 2019 CA Dashboard 11.6% chronically absent	2020/21 Dataquest 14.79% (TK-12) chronically absent  **in lieu of CA Dashboard	2022 CA Dashboard 42.2% chronically absent	2023 CA Dashboard 37.3% chronically absent	Per CA Dashboard 8% chronically absent



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate (5A)	2019/20 Aeries  95% attendance rate at all school sites	2021/22 Aeries  90% attendance rate at all school sites	2022/23 Aeries  90% attendance rate at all school sites	2023-24 Aeries ADA  91% attendance rate for district, sites range from 90% to 94% with 9 sites greater than 91%.	96% attendance rate at all school sites
Expulsion rate (6B)	2019/20 Dataquest:  0.03% expulsion rate	2020/21 Dataquest  0%	2021/22 Dataquest  0.0%	2022/23 Dataquest  0.0%	0% expulsion rate
Suspension rate (6A)	Per 2019 CA Dashboard - % suspended at least once  All students: 6.8%  AA: 14.5% EL: 5% SWD: 10.3%	Aeries 2021/22 YTD thru April (Cumulative Enrollment: 11,672, Grades 4-12))  All: 5% AA: 11% EL: 4% SWD: 7%	2022 Dashboard  All students: 5.4%  AA: 12.6% EL: 3.7 % SWD: 8.9%  Aeries 2022/2023  Estimates thru April 2023  All: 5.4% AA: 13.8% EL: 3.5% SWD: 8.6%	2023 Dashboard  All students: 6%  AA: 14.5% EL: 3.9% SWD: 9%	Year 3 Outcome CA Dashboard  All students: 4% (Dashboard)  AA: 10% EL: 3% SWD: 8%  (originally SWD target outcome was a typo of 18%, was corrected to 8% 6/2023)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sites have representatives attend DAC/DELAC to include in district decision making. (3A)	2020 PUSD Data DAC/DELAC 80%	2021 PUSD Data DAC/DELAC 78%	2022 PUSD Data DAC/DELAC 80%	2023 PUSD Data 92%	DAC/DELAC 85%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

For LCAP goal #3 Student and Family Assets, PUSD developed 6 actions with supporting activities.

Action 3.1 Parent and Family Engagement was designed to support the implementation of Parent and Family Liaisons (PAFL) at each school site. The PAFL position was designed to support creation of engagement activities for each school. Staffing challenges prevented the action from being implemented in its entirety. Although staffing each site with a PAFL was challenging, PUSD was able to redistribute PAFL's to ensure that each site received support. PUSD was able to provide training for the PAFL's to complete the work as planned.

Action 3.2 Restorative Justice was designed to support and implement restorative justice practices at each secondary school site to foster a positive school climate. Restorative justice coordinators were hired at all secondary school sites and the program has undergone some revisions to address the need for consistent support across the district.

Action 3.3 Social Emotional/Mental Health and Behavior support actions were designed to support addressing the mental health challenges that have been identified. PUSD was able to provide contracted services to students and work with providers to support social-emotional programs across school sites.

Action 3.4 Full Service Community School Initiative was developed to support implementation of the initiative at Highlands Elementary, Hillview Junior High School, Rancho Medanos Junior High School, and Martin Luther King Junior, Junior High School. The planning and implementation of Full Service Community Schools has moved forward as planned. Each site has been meeting with a team of educational partners to support implementation of the Full Service Community School framework.

Action 3.5 Parent and Family Engagement action was designed to support an increase in communication between schools and families. PUSD planned to implement the use of Parent Square across the district, providing messaging in targeted languages. This specific action went forward as planned.

Action 3.6 Site based actions and services was designed to support the priority area of Equity, Access, and Success. The activities connected to this specific action moved forward as planned. Sites were able to utilize staffing to support delivery of services and efforts to create equitable outcomes for all students.

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

Budget expenditures and estimated expenditures for Goal 3, Student and Family Assets are in alignment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal number # 3 of the LCAP focused on the following actions: Parent and family engagement, restorative justice, social emotional/mental health and behavior supports, full service community school initiative, and site based actions and services. While most of the actions were effective according to the related metrics, there is still room for growth in each action.

Action 3.1 Parent and Family Engagement actions were effective as they were designed to increase engagement between parents and the schools. 32 parents were able to complete the Early Literacy series this year, significantly increasing the number of parents in support of our literacy initiative. 120 parents participated in our Tandem, Partners in Early Learning Saturday Literacy Fiestas which represented an increase from 98 in year 2. PUSD has done a fantastic job of developing workshops addressing a variety of issues that scholars and parents face. There are a number of activities, events, and workshops that were well attended including an inaugural community resource fair that was held in the Fall where community-based organizations and support providers gathered at Pittsburg High School, availing themselves to families. The district also created a Parent Liaison position to support newcomer families. The creation of this position has helped to support our English Learner program, helping scholars and families acclimate to a new learning environment.

Action 3.2 Restorative Justice, while the metrics for suspension did not show overall progress, the feedback from educational partners continue to indicate the need for alternative discipline practices. We have observed the implementation of practices at several sites where administrators have begun to use alternative means of correction to address discipline issues, PUSD has a slight improvement in discipline data from 2019 outcomes to 2023. PUSD continues to have a disproportionate amount of African-American students being suspended and therefore need to continue to focus our implementation of restorative practices on a consistent basis. In 2023 the PUSD board passed a resolution affirming the commitment to restorative practices as a means of addressing disciplinary issues. PUSD also engaged in various professional development workshops and book studies to increase knowledge of restorative practices to support the changes needed at sites. PUSD reviewed discipline data consistently with administrators and staff to examine the effectiveness of practices and support the changing of mindsets from a punitive disciplinary practice to a restorative approach.

Action 3.3 Social Emotional/Mental Health and Behavior support has been effective as measured by the 1 percent increase of attendance rates from year 2 (90 percent) to year 3 (91 percent), although the overall progress did not meet expected outcomes. To complement the attendance rate, we also have seen a decrease in chronic absenteeism rates from year 2 to year 3. Other highlights include Mindful Life being implemented at each elementary school site as well as Rancho Medanos Junior High School. In addition, there was social-emotional support provided through art intervention, an innovative curriculum implemented at both Hillview Junior High and Pittsburg High School. The district continues to contract with the Lincoln Center providing services to scholars that have exhibited mental health challenges.

Action 3.4 Full Service Community School Initiative - while we did not meet all the expected outcomes, we see this action as essential in supporting the implementation of the Full Service Community School Framework at Highlands Elementary, Hillview Junior High, Rancho Medanos Junior High and Martin Luther King Junior, Junior High. Staffing for each school was provided in the form of a coordinator who held meetings with stakeholders and helped to develop plans for moving the work forward. Due to the effectiveness of community school strategy at increasing services and developing a collaborative approach, the district applied and received a grant to expand the Full Service Community School initiative to each school in the district. The expansion of the framework will create a whole child approach to addressing the academic and socio-emotional needs of our scholars.

Action 3.5 Parent and Family Engagement has been effective in supporting the increased site representation in attending DAC/DELAC which includes support in district decision making. PUSD has observed an increase of weekly and monthly communication between schools and parents using platforms such as Parent Square, Class Dojo, newsletters, social media posts, and flyers. This action is supported by the increase in parent participation of our workshops, namely our early literacy workshop and Tandem Literacy participation. Parents were able to receive timely communication from schools and stay well informed on current and future events. Community engagement has indicated that though families are aware of the information from schools, they would like to hear more positive feedback regarding student progress.

Action 3.6 Site based actions and services - while we did not meet all the expected targets for this action, we have been effective in providing the additional staffing support to initiatives and building relationships with scholars and their families. The staffing needs helped to address several challenges that emerged including discipline, suspension, and chronic absenteeism. We were able to see a slight increase in attendance from year 2 to year 3, represented as 91 percent. Expulsion rates remained flat from year 1, which shows some maintenance of progress toward the goals we have established. Though we have not seen the movement in the metrics that connect to this action, the infrastructure is in place to support students post-covid.

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

After receiving feedback from parents during partner engagement sessions, PUSD will work with the district Parent Engagement Coordinator and the Parent and Family Liaisons to continue to strengthen parent engagement activities. Parents have stated a desire to receive more communication directly from teachers to support academic achievement of their children. PUSD will work to develop an asset-based lens that results in more positive communication with parents amplifying the strengths that students demonstrate.

Reviewing discipline data has supported Action 3.2 Restorative Justice requiring a heightened focus moving forward. PUSD will continue to review and monitor discipline data and require alternative means of correction to be explored before considering exclusionary practices. With the revising of the discipline matrix and the implementation of restorative practices, a decrease of suspensions is part of the expected in the next LCAP cycle. PUSD will add staff participation rates in training as an additional metric to measure the effectiveness of restorative justice. We acknowledge that staff participation is critical to the implementation and success of restorative practices moving forward.

Feedback from community stakeholders highlighted the importance of Action 3.3 Social Emotional/Mental Health and Behavior support. PUSD will work with service providers to support the mental health challenges of our students. PUSD will also work with sites to support social emotional learning curriculum at each site, and evaluate the effectiveness of the curriculum being used.

For the next cycle of the LCAP, PUSD will continue with Action 3.4 Full Service Community School Initiative. All PUSD sites with the exception of Foothill Elementary and Pittsburg High School received grant funding through the state to support the Full Service Community School initiative. District administrators will be working with sites to implement the Full Service Community School Framework for the 2024-25 school year and monitor the effectiveness of implementation.

Based on feedback from parents, PUSD will continue to revise activities in support of Action 3.5 Parent and Family Engagement. Parents are seeking more ways to be engaged at school sites in different kinds of activities. We will consider opportunities for parents to volunteer to support scholars in classrooms and be involved in academic activities.

**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.**

# Goals and Actions

## Goal

Goal #	Description
4	Recruit and retain high quality and diverse staff. (Goal addressing State Priority 1)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching. according as measured by CTC (1A)	100% of the teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching.	2020/2021 Dataquest 89.2% of the teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching.  (State: 83%)	2021/2022 85% of the teachers are appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching (State: 84%)	2022/23 80.7%	100% of the teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching.
% of certificated and classified staff of color	Pending		2022-23 (HR Board Report Data)  Overall % Certificated of Color: 52% Hispanic/Latinx: 21% African America: 12% Asian: 4% Filipino: 6% Pacific Islander: 1% White: 48% Two or More: 7%	2023-24 (HR Board Report Data)  Overall % Certificated of Color: 48% (-7.7% from 22-23)  Hispanic/Latinx: 21% African America: 11% Asian: 4% Filipino: 6% Pacific Islander: 1% White: 52%	20% Increase in certificated and classified staff of color since 2014

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Other/Declined to State: 1%  Overall % Classified of Color (CSEA): 69.8% Hispanic/Latinx: 33.5% African America: 20.4% Asian: 2.6% Filipino: 5.9% Pacific Islander: 0.8% White: 30.2% Two or More: 4.7% Other/Declined to State: 2%	Two or More: 7% Other/Declined to State: 1%  Overall % Classified of Color (CSEA): 76.5% (+10% from 22-23)  Hispanic/Latinx: 41% African America: 20% Asian: 3% Filipino: 5.8% Pacific Islander: 1.5% White: 23.5% Two or More: 4% Other/Declined to State: 0.8%	
% Certificated Retention Rate	Pending		87%	91%	90%

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4.1. High quality certificated staffing PK-12 planned actions and implementation were aligned. PUSD have successfully implemented diverse sets of questions during the hiring process as well as ensuring a diverse panel for each position. The PUSD teacher residency project and Black Teacher Project are moving forward accordingly.

Action 4.2 Specialized certificated support actions and implementation are appropriately aligned. New Teacher support plan is being implemented as outlined in the actions of the LCAP.

Action 4.3 Opportunities to collaborate. Teachers and staff have had ample opportunity to collaborate with the collaboration schedule that has been established at each school site. Collaboration is being implemented in accordance to the planned outlined in the LCAP

Action 4.4 Professional development for all PUSD Staff. PUSD has planned and implemented a variety of professional development opportunities as outlined in the LCAP.

Pittsburg Unified School District (PUSD) was able to follow the planned activities as laid out in the 3 year cycle of the LCAP with fidelity.

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

The difference between the budgeted and actual expenditures was mainly due to the district prioritizing the use of the significant one-time funds before the deadline for their use.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal #4 of the LCAP focused on recruitment, retention, and support for a diverse staff. PUSD was effective during the 3 year cycle of the LCAP supported by the following actions:

Action 4.1. High quality certificated staffing PK-12 was effective for PUSD. The recruitment of a diverse staff was highlighted by the agreement between the district and its labor partners maintaining a competitive salary and benefit package. PUSD has seen a 19 percent increase in its staff of color since 2014. PUSD was also buoyed by the creation of the Pittsburg Teacher Residency Program in collaboration with the Alder Graduate School of Education. Pittsburg was able to recruit its first cohort of Teacher Residents to be paired with current PUSD teachers as mentors

Action 4.2 Specialized certificated support was an effective action for development of our teaching staff. PUSD was able to develop a New Teacher Professional Learning series to support teachers coming into the profession which was supported by teacher retention data. PUSD maintain a 91 percent retention rate for certificated teachers which is a 4 percent increase from year 2. Instructional coaches provided one to one support for teachers, and opt-in coaching sessions for veteran teachers. Administrators in PUSD also continued working with coaches to support implementation of various initiatives at school sites.

Action 4.3 Opportunities to collaborate was an effective action for creative collaborative opportunities PUSD staff. Teachers, staff, and administrators were able to collaborate frequently throughout the school year using data to identify where students needed targeted support



and interventions. Teachers were able to make use of the meeting calendar to meet collaboratively and create lessons plans to support the implementation of learning targets

Action 4.4 Professional development for all PUSD Staff was an effective LCAP action and provided the basis for teacher retention (91%), supporting the needs of staff articulated in our educational partners feedback sessions. Certificated and classified staff participated in various professional development opportunities throughout the school year. PUSD was able to work collaboratively with its labor partners to create a professional development that uplifted “equity in action” a focus on student-centered approaches to teaching and learning. PUSD was also able to support staff participation in a number of professional learning opportunities including conferences, webinars, and workshops that has led to an increase in our retention rate.

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

Action 4.1. High quality certificated staffing PK-12. PUSD will continue to work collaboratively with our labor partners to ensure a competitive salary and benefits package. PUSD will maintain its work with ensuring diverse representation on interview panels and support diverse questioning of potential candidates. PUSD will evaluate employee data to ensure that the demographic makeup of our educators reflect the diversity of our student population.

Action 4.2 Specialized certificated support. PUSD will continue to use survey feedback to monitor the effectiveness of the specialized supports that have been implemented for teachers, staff, and administrators.

Action 4.3 Opportunities to collaborate. The district has engaged in a process to develop a walkthrough tool to support the improvement of instruction. The district will engage instructional leadership teams to implement the walkthrough tool at sites and support cycles of inquiry that teachers utilize during collaboration. The district will utilize milestones to gauge the effectiveness of implementation and ensure that processes are in place at each site to support instructional improvement.

Action 4.4 Professional development for all PUSD Staff. PUSD reflects on the effectiveness of our professional development activities and will continue to work collaboratively with labor partners to support diverse professional development opportunities. PUSD will continue to offer opportunities to attend conferences, participate in webinars, and workshops that benefit the development of our staff to meet the needs of our scholars.

**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.**

# Goals and Actions

## Goal

Goal #	Description
5	Facilities and Nutrition to Support Student learning (Goal addressing State Priority 1)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Status of Pittsburg facilities are maintained and in good repair as measured by Williams walk-throughs. (1C)	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions for goal #5 has closely aligned with the implementation of the actions. Due to the extensive planning and execution of our technology, child nutrition services, and our business service department, PUSD has forged ahead with the plans outlined in goal 5 of the LCAP. Action 5.1 Technology and connectivity, 5.2 Emergency preparedness and Health and Safety Programs, 5.3 Safe and well maintained facilities, and 5. Child Nutrition programs were addressed and successfully 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.

A thorough review of the budget indicates that the planned budget expenditures for Goal 5 are in line with the actual expenditures with no significant differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

LCAP goal #5 focuses on facilities and nutrition to support student learning. The actions for goal #5 were the following: 5.1 Technology and connectivity, 5.2 Emergency preparedness and health and safety programs, 5.3 Safe and well maintained facilities, and 5.4 The child nutrition program.

For Action 5.1 technology and connectivity PUSD was effective in ensuring 1 to 1 chrome-books which have been distributed and maintained for each scholar. Williams walkthrough at school sites affirmed the one to one device allocation for each student. Teachers and students have been able to access technology which also included an increase to bandwidth to ensure that devices had effective wireless connectivity.

Action 5.2 Emergency preparedness and health and safety protocols was effective as PUSD committed to Campus Resource Assistants (CRA's) maintaining presence at all sites, including elementary schools. Radio protocols and checks have been conducted consistently throughout the year, and school safety plans have been updated to address safety concerns for each school site.

Action 5.3 Safe and Well maintained facilities was an effective action, supported by Williams' visits. Williams visits are used as a metric that creates an opportunity for PUSD to assess if we are providing all students with equal access to instructional materials, quality teachers, and safe schools. The metric supports the visits to Schools to assess the safety, cleanliness, and adequacy of school facilities, and helps to identify needed maintenance to ensure good repair.

Action 5.4 the child nutrition program was effective as PUSD continued to meet the nutritional needs for students with healthy food choices.

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

PUSD has continued to evaluate data in support of goal 5. For Action 5.1, provisions have been made to address the aging chromebooks, including preparation for chromebooks that will need to be replaced moving forward.

For action 5.2 Emergency preparedness and health and safety programs, 5.3 Safe and well maintained facilities, and 5.4 Child nutrition programs, the goals, metrics, and desired outcomes will remain the same as they provide the foundation for academic success for our scholars.

**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.**

# Goals and Actions

## Goal

Goal #	Description
6	To support and engage our African American student groups to provide rigorous teaching and learning

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts as measured by the CAASPP. (4A)		<p>2019 CA Dashboard</p> <p>All students Meet or exceeds: 35.6%; 40.7 pts below standard (Level 3); Orange</p> <p>AA: 34.5%; 68.8 pts below standard; Orange</p> <p>EL: 7.1%; 54.4 pts below standard; Yellow</p> <p>SWD: 4.9%; 121.74 pts below standard: Orange</p> <p>SED:31.1% ; 47.2 pts below standard Orange</p> <p>FY: 86.1 pts below standard Orange</p>	<p>2022 CA Dashboard</p> <p>All students Meet or exceeds: 33.21%; 49 pts below standard (Level 3)</p> <p>AA: 22.15%; 77.7 pts below standard</p> <p>EL: 7.75%; 74.5 pts below standard;</p> <p>SWD: 6.0%; 137.3 pts below standard</p> <p>SED:30.65% ; 54.8 pts below standard</p> <p>FY: 9.52%; 98.2 pts below standard</p>	<p>2023 CA Dashboard</p> <p>All Students Meet or Exceeds: 28.65%; 62.9 pts below standard.</p> <p>AA: 20.44%; 85.8 pts below standard.</p> <p>EL: 6.65%; 98.8 pts below standard</p> <p>SWD: 6.06%; 139.5 pts below standard.</p> <p>SED: 26.56%; 68.8 pts below standard</p> <p>FY: 23.81%; 114.7 below standard</p>	CAASPP - ELA All students 20 pts below standard (Level 3)
Mathematics as measured by the CAASPP. (4A)		2019 CA Dashboard	2022 CA Dashboard	2023 CA Dashboard	CAASPP - Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>All students Meet or exceeds: 20.8%; 82.5 pts below standard; Orange</p> <p>AA: 10.9%; 115.2 pts below standard; Red EL: 4.0%; 90.5 pts below standard; Orange SWD: 3.4%; 159.6 pts below standard; Red SED: 17.8% 89.9 pts below standard; Orange FY: 147.5 pts below standard; Red</p>	<p>All students Meet or exceeds: 15.08%; 100.9 pts below standard (Level 3)</p> <p>AA: 8.02%; 132.8 pts below standard EL: 3.92%; 118.1 pts below standard; SWD: 3.37%; 165.9 pts below standard SED: 13.37% ; 106.5 pts below standard FY: 5.0%; 98.2 pts below standard</p>	<p>All students Meet or Exceeds: 14.81%; 107.4 pts below standard.</p> <p>AA: 8.02%; 134.3 pts below standard EL 3.91%; 133.3 pts below standard SWD: 3.79%; 177.9 pts below standard SED: 13.31%; 113.6 pts below standard FY: 4.55%; 145.7 pts below standard</p>	<p>All students:; 53 pts below standard; (Level 3)</p>
Attendance rate (5A)		<p>2021/22 Aeries</p> <p>90% attendance rate at all school sites</p> <p>2021/22 Aeries</p> <p>Quarter 1 All: 90.2% AA: 87.4% SWD: 87.2%</p> <p>Quarter 2 All: 90.5% AA: 87.9%</p>	<p>2022/23 Aeries</p> <p>90% attendance rate at all school sites</p> <p>2022/23 Aeries</p> <p>Quarter 1 All: 92.1% AA: 89.9% SWD: 90.1%</p> <p>Quarter 2 All: 88.8% AA: 86.7%</p>	<p>2023-24 Aeries</p> <p>91% attendance rate districtwide</p> <p>Quarter 1 All: 91.7% AA: 90.4% SWD: 90.8</p> <p>Quarter 2 All: 91.1% AA: 89.6%</p>	<p>Attendance rate - Aeries</p> <p>All students: 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD: 88.0%  Quarter 3 All: 88.9% AA: 85.9% SWD: 86.5%	SWD: 86.1%  Quarter 3 All: 89.6% AA: 87.0% SWD: 86.7%	SWD: 88.6%  Quarter 3 All: 90.8 AA: 89.4% SWD: 89.1%	
Suspension rate (6A)		Aeries 2021/22 YTD thru April (Cumulative Enrollment: 11,672, Grades 4-12))  All: 5% AA: 11% EL: 4% SWD: 7%	Aeries 2022/2023  Estimates thru April 2023  All: 5.4% AA: 13.8% EL: 3.5% SWD: 8.6%	Aeries 2023-24  Estimates through May 2024  All: 4.5% AA: 11.9% EL: 2.4% SWD: 6.3%	Suspension rate - Aeries Decrease by 5% for all students and identified student groups
iReady - ELA (Local) (4A)		2021/2022 - Winter iReady results: ELA ALL: 13% Mid or Above Grade  AA: 10% Mid or Above Grade. SWD: 3% Mid or Above Grade.	iReady ELA Spring 2023  ALL:23% Mid or Above Grade  AA:; 22% Mid or Above Grade. EL: 7% Mid or Above Grade SWD: 6% Mid or Above Grade. SED: 20% Mid or Above Grade FY: 5% Mid or Above Grade.	iReady ELA Spring 2024  ALL:23% Mid or Above Grade  AA:; 23% Mid or Above Grade. EL: 6% Mid or Above Grade SWD: 8% Mid or Above Grade. SED: 20% Mid or Above Grade FY: 8% Mid or Above Grade	iReady ELA Spring 2024  ALL:38% Mid or Above Grade  AA:; 32% Mid or Above Grade. EL: 17% Mid or Above Grade SWD: 16% Mid or Above Grade. SED: 30% Mid or Above Grade FY: 15% Mid or Above Grade.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady - Math (Local) (4A)		2021/2022 - Winter iReady results: Math (only grades 3-8) ALL: 5% Mid or Above Grade  AA: 2% Mid or Above Grade. SWD: 1% Mid or Above Grade.	iReady MATH Spring 2023  ALL: 11% Mid or Above Grade  AA:; 7% Mid or Above Grade. EL: 4% Mid or Above Grade SWD: 4% Mid or Above Grade SED: 9% Mid or Above Grade FY: 4% Mid or Above Grade	iReady MATH Spring 2024  ALL: 12% Mid or Above Grade  AA:; 9% Mid or Above Grade. EL: 3% Mid or Above Grade SWD: 3% Mid or Above Grade SED: 11% Mid or Above Grade FY: 11% Mid or Above Grade	iReady MATH Spring 2024  ALL: 21% Mid or Above Grade  AA:; 17% Mid or Above Grade. EL: 14% Mid or Above Grade SWD: 14% Mid or Above Grade SED: 19% Mid or Above Grade FY: 14% Mid or Above Grade

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 6.1 (2.5) Action 2.5 Dedicated supports for our students with disabilities was not able to be implemented as articulated in the plan during the LCAP cycle because we were not able to fill vacant positions, provide subs for filled positions. The district had to hire contractors to help fill some vacancies. The district engaged in working to increase consistency of COST/CARE practices and support the inclusion of Special Education students in general education classrooms.

Action 6.2 (2.6) For Action 2.6 Dedicated support for our African-American students, the planned actions aligned with the implementation. The district was able to conduct a root cause analysis, and address the overrepresentation of African-American students referred to Special Education for Other Health Impairment and Emotionally Disturbed.

Action 6.3 (2.4) Focus on English Learners. Action 2.4 Administrative staffing for instructional support included additional support for English Learners including additional sections, support staff, and professional development. The implementation of the actions aligned with the planned goals articulated in the LCAP cycle.

Action 6.4 Focus on Homeless and Foster Youth actions were carried out according to the plan articulated in the LCAP cycle.

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.

For goal #6, budget expenditures and actual expenditures were aligned with no material differences. The business office of the district worked closely with the Educational Service department to support funding expenditures accordingly.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 6.1. (Action 2.5) Dedicated supports for our students with disabilities was not as effective as designed due to our inability to make progress in English Language Arts and Math CAASPP scores. PUSD was also challenged by our ability to fill vacant positions. PUSD will have to work with human resources to effectively recruit and retain staffing for the vacant positions to support our students with disabilities. Part of the previous challenge for PUSD was the siloed approach to Special Education. Promising practices for this action include working collaboratively across departments to make sure students with disabilities were integrated into mainstream classrooms with additional support. In addition early education has partnered with the Special Education department to provide professional development to all teachers on neurodiversity, strategies, and inclusive practices. PUSD has also worked to reduce the overrepresentation of African-American students being referred to Special Education for Other Health Impairment and Emotional Disturbance. PUSD has worked effectively to address the systems that created the results by refining practices that were supported by this action.

Action 6.2 (Action 2.6) Dedicated support for our African-American students - while the metrics for this action did not show overall progress for African-American, we were effective in specifically calling out the needs and support for African-American students. We were able to see a small decrease in the suspension rate for African-Americans from year 2 to year 3, but still not able to meet the overall desired outcome. Conducting a root cause analysis allowed for the district to be specific in the actions needed to address the achievement of African-American scholars. We were also able to partner with the California Collaborative for Excellence in Education to support our problem of practice focusing on the overrepresentation of African-Americans in Special Education for Emotional Disturbance and Other Health Impairments. PUSD was able to exit Comprehensive Coordinated Early Intervening Services (CCEIS) due to the effectiveness of the CCEIS plan. One of the effective strategies was implementation of mentors, working directly with African-American scholars. PUSD was able to disaggregate data consistently, revealing patterns of achievement for African-American students, and then planning targeted interventions. PUSD was able to participate in consistent discussions internally and externally with other districts through the CCEE to amplify evidence-based practices that were effective in addressing the achievement of African-American scholars.

Action 6.3 (Action 2.3). Site based actions and services and Action 2.4 Administrative staffing for instructional support - while the overall progress did not meet expected 2023-24 outcomes, PUSD continues with this action because it provides the administrative support and oversight for implementation of the programs and initiatives that are needed to address the metrics. One highlight that demonstrates effectiveness for these actions is the increase of reclassification rates of English Learners at the Middle School level. Action 2.7 site based action and services increased the level of services sites were able to offer to support scholars. PUSD was able to successfully hire a Teacher on Special Assignment (TOSA) to support ELD coaching across the district which includes programming for newcomers and sheltered classes. PUSD was able to hire bilingual staff for the secondary newcomer sites to provide academic and social-emotional support, as well as connect with families. Administrators help to organize the activities that have been implemented at each site. One example of this was how sites were able to organize and work with Epoch education to address bias in education. Administrators were able to support staff in identifying a problem of practice to investigate, leading to a change of actions to support all scholars.

Action 6.4 Focus on Homeless and Foster Youth - While the actions were ineffective according to the metrics, feedback from educational partners indicate the need to provide significant support for our students with the greatest needs. Through our Homeless and Foster Youth liaison, PUSD consistently provides case management, check-ins with students and families to identify any resources that students need. PUSD provides academic and socio-emotional support to homeless and foster youth, including clothing supplies, transportation support and food as needed.

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

Goal #6 will not be included as part of the next LCAP cycle, though supports for student groups will continue in the new LCAP. Continued support for English Learners will be highlighted in Goal 2, Action 2.4 of the new LCAP . Continued dedicated support for students with disabilities will be highlighted in Goal 2, Action 2.5 of the new LCAP. Continued dedicated support for African-American students will be highlighted in Goal 2, Action 2.6 of the new LCAP.

**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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
Pittsburg Unified School District	Dr. Janet Schulze Superintendent	jschulze@pittsburgusd.net 925-473-2351

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Pittsburg Unified School District (PUSD) is committed to every student, every day. It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world. PUSD is located in Contra Costa County 40 miles east of San Francisco, CA and serves 10,977 actively enrolled Pre K -12th grade students as of Spring 2024. Our student population is 26% English Learners, 80% socio-economically disadvantaged, 66% Hispanic, 16% African American, 4% White, 4% Filipino, 3% Asian, 1% Pacific Islander, 5% Two or more races, and less than 1% undeclared, with an unduplicated percentage of 83%. Pittsburg has 566 Teachers, 533 support staff and 95 administrators. The PUSD LCAP focuses on the 8 state priorities and the district 5 Priority Areas: Engaging and Rigorous Teaching and Learning, Equity, Access and Success, Student and Family Assets, Recruit and Retain a Diverse Staff, and Facilities and Nutrition to Support Student Learning.

PUSD has 8 Elementary Schools:

- Foothill (579)
- Heights (562)
- Highlands (554)
- Los Medanos (717)
- Marina Vista (633)
- Parkside (624)
- Stoneman (638)
- Willow Cove (629)

3 Junior High Schools

- Hillview (914)
- Martin Luther King (705)

Rancho Medanos (793)

1 Comprehensive High School  
Pittsburg Senior High (3244)

1 Alternative High School  
Black Diamond School (201)

1 Adult School Program  
Pittsburg Adult Education Center

In addition we maintain an adult school program and early intervention preschool program.

One challenge that the district has faced recently is declining enrollment. The number of students enrolled has incrementally declined since the writing of the previous LCAP. In addition, Pittsburg's average daily attendance number is currently 91 percent, which is below the pre-Covid number of 95 percent. Together, the declining enrollment and average daily attendance rate has led to declining revenue. This has caused PUSD to revise its budget and reduce expenditures. This LCAP was written with budget reductions in mind, requiring the district to be more strategic with spending to maximize the human and financial resources at its disposal. While PUSD would love to expand services based on the identified needs of our scholars, we are conscious of the budget implications and need to operate within our means.

One significant development for PUSD was the development of the district Equity Statement. The statement served as a call to action for educators within PUSD to actively address the barriers to educational success for our diverse community of learners. The equity statement reads as follows: We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset. We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes. We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

Black Diamond High School with an enrollment of 201 students will receive Equity Multiplier funding beginning in the 2024-2025 school year based on eligibility due to having a high transient rate and to address the student groups in the red indicators according to the California State Dashboard. The student population at Black Diamond has fluctuated, with students moving in and out of the system throughout the school year. One of the reasons for the higher transient rate is the number of students still significantly behind in credits upon return from distance learning and requesting to attend Black Diamond throughout the year. PUSD is returning to a pre-pandemic process for enrollment in Black Diamond where the majority of students will start the year already at Black Diamond for the semester or year and then another enrollment process for the spring semester. This will allow the school to continue to strengthen its campus environment with more students wanting to remain to graduate at Black Diamond. Black Diamond was named a Model Continuation High School by the State and received a full WASC accreditation this year and we will continue to implement and strengthen those practices identified by the school community and visiting teams.. Black Diamond High School will reduce suspension rates amongst African-American students by 5 percent by the end of the 2024-25 school year. Black Diamond will increase the performance of Socio Economically Disadvantaged students in English Language Arts as measured by the CAASPP performance indicators by 2024-25.



## Reflections: Annual Performance

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

PUSD has engaged in a thorough process of reviewing the California State Dashboard indicators to identify the strengths and areas for improvement for our district.

The following schools have red performance indicators in the priority areas for student groups indicated in parenthesis:

Black Diamond - English Language Arts (Socio Economically Disadvantaged), Suspension (African-American), College and Career (All students, English Learners, Hispanic, Socio Economically Disadvantaged)

Foothill Elementary - English Language Arts (English Learners), Chronic Absenteeism/Graduation (Students with Disabilities), Suspension (African-American, Students with Disabilities)

Heights Elementary - English Language Arts (English Learners, Students with Disabilities), Math (Students with Disabilities), English Learner Progress (English Learners), Suspension (Students with Disabilities)

Highlands Elementary - Math (African-American), Chronic Absenteeism/Graduation (English Learners, Hispanic, Homeless, White), Suspension (African-American, Homeless, Student with Disabilities)

Hillview Junior High - English Language Arts (African-American, English Learner, Hispanic, Socio Economically Disadvantaged, Students with Disabilities), Math (All students, English Learners, Hispanic, Two or More Races, Socio Economically Disadvantaged, Students with Disabilities), Suspension (African-American, Homeless, Two or More Races, Students with Disabilities)

Los Medanos - English Language Arts (African-American, Students with Disabilities), Math (Students with Disabilities), English Learner Progress (English Learners), Suspension (White)

Marina Vista - English Language Arts (English Learners), Suspension (English Learners, Homeless, Students with Disabilities)

Martin Luther King, Jr, Junior High - English Language Arts (English Learners, Students with Disabilities), Math (All students, African-American, English Learners, Hispanic, Students with Disabilities, Socio Economically Disadvantaged), Chronic Absenteeism/Graduation (African-American), Suspension (All students, African-American, Two or More Races, Socio Economically Disadvantaged, Students with Disabilities)

Parkside Elementary - English Language Arts (English Learners, Socio Economically Disadvantaged), Math (English Learners, Students with Disabilities), English Learner Progress (English Learners), Chronic Absenteeism/Graduation (English Learners, Filipino)



Pittsburg Senior High - English Language Arts (All students, English Learners, Hispanic, Students with Disabilities and Socio Economically Disadvantaged), Math (All students, English Learners, Hispanic, Socio Economically Disadvantaged, and Students with Disabilities) English Learner Progress (English Learners), Suspension (African-American, Homeless), College and Career (Students with Disabilities)

Rancho Medanos Junior High - English Language Arts (African-American, English Learners, Hispanic, Socio Economically Disadvantaged), Math (All students, African-American, English Learners, Hispanic, Socio Economically Disadvantaged, Students with Disabilities, White), Chronic Absenteeism/Graduation (All students, Hispanic, Socio Economically Disadvantaged, Students with Disabilities) Suspension (All students, African-American, Socio Economically Disadvantaged, Students with Disabilities)

Stoneman Elementary - English Language Arts (African-American, English Learners, Hispanic), Math (African-American, Students with Disabilities), English Learner Progress (English Learners), Chronic Absenteeism/Graduation (White), Suspension (Two or More Races)

Willow Cove Elementary - English Language Arts (All students, English Learners, Hispanic, Socio Economically Disadvantaged, Students with Disabilities), Math (All students, English Learners, Socio Economically Disadvantaged, Students with Disabilities), Chronic Absenteeism/Graduation (African-American)

PUSD - All students (Math)

We continue to engage in collaborative cycles of inquiry to identify problems of practice related to the data to support our commitment to continuous improvement. We remain steadfast in our commitment to improving outcomes for all of our scholars through an equity lens.

There were several challenges that emerged during this year that have impacted the performance indicated through the California State Dashboard. Namely, attendance of our scholars has not returned to pre-pandemic levels. Prior to the pandemic, the average daily attendance of our scholars was approximately 95 percent. This year, our average daily attendance rate sits at approximately 91 percent. The lack of attendance has impacted our instructional practices, our initiatives and programs, and the overall academic performance of our scholars. PUSD has been slow to recover from the impact of COVID with the remnants of the interruption of our scholars' education continuing to be felt presently.

#### Academic Performance

Mathematics and English Language Arts - PUSD experienced significant challenges in relation to the performance of students on both the Mathematics and English Language Arts assessments. For performance on English Language Arts, across several school sites, socioeconomically challenged students, English Learners, Students with Disabilities, African-American students, and Hispanic students were each in the lowest tier of performance, the red indicator. Performance on mathematics revealed similar trends, socioeconomically challenged students, English Learners, Students with Disabilities, African-American students, and Hispanic students were each in the lowest tier of performance, the red indicator. To address the performance of our scholars in both ELA and Mathematics, PUSD has created professional development for teachers that include a focus on tier one instructional strategies. As part of our work with Understanding By Design, we will focus on standards based education through the lens of a culturally relevant and sustaining education. PUSD will seek to provide an

engaging curriculum that will be student-centered, meaningful, and affirming. PUSD will use local indicators, performance on I-ready assessments, Acadience data, and reading and writing assessments to monitor the progress of our scholars towards preparing them for the CAASPP.

English Learner Progress- Our English learner progress declined by 13% from 2022-2023. For the 2023-2024 dashboard indicator, 41% of our ELL students are making progress towards language proficiency or maintaining the highest level as compared to 48.7% for the State. Heights, Los Medanos, Parkside, and Stoneman Elementary Schools and Pittsburg High School are the schools where we are in the red indicator. We are focused on improving this area through adding additional supports to support the increased numbers of students new to the country and also continuing to focus on academic teaching and learning strategies. To meet the increased numbers, we opened an additional program for students new to the Country at Rancho Medanos Junior High and we added additional supports for counseling and reading instruction at Stoneman Elementary (a school with the largest number of students new to the country this year), including arts expression as a way to process their emotions. There is a dedicated Parent and Family liaison for our families new to the country as well as a dedicated counselor at Pittsburg High School for students new to the country. To focus on the academic instruction, teachers in elementary grades received professional development in ELD across the content areas, with a specific focus on ELD through our new Science curriculum. We added AVID Excel as a class for long-term ELLs in our Junior High Schools. We also saw growth from schools who created designated reading groups for small groups of students and we are expanding that practice. We are continuing and expanding our Summer language enrichment academy, and including elementary students for Summer, 2024.

College and Career Preparedness - Our College and Career Indicator is “low” with 28% of our students having met the criteria for being “prepared.” Our unhoused students and students with disabilities are in the “very low” designation and our Asian and Filipino students in the “high” designation area. This is concerning, since this was previously an area where we were making great progress. While recognizing the formula for determination of the indicator has changed, the last time this was on the dashboard, PUSD was Green, with 52.9% of students designated as “prepared”, an increase from the previous year, and no student groups designated as red. Upon further examination of our data, we found a procedural error where the students who took courses through our dual enrollment program were not properly identified or labeled in our data system, so some of our students who took a dual enrollment course did not show up in our data on this metric. This does not account for all of the decline and we will continue to expand our access to CTE and dual enrollment courses, along with emphasizing the A-G requirements as part of graduation. We will also continue to increase our State Seal of Biliteracy rates.

Implementation of Academic Standards - California State Dashboard indicated “Standard Met” based on the following report of the work done in PUSD to implement academic standards. This measure covers the implementation of state academic standards. Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and report to educational partners and the public through the Dashboard. The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

PUSD has used a variety of tools and measures to track progress in implementing Academic Standards, these include LCAP/LCFF reports on status and public meetings; internal reviews of Central Office staff; hiring processes; curriculum adoption processes, presentations and approvals; observations and walk-throughs; professional development schedules and artifacts; coaching docs; and Board presentations and documents that provide qualitative information on the status of curricula, courses, expanded learning and professional learning. A grid summarizing high-level indicators of progress across subjects was presented at the June, 14, 2023 Board meeting on LCAP & Local

Indicators (available on PUSD Board Docs from PUSD website). Highlights of status and progress: Every Fall at the beginning of the school year the Board reviews and passes a Resolution on the Sufficiency of Materials, including listings of current curricular adoptions in key academic areas (Sep 28, 2022; Sep 27, 2023). English Language Arts, Math and ELD - PUSD has aligned materials with the CA Common Core State Standards, In ELA new curricula have been adopted in the last three years for grades K-8, with professional development and coaching supports for shifts in instruction; and adoptions Grades 9-12 are complete. Aligned Math curricula are in place, with a completed K-12 adoption cycle, e.g., Pre-Calculus. We have implemented online interim assessments in ELA and Math, aligned with the CCCSS and the SBAC; and are supporting teachers with data for helping to group students and personalize instruction; at the middle school level the online assessments also identify/provide online supplemental instructional resources/programs, identified based on students' performance on the assessment, to augment standards-based classroom instruction. Our LCAP/LCFF actions/strategies support alignment with CCCSS in multiple ways, including through an Early Literacy initiative that involves aligned-materials, professional learning and coaching opportunities; the use of Performance Tasks in Math (known as MARS Tasks); and use of supplemental evidence-based online learning resources in ELA for English Learners (Imagine Learning). We have adopted Next Generation Science Standards and implemented K-Chemistry and there is a recommendation for high school physics adoption; there is a current recommendation for a high school adoption. In History-Social Science our secondary schools completed adoptions and elementary is providing access to materials and supporting professional development to continue to better align with CCCSS (e.g., Understanding by Design curriculum framework). PUSD has substantially expanded access to AP courses and Career Technical Education Pathways, as reported in our LCAP (June 14, 2023). Significant investments continue in VAPA and Music curricula and opportunities; including a new VAPA Teacher on Special Assignment (TOSA).

## Academic Engagement

Chronic Absenteeism - Chronic Absenteeism remains a challenge for PUSD. PUSD has been unable to recover to the attendance rates that existed prior to COVID-19. We feel this is the largest barrier since the pandemic that impacts our students' success in all other areas of the dashboard. Prior to the pandemic, PUSD had an average daily attendance rate of 95%, currently we have an average daily attendance rate of approximately 91%, an increase from the prior year, but significantly lower than our pre-pandemic ADA. We are seeing the largest gains in ADA at our elementary schools and our high school students continue to have the largest decrease in attendance. Each school site has been aggressive in their efforts to improve attendance, reviewing data consistently, providing interventions and incentives, and communicating weekly messages to families encouraging attendance. PUSD continues to employ both Student Attendance Review Teams (SART) and the Student Attendance Review Board (SARB) as strategies to address students that are chronically absent. Additionally, PUSD works to address socio-emotional health needs of our scholars, as well as providing wellness services to address the challenges that are faced by our scholars. We noticed an increased demand for Independent Study during the spring semester with most students citing anxiety as the main reason for not attending school. In order to address this demand, we are increasing the sections of Independent Study available for high school students.

Graduation Rate - The graduation rate for PUSD remains higher than state averages overall and specifically for English Learners, African-Americans, Hispanic, and Socioeconomically disadvantaged students. PUSD has worked to support credit recovery options for scholars and support students to ensure that they remain on diploma tracks. PUSD will need to continue to monitor students with disabilities progress and implement targeted interventions to support students that are challenged to complete their high school courses.

Access to a Broad Course of Study - The California Dashboard indicates "Standards Met" for progress towards students having access to, and being enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for

Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. This information was presented to the local governing boards at a regularly scheduled meeting and reported to educational partners and the public through the Dashboard. PUSD used a variety of tools, measures and information sources for determining whether all students have access to a broad course of study, these include: Secondary Master Schedules and Course Catalogs, course enrollments, course completions, on-track for graduation, A-G participation, AP enrollments, WASC study data and other related data. and elementary gradebooks that reflect areas of instruction and standards-based grades across instructional areas. Regular formal monthly meetings of central office leadership and site leadership and staff. Daily and weekly as-needed meetings of central leaders and site leaders and staff observations and walk-throughs Similar indicators as those used by the state around UC/CSU preparation, Career Pathway participation, AP participation and test performance. We continue to disaggregate data to understand the relative access and participation of traditionally underserved learners as well. In 2023-24 we also developed and began the process of implementing relevant walk-through protocols to add to our understanding of scholar experiences in PUSD.

PUSD students generally have access to the broad course of study outlined in the Ed Code for elementary and secondary grade spans, across all PUSD sites. PUSD looked for discrepancies in participation across groups as well as in outcomes, e.g., racial/ethnic groups not being proportionally represented in students graduating with UC/CSU eligibility, scholars disproportionately receiving D's or F's, and/or scholar participation in AP courses, CTE pathways, etc. With a demonstrated commitment to VAPA, including through a local Parcel Tax fund, the district has expanded access to VAPA across sites, and has rolled out music curricula - Quaver. We have added a VAPA TOSA to coordinate our efforts at the district level. Further, school site plans seek to address issues of equity and access based on data and through evidence-based practices, including districtwide interim assessments. We are currently engaged in California Comprehensive Early Intervening Services (CCEIS) Plans due to disproportionality findings in Special Education with regard to our African American scholars. We have taken a deeper dive into African American scholar representation in opportunities and programs across PUSD's general education offerings, and are engaged in key improvements.

Through our district priorities and LCAP, as well as our site plans and practices, PUSD sought to strengthen the engagement of students in their broad course of study. Ensuring a strong foundation in literacy, for example, is a gateway to meaningful participation in all other areas of study and so we have a strong Early Literacy priority that is data-driven and makes use of professional development and coaching support. Potential over-representation/disproportionality in disciplinary referrals/actions across groups and/or Special Ed can create a challenge for students' participation in a broad course of study as well, as can any issues of chronic absenteeism, which have been exacerbated post shelter-in-place due to COVID. These are some of the areas PUSD is working to address through priorities, the LCAP, re-engagement strategies, and site plans and actions.

PUSD used funding from the general fund, funds from prop 98, and approved Parcel Tax investments to support expansion of VAPA opportunities. The district has expanded its Career Technical Pathways and Career Technical Course offerings even further and has grown enrollments in relevant CTE courses. Efforts to reduce referrals/suspensions include investments in Restorative Practices of conflict mediation and positive communication, and related actions outlined in our LCAP designed to strengthen students' social-emotional learning strengths and improve school culture and climate. Based on recent training counselors are doing more to help ensure students are supported and informed in pursuing a broad course of study. The district used funding to expand our focus on Full-Service Community Schools, and the work of our Coordination of Services Team (COST) facilitators at all school sites, to facilitate staff and service provider reviews of academic and behavioral warning indicators for students, in consultation with parents, in order to provide targeted academic services (tutorial, expanded learning, etc.) and/or health or mental health or behavioral services as needed, to help ensure the fuller participation of identified

students in academic and social offerings of our schools. We specifically focused on improving opportunities for African American scholars through our current CCEIS Plan, including a focus on building stronger relationships with African American families.

## Conditions and Climate

**Suspension Rate** - The suspension rate for PUSD remains a challenge. African-American students' suspension rate remains higher than the state average and disproportional in comparison to the other student groups. This year, PUSD has engaged in a review and modification of the discipline matrix that is used to determine consequences for infractions. PUSD has also worked to incorporate restorative justice practices at each site and utilization of other means of correction to address behavioral challenges. PUSD will continue to further implement restorative practices while disaggregating data and focusing on the experience of African-American students who have been disproportionately impacted by traditional disciplinary practices.

**Basics: Teachers, Instructional Materials, Facilities** - The California State Dashboard indicated "Standard Met" in regard to the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional facilities. The Human Resources department employs a variety of strategies through the year to recruit teachers into the teaching profession. PUSD has engaged in a partnership with the Alder Graduate School of Education to create a teacher residency program aimed at creating a pathway into the teaching profession supporting a diverse workforce. PUSD has also worked collaboratively with each of its labor partners to maintain competitive salaries and benefits commensurate with other districts within the county. The district facilities and maintenance crew address facility challenges in a timely manner and ensure that facilities are maintained well and are safe for students. Professional development for teachers and staff support evidence based strategies and support for targeted intervention for scholars, with an equity lens.

**Parent and Family Engagement** - The California State Dashboard indicated "Standard Met" in regard to the measurement for Parent and Family Engagement. This measurement includes how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making. PUSD employs a district level Parent Engagement Coordinator to create parent engagement opportunities and parent educational workshops to strengthen school and family-partnerships to support educational outcomes for all scholars. The District partners with a variety of organizations to ensure broad input on decisions that affect the schools. Organizations include the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Families of African-American Scholars (FAAS) School Site Councils, and other site-based committee work. These organizations and committees serve as feedback mechanisms to provide insight into the needs of the community and inform the work of the district and sites. Sites regularly send out informational texts (Parent Square, Class Dojo) and hold meetings to provide the community with relevant information about the school. Site leaders create regular opportunities to meet with stakeholders, providing relevant and timely information and create opportunities for feedback.

**Local Climate Survey**- The California State Dashboard indicated "Standard Met" for conducting and reporting results according to the Local Climate Survey.

PUSD uses the CA Healthy Kids Survey items as one set of indicators of School Climate as well as reviewing other indicators (e.g., suspensions, referrals, Early Warning behavioral and academic indicators, social-emotional learning indicators, as well as celebrations and positive cultural activities/events/reports) in establishing key priorities and LCAP/LCFF/District/Site goals and goals in site's Single Plans for Student Achievement. Due to on-going COVID challenges and the focus on a variety of issues for the return to in-person schooling, recent



CHKS administrations in PUSD have seen more limited participation. In the wake of shelter-in-place we have witnessed some degree of survey fatigue. However, we are gearing up for stronger CHKS participation in 2023-24. Though there was limited participation in CHKS 2022-23 (2 of 8 Elementary schools had high enough participation to be included in the CHKS district scorecard; all 3 junior high schools had sufficient participation to be included; our high school was just below the rate of participation, at 45% of 9th and 44% of 11th, but does have school summary data to report; and our Continuation High School had sufficient participation for the scorecard ). Here are highlighted results, with the caveat of data limitations. School Connectedness, feeling connected most or all of the time: Elementary, 5th - 57%; JHS, 7th - 41%; HS, 9th - 46%; HS, 11th - 39%; and Continuation HS, all grades - 43%. Regarding feeling safe, most or all of the time: Elem, 5th - 56%; JHS, 7th - 37%; HS, 9th - 47%; HS, 11th - 38%; and Continuation HS, all grades - 56%. But reviewing these results and other data points, and being aware of the stressors due to COVID, re-engaging in schools, and potentially related mental health issues affecting a broad range of scholars and families, PUSD, as other districts have, has engaged in significantly increasing its attention to Social-Emotional Learning as core to scholar and family well-being and engagement, through a variety of strategies, programs and both in-person and virtual events. Further, we have an intentional focus in the district currently, with grant and district funding to strengthen and grow Community Schools strategies in PUSD.

## Reflections: Technical Assistance

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

Pittsburg Unified School District was eligible for technical assistance based on state priority 4: pupil achievement in Mathematics and English Language Arts for the following groups: Homeless students, Pacific Islander students, and Student With Disabilities. Pittsburg was additionally eligible due to state priority 5: pupil engagement for chronic absenteeism for the following groups: foster students, and Pacific Islander students. Pittsburg was eligible for priority 6: school climate for the following student groups: African American, Homeless, and Students with Disabilities. Lastly, Pittsburg was eligible for technical assistance for priority 8: Broad Course of Study for the following groups: Homeless students, and Students with Disabilities.

Throughout the course of the year, Pittsburg engaged in collaborative sessions with Contra Costa County Office of Education as well as other district partners utilizing a results-oriented cycle of inquiry. Through this process Pittsburg was able to identify a problem of practice, set measurable goals, plan a course of action, complete planned actions, assess the outcomes of those actions, reflect on our performance, adjust our practice, and engage in setting new goals based on what was learned from the process. The technical assistance and support provided, set the stage and conditions for the cycle of inquiry work to move forward, creating a platform of idea sharing amongst districts that were engaged in similar work. Pittsburg was able to use the analytical tools provided during the sessions to deconstruct our plans and strategies to maximize effectiveness.

As part of the work of Technical Assistance, PUSD continued to review discipline data which demonstrated the disproportionate rate of suspension for African-American students. Concurrently, the district also continued to review the implementation of restorative practices at each school site and worked to revise the district's discipline matrix identifying alternative means of correction to address the overuse of exclusionary discipline. The PUSD Board passed a resolution affirming the use of restorative justice practices with the intention of addressing the suspension data, seeking to improve outcomes for students that were disproportionately represented.

Chronic absenteeism is one of the primary challenges that we face in PUSD. As part of the technical assistance process, we engaged with chronically absent students conducting empathy interviews to identify why students were challenged to show up for school. The data collected from these interviews inform targeted interventions to improve absenteeism amongst all students, and specifically our foster students and Pacific Islanders. Moving forward we will endeavor to use the strategy of empathy interviews more broadly, with the intention of gathering data that will inform our interventions and strategically utilize resources that positively impact student attendance rates.

PUSD will continue to monitor the progress of our strategies and use insight gained from our analysis to guide and inform our decision making ensuring equitable outcomes for all scholars and accelerated achievement for our unduplicated scholars (Foster Youth, English Learners, and Socio Disadvantaged Youth).

## **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.

Rancho Medanos Junior High School

### ***Support for Identified Schools***

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

Moving into the 2024-2025 school year, Black Diamond High School has exited Comprehensive School Improvement (CSI) by showing improvement in one or more indicators on the California state Dashboard. In 2024-2025, Rancho Medanos Junior High School will move into CSI due to the following:

There are 4 ways to qualify for CSI. Rancho Medanos Junior High qualified by meeting two of the four ways to qualify.

Criteria 1: Rancho has 5 or more indicators, 3 red and 2 orange, where majority are red.

Criteria 2: Rancho has all indicators in red and orange

Pittsburg Unified School District (PUSD) will work collaboratively with Rancho Medanos to conduct a thorough needs assessment and root cause analysis. This process will involve collecting and analyzing data on student achievement, attendance, behavior, and other relevant indicators. The goal in the process is to identify specific areas of need and underlying causes of current challenges. This assessment will be inclusive, incorporating input from teachers, parents, students, and community members through surveys, focus groups, and community meetings. The Educational Services team will support Rancho by helping to develop evidence-based strategies as well as engaging in progress monitoring, working with administrators to gather and analyze data to identify strengths and areas for improvement in relation to the planned actions. These cycles of inquiry will serve to provide insight into effective strategies that will be continued or revised to support

reaching established goals. The Educational Services team will provide oversight in the development of the School Plan for Student Achievement (SPSA) to ensure that the plan reflects the goals and actions as outlined in the LCAP.

District and/or Site Administration has also met with and participated in the Full Service Community School needs assessment and root cause analysis. Furthermore, the School Site council continues to utilize local and state data to identify areas of need where resource inequities exist. The information has been shared with school staff to inform the plan to support Rancho students. Some activities our CSI school may implement include: professional development in all content areas with an intensive focus on math instruction and Language Arts with an emphasis on English Language Learners; contracted services to provide mentoring support and character development; increased parent involvement with an emphasis on African American families; and, the promotion of inclusive practices for students with disabilities.

### ***Monitoring and Evaluating Effectiveness***

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

Pittsburg Unified will follow the process outlined in our Board Policy 3312 Business and Non Instructional Operations as it pertains to external service providers. To help strengthen accountability, the PUSD Board has adopted a policy of minimally including the four evaluative factors of - Needs, Goals, Measures, and Outcomes - in its review of any activities, programs or initiatives. In practice at district, school-site, program, initiative and activity levels this framework may be further enhanced with reference to such things as Theories of Action, and full Results-Oriented Cycle of Inquiry and Continuous Improvement: Set Goals (including review of Needs), Plan, Act, Assess (using identified Measures), Reflect and Readjust (and then folding re-adjustments back into goal-setting and continuing the cycle). The results-oriented cycle of inquiry and continuous improvement will be used to closely monitor Rancho Medanos.



# 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
Students	On February 14, the Superintendent's Student Advisory Council met to discuss providing input on the development of the LCAP. Students were able to provide direct feedback on their school experiences and what was important to them. Students were also asked to complete the student survey that was opened in March. Students in the Ethnic Studies class were asked to complete the online survey specific to students and provide feedback on the priorities of the district. Student voice and experience was a strong consideration in the development of the LCAP, reflecting their priorities and activities that were important to their success. Students were also asked to complete the online district LCAP survey that was opened in early February.
District Administrators (Principals and Other Administrators)	During an administrative meeting on March 5th, Principals and District Administrators were presented current data and were able to provide direct feedback on the goals, actions, and metrics of the district. Administrators were able to engage in an open discussion regarding success and challenges of the district and how the LCAP could support moving forward student achievement. District administrators were trained on the LCAP process and asked to give the presentation at site and advisory meetings. Administrators were also asked to complete the online district LCAP survey which was opened in early February.
County SELPA	At the March 27th meeting, The Contra Costa Special Education Local Plan Area (SELPA) reviewed strategies and practices to be incorporated into the LCAP to support students with disabilities.

Educational Partner(s)	Process for Engagement
	These strategies are essential in the design of the LCAP and informs the work that will be done moving forward.
District Advisory Committee (DAC)	The District Advisory Committee (DAC) engaged in a feedback session at the beginning of the LCAP development on February 6th. In this session, the DAC was presented current data and were able to respond to open ended questions and prompts. The feedback was gathered and contributed to the development of the goals, actions, and metrics used in the LCAP. On March 26th, updated information was presented to the DAC to provide additional feedback. The DAC was also asked to provide input via the online LCAP survey which opened in February.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) engaged in a feedback session at the beginning of the LCAP development on February 6th. In this session, the DELAC was presented current data and were able to respond to open ended questions and prompts. The feedback was gathered and contributed to the development of the goals, actions, and metrics used in the LCAP. On March 26th, updated information was presented to the DELAC to provide additional feedback. The DELAC was also asked to provide input via the online LCAP survey which opened in February.
Families of African-American Scholars (FAAS)	The Families of African-American Scholars was presented with an opportunity to provide input during a session held on January 29th. This feedback was collected based on an open discussion with prompts where families could share their thoughts and ideas for the development of the LCAP. These thoughts contributed directly to the goals, actions, and metrics used in the LCAP. Data on the current standing of the district was presented allowing input to be collected in response to the data. On April 11th, FAAS was revisited where families were able to provide additional feedback on the development of the LCAP. Families were also able to respond to the online district LCAP survey which was opened in early February.
Parental African-American Achievement Collaborative Team (PAAACT)	The Parental African-American Achievement Collaborative Team (PAAACT) was presented with an opportunity to provide input in a session held on April 17th. Current data was presented and PAAACT was able to provide input based on open ended prompts. The responses contributed directly to the development of the goals, actions, and metrics used in the LCAP. In addition, PAAACT

Educational Partner(s)	Process for Engagement
	members were able to respond to the district on-line LCAP survey which was opened in early February.
Community Meetings (Parents/Guardians)	Community sessions were held multiple times throughout the process. A zoom session was held for educational partners that were not able to attend in person. This session was held on March 19th. Current data was presented and breakout sessions were created where people could respond to prompts that were collected by district personnel. The input collected contributed directly to the development of the goals, actions, and metrics of the LCAP. In person sessions were held on March 21 and April 10. Stakeholders were also asked to complete the district LCAP survey which was opened in February and communicated by each school site via parents square and site newsletters throughout February, March, and April.
Pittsburg Education Association (PEA) Representatives (Local Bargaining Unit)	During a session on April 17th, the Pittsburg Education Association was presented current data regarding the status of the district. PEA was able to respond to prompts which informed the goals, actions, and metrics used in the development of the LCAP. PEA was able to openly discuss the success and challenges of the district and share their ideas for moving forward student achievement. PEA was also able to respond to the district LCAP survey that was opened at the beginning of February.
California Schools Education Association (CSEA) Executive Leadership (Local Bargaining Unit)	During a session on April 21st, the California Association of School Employees executive leadership was presented current data regarding the status of the district. PEA was able to respond to prompts which informed the goals, actions, and metrics used in the development of the LCAP. CSEA executive board was able to openly discuss the success and challenges of the district and share their ideas for moving forward student achievement. CSEA was also able to respond to the district LCAP survey that was opened at the beginning of February.
School Site Meetings (Teachers, Other School personnel)	From March through April, Teachers, classified, and other staff were presented information during staff meetings creating opportunities to provide direct feedback on the development of the LCAP. This feedback contributed directly to the goals, actions, and metrics used in the LCAP. Current data was presented during these sessions, which helped to inform how stakeholders responded to the prompts. The data was collected from these sessions helping to create the

Educational Partner(s)	Process for Engagement
	themes that are represented in the LCAP. Educational partners were also asked to complete the district LCAP survey which was opened in February.
Black Diamond High School (Equity Multiplier School)	On April 24th, the Black Diamond High School staff engaged in activities to provide input into the LCAP. Black Diamond staff were presented with current data and asked to submit feedback to open ended questions. The feedback was collected and organized into themes that informed the goals, actions, and metrics of the LCAP. As an Equity Multiplier school Black Diamond was also asked to create a focus goal to address in the 2024-25 school year. As part of the process, students and parents were invited to participate in educational partner sessions to provide additional feedback in the development of Black Diamond's priorities, goals and actions. Students, parents, and the community were able to provide direct feedback in the development of equity multiplier goals. Black Diamond staff, students, and parents were also asked to complete the LCAP survey that was opened at the beginning of February.

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

Below is a summary of the key strategies from our engagement efforts:

1. Stakeholder Meetings and Workshops: PUSD hosted a series of stakeholder meetings and workshops that included parents, students, teachers, and representatives from community organizations. These sessions provided a platform for open dialogue where participants could share their insights, concerns, and suggestions. Specific topics discussed included student achievement, school climate and safety, parental involvement, resources and programs, equity and inclusion, communication, community partnerships, special education and diverse learning needs, technology integration, and feedback mechanisms.
2. Surveys and Feedback Forms: In March 2024, PUSD opened a local survey to participants to measure the effectiveness of programs and services provided through the LCAP. Access to the survey results will remain posted on our district website. PUSD survey tool was designed to gather input from those who might not be able to attend in-person meetings or preferred virtual formats. The surveys covered various aspects of school performance and community needs, ensuring a comprehensive collection of data that reflects the community's priorities.
3. Public Forums: Public forums were organized to discuss the LCAP and gather real-time feedback. These events were well-publicized and strategically scheduled to maximize attendance. They served as an opportunity for community members to engage directly with LEA officials, ask questions, and voice their opinions on proposed actions and goals.

4. Advisory Committees: PUSD met with established advisory committees comprising representatives from various community stakeholder groups. PUSD was able to tap into their networks and resources, gaining a deeper understanding of the community's needs. These partners also played a crucial role in disseminating information and encouraging participation in the LCAP process.

The following represents feedback from our educational partners:

#### Engaging and Rigorous Instruction:

Importance of Arts, Music, hands-on courses, and project based learning accessible for all learners including learners with disabilities.  
Concerns about rigorous teaching and learning across all grade levels with a need to focus on early strong preparation of learners, so more support for elementary and middle schools.  
Need for curriculum stability and deeper implementation rather than constant changes to curriculum. Professional development and resources to support deeper implementation.  
Support for SPED scholars to be on a diploma track. Resources to support English Learners in Dual Immersion; and for English-Only learners, and all learners, in literacy and math.  
Improved assessment methods and supports IEPs.  
Advocacy for programs promoting college and career readiness.  
Ensure science programs are supported with appropriate instructional materials.  
More mental health and SEL support is needed for academic success of scholars.  
Effective communication between schools and parents.

#### Equity and Access:

Need more and equitable access to enrichment activities beyond academics of literacy and math, and inclusive of English Learners and SPED scholars.  
Need for more comprehensive support for English Learners (EL), Newcomers, and SPED scholars, and proper training for staff working with these scholars.  
Need adequate, well-resourced and well-supported interventions for struggling scholars in literacy and other academic areas.  
Importance of promoting equity, access, and success for all scholar groups through investments in bilingual teachers and staff, ethnic studies across grade levels K-12, culturally relevant curricula, and social-emotional supports and programs.  
Concerns as to sufficient resources and support for effective implementation of curricula and programs, specifically with regard to ELD curricula, reading interventions, and expanded learning opportunities.  
Need for SEL and trauma-informed support for scholars.

#### Student and Family Assets:

Importance of SEL and Mental Health supports for scholars - expanded mental health services.  
Need for resources and additional staff to address behavioral challenges, including appropriate training and support for CRAs and others.  
Would benefit from professional guest speakers around the importance of and best strategies for parent-teacher communication and partnership.  
Need more bilingual liaisons and/or community school advisors or counselors.  
Support for full-time Nurses, Counselors, and Parent-Family Liaisons (consistently available across sites).

Mixed feedback around the effectiveness of Mindful Life, Restorative Justice, and behaviorist supports, but feel these can be effective with better, stronger implementation, and resources for these equitably distributed across sites.

#### Recruit, Hire, and Retain a Diverse Staff:

Need for diverse, bilingual teachers and other staff, as well as well-trained SPED staff.

Offer better support and incentives for retaining qualified teachers, including paid opportunities for CSET's and RICA exams.

Better training and support for substitute teachers.

Support for inexperienced teachers - job-embedded training and support to be successful with scholars, especially teachers from BIPOC backgrounds.

Importance of strong compensation and benefits for attracting and retaining qualified teachers and staff.

Streamlining professional development - a coherent approach with fewer topics covered more deeply, with opportunities for implementation and practice.

Need consistent instructional supervision across sites, with greater accountability of principals and vice/assistant principals.

Collaboration time should be appreciated and compensated to build a strong, cohesive program.

#### Facilities and Nutrition:

Technology and Infrastructure - ensure technologies do not become outdated; access to working devices; facilities cleanliness and pest control; and maintain updated bathrooms.

Provide proper safety training and emergency preparedness.

Mixed views on police officers staffed on campuses, with calls for appropriate training and support.

Would like more fresh/nutritious options in school meals.

Issues of food running out when there are long lines in larger schools; improve and expand meal programs.

Outcomes and Impact: The engagement with community partners resulted in several key outcomes that have been integrated into the LCAP:

Enhanced Support Services: Feedback highlighted the need for increased mental health services, leading to the inclusion of stronger partnerships with local mental health providers. Stakeholders consistently expressed concern for the mental health of scholars that is resulting in lower attendance rates and missed instruction. PUSD will continue to enhance its Socio-emotional Learning curriculum and programs to support scholar mental health and resilience strategies.

Academic Intervention Programs: Input from community partners underscored the importance of developing additional intervention and academic support activities, prompting PUSD to consider additional resources to expand these offerings.

Safety: The community expressed concerns regarding the safety of our schools. The feedback centered on enhancing our safety measures to ensure that our school environments are conducive to learning.

Improved Communication: The engagement process revealed a need for better communication between the schools and families. An emerging theme was the need for more bilingual liaisons and/or community school advisors or counselors to support the multilingual community of diverse scholars and families. As a result, PUSD will strategize and implement new communication strategies, including

multilingual newsletters and a revamped district community system to keep the community informed and engaged. PUSD's ongoing commitment to engaging with community partners ensures that the LCAP remains a dynamic and responsive tool, reflecting the evolving needs and aspirations of our community. Through continued collaboration, PUSD is dedicated to fostering a supportive and inclusive educational environment for all students.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Description - Engaging and Rigorous Teaching and Learning. Pittsburg Unified School District will work towards full implementation of a culturally responsive and sustaining curriculum grounded in academic, performance based, and socio-emotional learning standards and competencies adopted by the state board for all students groups, including English Learners, Students with Disabilities, and Socio Economically Disadvantaged youth. Pittsburg Unified School District (PUSD) will develop high quality engaging instruction supported by detailed pacing guides, analyze data from common assessments, and identify strategic and intensive interventions and enrichment activities that results in students graduating college and career ready. (Goal addressing State Priorities 2,4, 5, 6 and 8)	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PUSD has chosen to develop this goal because California Dashboard indicators demonstrate that mostly all student groups, including English Learners Students with Disabilities, and Socio Economically Disadvantaged youth have not performed well in multiple indicators including, English Language Arts and Mathematics state testing. To address the achievement concerns, PUSD will need to strengthen the work of supporting all student groups, while targeting intervention to support students that need the most support. While serving a diverse population, PUSD recognizes the need to implement curriculum and instruction that affirms and validates the contributions of our scholars. Developing a culturally responsive and sustaining education is essential to reaching the goals articulated in our metrics. The prescribed actions articulated in the sections below are supportive of increasing the services and instructional practices, with specific attention to our unduplicated scholars (English Learners, Foster Youth, Socio-Economically Disadvantaged). The metrics selected for this goal address multiple measures, including improvement in ELA and Math CAASPP scores, while serving as progress monitoring to focus on student achievement outcomes.

## Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts as measured by the CAASPP. (4A)	<p>2023 CAASPP and CA Dashboard</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below 2+ Races: 34.06%; 44.5 below EL: 6.65%; 98.8 below SWD; 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below</p>			<p>CA Dashboard and CAASPP Year 3</p> <p>All Tested Students All Tested Grades Meet or Exceed: 40% 54 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11)</p> <p>AA: 40% 74 pts below Am Ind: 30% ; N/A Asian: 60% ; 8 above Fil: 70% ; 35 above His: 40% ; 50 below PI: 40%; 50 below Wh: 50% ; 30 below 2+ Races: 50%; 30 below EL: 30% 85 below SWD; 30% 120 below SED: 40%; 55 below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hmls: 19.40%; 99.9 below			FY: 35% 90 below Hmls: 30% ; 70 below	
1.2	Mathematics as measured by the CAASPP. (4A)	<p>2023 CAASPP and CA Dashboard</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below</p>			<p>CAASPP and CA Dashboard Year 3</p> <p>All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hmls: 2.9%; 153 below			SWD: 20%; 148 below SED: 30%; 94 below FY: 25%; 121 below Hmls: 20%; 100 below	
1.3	California Science Test (CAST) (4A)	2023 CAST data - Met or Exceeds  All; SED; EL; FY (as percentages)  FY: too few to report.  5th: 13.92; 12.00; 1.73; not reported 8th: 17.69; 15.36; 0.00; not reported 11th : 18.35; 17.36; 1.82; not reported 12th: 8.93; 12.20; 0.00; not reported			CAST Year 3 - Met Exceeds  All; SED; EL; FY (as percentages)  5th: 25; 25;10, 20 8th: 27; 27; 10; 20 11th: 35; 35; 20; 20 12th: 35; 35; 20; 20	
1.4	Graduation Rate (5E)	2022-23 - DataQuest  All students: 87.6% AA: 84.0% EL: 79.8% SWD: 69.1% SED: 87.0% FY: * cohort of 10 or less no reported rate			Graduation Rate Year 3  All: 95% AA: 95% EL: 90% SWD: 80% SED: 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)	4-Year ACGR - DataQuest 2022-23  All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report			UC/CSU Requirements of Grads  All: 50% AA: 50% EL: 30% SED: 50% FY: 30%	
1.6	Students who have passed an advanced placement examination with a score of a 3 or higher as measured by the AP tests. (4G)	Spring 2023 AP Administration per College Board  42%			Spring AP Year 3  50%	
1.7	Early Assessment Program (4H)	2023-24 Aeries Analytics  Ready or Conditionally Ready ELA: 28.8% Math: 9.8%			11 Grade Early Assessment Program  Ready or Conditionally Ready ELA: 50% Math: 40%	
1.8	Completed CTE courses from approved pathways (4C)	2022-23 CALPADS  All: 47% AA: 46% His: 47% EL: 34% SED: 47% SWD: 39% FY: 33%			Year 3 CALPADS  All: 54% AA: 53% His: 54% EL: 40% SED: 54% SWD: 45% FY: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner pupils who make progress toward English Proficiency (4E)	2023 Dashboard: 41%			Year 3 Dashboard: 55%	
1.10	Completed courses that both satisfy requirements for UC/CSU and CTE approved pathways (4D)	2022-23 CALPADS All: 32% AA: 33% EL: 28% SED: 19% SWD: 25% FY: 20%			Year 3 CALPADS All: 54% AA: 53% EL: 40% SED: 54% SWD: 30% FY: 36%	
1.11	Implementation of standards for all students and enable English Learners access to CCSS and ELD standards (2A, 2B)	100% of PUSD students have access to CA standards, including ELD			100% of PUSD student have access to CA standards, including ELD	
1.12	Chronic absenteeism rate (5B)	2023 CA Dashboard Chronic Absence  Chronic Absenteeism  Asian: 26.2% AA: 47.8% PI: 57.9% Filipino: 20.5% Hispanic: 35.4% White: 41% Homeless: 56.2% SWD: 45.6% EL: 33.2% SED: 38.6% FY: 45.7%			CA Dashboard (return to pre-pandemic rate)  All: 11% AA: 21% PI: 32% Filipino: 5% Hispanic: 20% White: 20% Homeless: 31% SWD: 23% EL: 8% SED: 13% FY: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Suspension rate (6A)	2023 Dashboard  All: 6% AA: 14.5% Two or More Races: 8.4% White: 5.5% SWD: 9% EL: 3.9% SED: 6.3% FY: 15.1% Homeless: 9%			Year 3 Dashboard  All: 4% AA: 5% Two or More Races: 3% White: 2% SWD: 5% EL: 3% SED: 5% FY: 5% Homeless: 4%	
1.14	College and Career (4H)	Dashboard % Prepared 2023  All: 28% AA: 11.8% Two or More Races: 17.1% White: 32.4% SWD: 2% EL: 11.8% SED: 25.4% FY: % (N/A, too few) Homeless: 8.4%			Dashboard % Prepared Year 3  All: 33% AA: 20% Two or More Races: 25% White: 38% SWD: 12% EL: 22% SED: 30% FY: % (N/A, too few, if counted improve at least 10% per year if a percentage is posted) Homeless: 18%	

# Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness For Focus Groups	<p>The actions below have the purpose of contributing directly to the college and career readiness of Foster Youth, English Learners, and Low-Income students. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. It is the belief that exposure to opportunities throughout the pk-12 system will culminate in students being prepared for college and career.</p> <p>The support will provide access to college and career and post-secondary opportunities, College and Career Readiness Standards, linked learning, career integrated academic, work-based learning experiences and Science, Technology, Engineering, Arts and Math (STEAM). Advanced Placement (AP) Courses Career Technology Education (CTE) courses</p>	\$3,631,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Marine Science Institute Delta Discovery, Outdoor Science education - elementary</p> <p>Science Adoptions Implementation World Language Adoptions Implementation Math Adoption Implementation - Developing a Math Implementation Team at each school site to support the integration of the new adopted materials.</p> <p>Mesa for 3 Junior Highs and PHS</p> <p>Grading for Equity - Committee work to address grading practices and implementation of Board Policy and Administrative Regulation. By evaluating grading practices, we are committed to assess students accurately and reduced bias that leads to disparate results for unduplicated pupils.</p>		
1.2	College and Career Readiness Supporting Multi-Lingual Learners	<p>Support for academic based programs and personnel to support targeted high needs students to get into college which includes AVID, Puente, Dual Language Immersion (DLI) and dual enrollment. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. Increasing the effectiveness of these programs by analyzing implementation to support fidelity to each of the programs.</p> <p>Support for DLI programs at Foothill and Willow Cove Elementary, Hillview and Rancho Junior High, Pittsburg High (Seal of Biliteracy).</p>	\$238,273.00	Yes
1.3	College and Career Readiness Exploration	College and career readiness supports for students, with a focus on students with significant needs including foster youth, English Learners, and low-income students. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. This includes supports and services provided by college and career technicians, College and Career Technicians;	\$2,771,161.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Counselors (Elementary and Secondary); Comprehensive Counseling plans; California College Guidance Initiative; AP prep support.</p> <p>Providing students with the support to explore college and career opportunities. Guidance to ensure that students and parents are aware of college pre-requisites, including information for A-G completion.</p> <p>UCAN college Fair, PAAACT 8th grade and 12th Grade Black Promotion and Graduation</p>		
<b>1.4</b>	Progress Monitoring of Performance and Evaluation of Student Data	<p>Programs and staff to monitor student academic progress and consistently review behavior and attendance data as part of cycles of inquiry. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. Staff will review and analyze data that will be disaggregated by race, socio-economic standing, and language proficiency. The analysis of data will lead to effective targeted intervention and support for students that demonstrate the greatest needs.</p> <p>I-ready California Healthy Kids Aeries Power School Unified Insight Equity Walkthrough Tool</p>	\$903,067.00	Yes
<b>1.5</b>	District administrative staffing for instruction and targeted intervention and support	<p>District actions and services to implement and support our priority areas connected to increasing student achievement and addressing the red indicators of the California State dashboard. Administrative staff will review disaggregated data in support of Hispanic, African American, Asian, Two or More Races, Homeless, Pacific Islander, Students with Disabilities, and Homeless students, with specific emphasis on our unduplicated students (English Learners, Socio Economically Disadvantaged, and Foster Youth)</p>	\$838,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and provide targeted intervention based on the challenges that surface for each school site. The actions will also support the development of a positive school climate. By increasing the effectiveness of the instructional program, students will be more engaged in learning, leading to less disciplinary incidents.</p> <p>Equity walkthrough tool implementation and support for implementation of culturally responsive and sustaining curriculum and instruction.</p>		
<b>1.6</b>	Support for implementation of School Plan for Student Achievement (SPSA)	<p>Site based actions and services to implement and support technical assistance and our priority areas in support of raising achievement for students in the red performance indicators on the state dashboard. Each site has received targeted LCAP funding, proportionally to the size and need at the site.</p> <p>Instructional Leadership Team (ILT) work to support strengthening collaboration utilizing site-based cycles of inquiry. ILT support for implementation of the district Equity Walkthrough tool. ILT's will work to improve the quality of the educational program, engaging teachers and students in evidence-based learning strategies. The increased engagement will help to foster a positive learning environment and positive overall school climate.</p> <p>Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement (SPSA). Sites will develop evidenced-based strategies that are targeted to address the achievement of unduplicated students and our overall student population.</p>	\$1,378,775.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Equity, Access, and Success: With a focus on equity, PUSD will increase outcomes for all scholars while accelerating growth of outcomes for Hispanic, African-American, English Learner and Students in Special Education Programs. PUSD will provide access to additional opportunities to support our students in attaining proficiency in English Language Arts and Mathematics. (Goal addressing State Priorities 1,4,5,7,8).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Disparities in achievement have been historically predictable based on race and participation in specific programs (English Learner and Special Education). Given our analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA) and English language development. 28.65% of all students in grades 3-8 and 11 met or exceeded standard in English Language Arts on the Smarter Balance assessments. Only 6.65% of all English Learners (EL), 2.86% of Long-Term English Learners (LTEL), and 4.47% of At-Risk-LTEL met or exceeded standard. While 43.94% of Reclassified fluent English proficient (RFEP) students met or exceeded standard. 38.7% of ELs progressed at least one English Learner Progress Indicator (ELPI) level. This need for growth for ELs is also represented in local benchmark assessments (iReady and Acadience). Due to the current realities of the data, PUSD is committed to eradicating the predictability of outcomes based on scholars' race, language competency, and disability. The goals and actions are based on the needs identified through data analysis and input from the educational partners sessions. The actions and metrics are intended to identify, name, disrupt, and dismantle the historical barriers that have negatively impacted student achievement. The actions chosen for this section will support the growth of student achievement for all students with targeted support for Foster Youth, English Learners, Students with Disabilities, and Socio Economically Disadvantaged students. PUSD will consistently monitor the progress of students toward achieving the metrics, using Acadience data to address literacy rates as well as reviewing scholar performance using the English Learner progress indicators. The consistent review of the metrics and progress monitoring of the actions will work collaboratively to achieve this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Reclassification rate. (4F)	2023-24 CALPADS 7.1% (CALPADS EOY3 Uncertified)			Year 3 CALPADS 30%	
2.2	Desired Results Developmental Profile (DRDP) (8A)	Spring 2024 - DRDP LLD Emergent Writing  97% of all students scored in the Building & Integrating ranges  14% of all students scored in the Building Middle range  51% (or higher) of all students scored in the Building Later range			Year 3  100% of all students scored in the Building & Integrating ranges  29% of all students scored in the Building Middle range  66% (or higher) of all students scored in the Building Later range	
2.3	Literacy in K-3 as measured by Acadience (8A)	Acadience K-3 EOY 2023-24  At or Above Proficiency  All: SED; EL; FY (as percentages)  48; 45; 29; 50			Acadience Year 3 EOY  All; SED; EL; FY (as percentages)  56; 56; 40; 58	
2.4	Middle school drop out rates (5C)	2023-2024 CALPADS  The number of middle school drop outs: 15			Year 3:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					The number of middle school drop outs: 3	
2.5	PUSD students have sufficient access to standards aligned instructional material (per Board adopted Textbook Sufficiency Report - October) and are enrolled in required core subject areas and a broad course of study. PUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including English Learners, Low Income, Foster Youth and Students with Disabilities. (1B, 7A, 7B, 7C)	2023-24  Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%			Year 3  Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%	
2.6	High School Drop out rate (5D)	2023-24 CALPADS  All: 2.2% AA: 2.3% EL: 4.2% SWD: 1.5% FY: to few to report			Year 3:  All: 1% AA: 1% EL: 2% SWD: 1% FY: 1%	
2.7	English Language Arts and Mathematics as measured by the CAA	2023 CAA			2003 CAA (5% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CA Alternative Assessment) (4A)	9.43% Met Level 3 for ELA 3.85% Met Level 3 for Mathematics			25% Met Level 3 for ELA 15%% Met Level 3 for Math	
2.8	Percent of families who report feeling welcomed by staff (6C)	2023-2024  60 percent of all parents according to local district parent survey.			Year 3  80 percent of all parents according to local parent district survey	
2.9	Percent of ELs who:  progressed at least one ELPI level (4E)	2022-23  38.7% of ELs progressed at least one ELPI level			Year 3:  55% Progressed at least one ELPI level	
2.10	English Language Arts as measured by the CAASPP. (4A)	2023 CA Dashboard  All Students Meet or Exceeds: 28.65%; 62.9 pts below standard.  AA: 20.44%; 85.8 pts from standard EL: 6.65%; 98.8 pts from standard SWD; 6.06%; 139.5 pts from standard SED: 26.56%; 68.8 pts from standard FY: 23.81%; 114.7 pts from standard			CA Dashboard Year 3  All Students Meet or Exceeds: 40% 54 pts below standard  AA: 40% 74 pts from standard EL: 30% 85 pts from standard SWD; 30% 120 pts from standard SED: 40%; 59 pts from standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unhoused: 99.9 pts from standard PI: 73.4 pts from standard			FY: 35%; 99 from standard Unhoused: 80pts from standard PI: 55 pts from standard	
2.11	Mathematics as measured by the CAASPP. (4A)	2023 CA Dashboard  All students Meet or Exceeds: 14.81%; 107.4 pts below standard.  AA: 8.02%; 134.3 pts from standard EL 3.91%; 133.3 pts from standard SWD: 3.79%; 177.9 pts from standard SED: 13.31%; 113.6 pts from standard FY: 4.55%; 145.7 pts from standard Hispanic: 111.4 pts from standard Two or More: 101 pts from standard PI: 125.8 pts from standard White: 76 pts from standard			CA Dashboard Year 3  All: Students Meet or Exceeds 30% 92 pts below standard  AA: 30%; 100 pts from standard EL 25%; 100 pts from standard SWD: 20%; 148 pts from standard SED: 30%; 94 pts from standard FY: 25%;121 pts from standard Hispanic: 94 pts from standard Two or More: 80 pts from standard PI: 100 pts from standard White:60 pts from standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	ELA iReady Interim Assessment Grades 1-8 (8A)	<p>ELA iReady Winter 2024 - Early On, Mid, or Above Grade Level</p> <p>All: 30% AA: 27% SWD: 8% SED: 28% EL: 8% FY: 18%</p>			<p>ELA iReady Winter Year 3 - Early On, Mid, or Above Grade Level</p> <p>All: 50% AA: 50% SWD: 30% SED: 50% EL: 30% FY: 40%</p>	
2.13	Math iReady Interim Assessment Grades 1-8 (8A)	<p>Math iReady Winter 2024 - Early On, Mid, or Above Grade Level</p> <p>All: 16% AA: 10% SWD: 5% SED: 14% EL: 4% FY: 11%</p>			<p>Math Winter Year 3 - Early On, Mid, or Above Grade Level</p> <p>All: 40% AA: 40% SWD: 20% SED: 40% EL: 35% FY: 40%</p>	
2.14	Chronic Absence K-8 (5B)	<p>Dashboard K-8 Chronic Absence 2023</p> <p>All: 37.3% AA: 47.8% SWD: 45.6% SED: 38.6% EL: 33.2% FY: 45.7% Asian 26.2% PI:57.9% Hisp: 35.4% White: 41%</p>			<p>Dashboard K-8 Chronic Absence Year 3</p> <p>All: 11% AA: 15% SWD: 15% SED: 11% EL: 15% FY: 15% Asian: 10% PI: 20% Hisp: 15%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unhoused: 56.2%			White:20% Unhoused: 25%	
2.15	Attendance (5A)	Aeries Attendance 2023-24  All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%			Aeries Attendance  All: 95% SED: 94% EL: 95% FY: 93%	
2.16	Suspension rate (6A)	2023 Dashboard  All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Two or more: 8.4% White: 5.5% Unhoused: 9%			Year 3 Dashboard  All: 5% AA: 5% EL: 3% SED: 5% FY: 5% SWD: 5% Two or More: 4% White: 4% Unhoused: 4%	
2.17	Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)	4-Year ACGR - DataQuest 2022-23  All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report			UC/CSU Requirements of Grads  All: 50% AA: 50% EL: 30% SED: 50% FY: 30%	
2.18	Completed CTE courses from approved pathways (4C)	2022-23 CALPADS  All: 47%			Year 3 CALPADS  All: 54%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 46% His: 47% EL: 34% SED: 47% SWD: 39% FY: 33%			AA: 53% His: 54% EL: 40% SED: 54% SWD: 45% FY: 40%	
2.19	College and Career Readiness as measured by CCIndicator	2022-2023 California Dashboard All: 28% AA: 11.8% His: 27.3% SED: 25.4% SWD: 2% Unhoused: 8.4% Two or more: 17.1% EL: 11.8% White: 32.4% F: 60.9% PI 18.8% Asian: 61.8% FY: no data			Year 3 California Dashboard all: 55% AA: 55% His: 55% SED: 55% SWD: 30% Unhoused:45% Two or More: 65% EL: 30% White: 50% F: 75% PI: 75% Asian: 75% FY 35%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Supports, targeted interventions and expanded opportunities	<p>This action supports targeted academic supports and interventions for our high need's students. The action was written to address the needs of students that are in the red indicators according to the California dashboard. This includes expanded learning (before/after school tutoring) during the school year; opportunities for credit recovery during the school year and during summer; outside contracts to provide online tutoring; materials and supplies; administrative support staff.</p> <p>Opportunities to accelerate academically, explore/visit a college or university, 7th grade College Field Trip, HBCU College Tour and financial assistance to cover fees for college preparatory exams.</p> <p>Provide support for the Success Academy at PHS which targets students that have experienced academic and social challenges in school.</p> <p>Independent study (additional sections for Spring 25)</p> <p>Alternative opportunities - Virtual Academy.</p> <p>Ensure all students have access to materials aligned to CA content standards and that teachers have the needed instructional resources to provide a rigorous, engaging instruction.</p>	\$1,421,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Early Literacy Initiative Support	<p>This action supports the acceleration of early literacy with planning, instructional delivery, coaching, modeling and collaboration with dedicated support staff in the elementary schools and Early Childhood Education program.</p> <p>Ensuring an effective PK program at each elementary site.</p> <p>Providing additional academic material to support reading.</p> <p>Providing Instructional coaches to ensure the use of effective teaching strategies and development of an engaging curriculum.</p> <p>Provide instructional aide for high needs students to provided targeted small group support.</p>	\$1,145,741.00	Yes
2.3	Administrative staffing for instructional support and improvement	<p>PUSD will provide school administration staffing to prioritize an implementation of a high quality, standards based instructional program at the school sites. The action was written to address the students that are in the red indicators according to the California dashboard. Administrators will support the implementation of understanding by design to increase the effectiveness of the instructional program, ensuring connections to the standards. Sites will work to implement a culturally relevant and sustaining curriculum that engages all students, but more specifically address the needs of English Learners, Foster Youth and Socio Economically Disadvantaged students in the learning process. The administrative staffing will provide targeted support for schools and students that have performed in the red indicators for English Language Arts and Mathematics according to the California State Dashboard.</p> <p>Administrative staff will also support disaggregated data analysis in support of cycles of inquiry to assess the effectiveness of chosen strategies. Staff will work with scholars and the community to ensure that effective strategies are enhanced while, replacing strategies that have demonstrated to be ineffective.</p>	\$4,415,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staff will work to enhance the work of the Instructional Leadership Team at each school site in support of implementation of the equity focused walkthrough tool, and use of evidence based instructional strategies. The increased effectiveness of the instructional practices will provide an engaging curriculum that will support a decrease in chronic absenteeism and disciplinary challenges.</p>		
2.4	Focus on English Learners	<p>Maximize support for English Language Learners through a combination of additional class sections, support staff and contracts with vendors to provide professional development and support.</p> <p>Needs Assessment of Early Literacy Practices for Students who are English Language Learners (Ellas Consulting)</p> <p>Professional Development (PD) and Coaching to Support English Language Development (ELD)</p> <ul style="list-style-type: none"> <li>• Ongoing PD for elementary and secondary teachers to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL students. (After-school PD, Collaboration Time, West Ed, AVID Excel)</li> </ul> <p>Extended Summer opportunities focusing on English Language acquisition.</p> <p>Expanded Learning Opportunities - Provide the opportunity to attend Expanding Learning programming to ELs who are performing below grade level in ELA as measured as iReady and Acadience. Target support to At-Risk LTELs, LTELs, Newcomers and DLI students.</p> <p>SEL support for newcomers - Provide newcomers (junior high and high school) with SEL support to help develop and practice SEL strategies into their daily lives to help cope/manage with all the emotions and new experiences of being a newcomer</p> <p>Supplemental Reading Online Programming for ELs</p> <ul style="list-style-type: none"> <li>• Collaborate with Family Engagement Coordinator to promote and improve school and family partnerships in support of student learning especially with LI, FY, and EL families.</li> </ul>	\$774,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide assistance to families in understanding the online tools and student management system so they they can better support their student(s) at home.</li> <li>• Develop a Parent Ambassador program to help pair parents/families with establish parent leaders in our community to help guide them through the educational system</li> <li>• Hold an annual Parent University event to allow parents/families to attend workshops to learn about different instructional programs and resources that are available to support their student(s).</li> </ul>		
<b>2.5</b>	Dedicated/Targeted supports for our Students with Disabilities	<p>Enhance coordination of special education services and early preventive practices. PUSD will utilize cycles of inquiry to identify effective practices and revise strategies accordingly.</p> <p>Increase access and inclusion for learners with special education services through instructional assistance support during mainstreaming. Staff to provide additional coaching and training to implement evidence-based teaching practices.</p> <p>Continuing the work articulated in the CCEIS plan to guide district actions to address root causes for disproportionality.</p> <p>23/24 Of our unduplicated students, 1047 are SWD (total SWD are 1213, so 86% of our SWD are in the unduplicated student count as well) 110 SWD – AA unduplicated</p> <p>Total unduplicated – 8732 Unduplicated SWD 1043/8732 – 11.99%</p>	\$320,130.00	Yes
<b>2.6</b>	Dedicated/Targeted supports for our African American students	Enact practices to address data generated from the root cause analysis that was conducted to identify areas to support the academic growth for our African American students. Continuing the use of Individual Learning	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Plans (ILP's) which help to center the needs of African-American students and provide targets for individual growth.</p> <p>Supporting the implementation of a culturally responsive and sustaining pedagogy to support African-American students, which are also Socio Economically Disadvantaged. Utilizing the Equity walkthrough to focus on the experience of African-American scholars in the classroom.</p> <p>Enhance systems and practices to address disproportionality in African American suspensions. African-American students' chronic absentee data is higher than the district average (Metric 2.14)</p> <p>Mentoring services for our high needs AA students.</p> <p>Fall 1 23-24</p> <p>SWD: 270 of 1213 are AA: 22.2%  FY: 16 of 43 are AA: 37.2%  SED: 1206 of 7845 are AA: 15.4%  EL: 9 of 2827 are AA : .32%  # of Unduplicated AA students: 1321  SWD : 270 of 1670 : 16.2%  FY: 16 of 1321: 1.21%  SED: 1206 of 1321 : 91.3%  EL: 9 of 1321 : .68%</p>		
<b>2.7</b>	Support for implementation of the School Plan for Student Achievement (SPSA)	Site based actions and services to implement and support the priority areas of the LCAP based on evaluation of the red indicators of the California State Dashboard and feedback from LCAP community engagement sessions. English Learners, Socio Economically Disadvantaged students, and Foster Youth will receive targeted intervention from the site-based services that are supported through this	\$235,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>action including support for addressing chronic absenteeism. Each site has received targeted LCAP funding, proportionally to the size and need at the site. Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement (SPSA).</p>		
2.8	Focus on Long-term English Learners	<p>Continuing to support and expand our DLI program as an effective practice for reducing LTELs - Ongoing PD for elementary and secondary DLI teachers to support implementation of integrated instructional strategies to address the language needs of DLI students. (After-school PD, Collaboration Time, Be Glad)</p> <p>Collaboration time and lesson planning to embed ELD standards and effective language practices (cornerstone practices) to increase access to academic language to reduce the number of LTELs. Teachers will have the opportunity to apply what they learned from the provided PDs (ELD Standards, effective practices for Integrated and Designated ELD, ELPAC task-types) and work with their grade level teams/sites to embed the practices into instruction.</p> <p>Maximize support for ELs through a combination of additional class sections and support staff to address the language needs of LTELs - Section allocation (FTEs) for secondary will take into consideration the language needs of LTELs and the need for smaller class sizes in order to effectively target the language support.</p>	\$0.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Student and Family Assets: Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, improved services, and a positive school climate. PUSD will accomplish this goal by providing multiple opportunities for parents/guardians to participate in leadership and/or shared decision-making activities, supporting the implementation and monitoring of Full Service Community Schools and MTSS/COST/CARE services across the district. Working collaboratively with educational partners, PUSD will support the Mental Health and Social Emotional Learning of scholars in environments that are conducive to learning. (Goal addressing State Priorities 3,5,6). The expansion of programs and consistency will positively impact the attendance rate to improve beyond the 91 percent daily attendance rate represented currently. The discipline metric will also provide support for evaluating the effectiveness of disciplinary practices.</p>	Broad Goal

State Priorities addressed by this goal.

- 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.

In PUSD we believe that parent/guardian engagement and strong community partnerships are essential to the success of our scholars. With this belief we endeavor to work collaboratively with our partners to provide opportunities for parents/guardians to participate in developing a shared vision, participatory decision-making, and fostering of a positive learning environment for our scholars. We create this goal acknowledging the need to co-create the strategies, policies, and procedures to support the successful implementation of Full Service Community Schools. The metrics outlined in this goal will provide key data points on our efforts to engage with our parents in support of student achievement. The actions will provide support for both students, sites, and parents to work collaboratively towards accomplishing the articulated goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the Early Literacy series as measured by completion of PUSD's Early Literacy Project. (3B, 3C)	Re-establishing Series 0 Completers Baseline			Up to 300 total Parent/Guardian Series completers over three years, 100 per year. Completers will minimally reflect the percentages of these equity groups in PUSD:  EL: 25% of All Completers, 75 SED : 81% of Completers; 243 FY: 1% of Completers; 3 SWD: 12% of Completers:36	
3.2	Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the Triple P (Positive Parenting Series) as measured by completion of PUSD's Elementary Triple P Series. (3B,3C)	Re-establishing Series 0 Completers Baseline			Up to 180 total Parent/Guardian Series completers over three years, 60 per year. Completers will minimally reflect the percentages of these equity groups in PUSD:  EL: 25% of completers, 45 SED: 81% of completers, 146	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FY: 1% of completers; 2 SWD: 12% of completers: 22	
3.3	Number of families of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the 10-week series of the Parent Project (3B,3C)	Re-establishing Series 0 Completers Baseline			Up to 240 total Parent/Guardian Series completers over three years, 80 per year. Completers will minimally reflect the percentages of these equity groups in PUSD:  EL: 25% of completers, 60 SED: 81% of completers; 194 FY: 1% of completers; 2 SWD: 12% of completers: 29	
3.4	Student, Parent and Family survey to provide information on safety and school connectedness (6C)	CHKS administered in 23-24 year. Relatively low participation in 23-24.  CHKS (Strongly Agree or Agree): Parents feel welcome to participate: 82%.			Year 3:  CHKS (Strongly Agree or Agree): Parents feel welcome to participate: 90%. Feel school is a safe place: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feel school is a safe place: 81%				
3.6	Chronic absenteeism rate (5B)	2023 CA Dashboard Chronic Absence  All:37.3% AA: 47.8% SED: 38.6% EL: 33.2% FY: 45.7% SWD: 45.6% Asian: 26.2% PI: 57.9% Fil:20.5% Hisp: 35.4% White: 41% Unhoused: 56.2%			CA Dashboard (return to pre-pandemic rate)  All: 11% AA: 21% SED: 13% EL: 8% FY: 20% SWD: 17% Asian: 10% PI: 20% Fil: 10% Hisp: 15% White: 20% Unhoused: 25%	
3.7	Attendance rate (5A)	Aeries Attendance 2023-24  All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%			Aeries Attendance  All: 95% SED: 94% EL: 95% FY: 93%	
3.8	Expulsion rate (6B)	2022-23  0.00% (actual 0.0004%)			Year 3  0%	
3.9	Suspension rate (6A)	2023 Dashboard			Year 3 Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Two or More: 8.4% White:5.5% Unhoused: 9% FY: 15.1% His:4.1% Asian: 1.6% F:1.8% PI: 7.5%			All: 5% AA: 5% EL: 3% SED: 5% FY: 5% SWD: 5% Two or More: 4% White: 4% Unhoused: 4% FY: 5% His: 4% Asian: 1% F: 1% PI: 4%	
3.10	Sites have parent representatives attend DAC/DELAC to include in district decision making. (3A)	2023 PUSD Data  92% of schools in District had representation			Year 3 Data  100% of schools will have representation	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Family Engagement For All	<p>Increase parent engagement and participation, improve home-school communication and provide parent services, training, volunteer opportunities and workshops.</p> <p>Support for engagement with DELAC, DAC, SSC, Families of African American Scholars (FAAS) and Parental African American Achievement Collaboration Team (PAAACT).</p> <p>District and sites will fully implement parent involvement policies and programs at all schools that meet federal requirements and district goals.</p>	\$521,511.00	Yes
3.2	Restorative Justice Implementation	<p>Centralized restorative justice staffing to support all schools that have suspension data in the red performance indicator according to the California State Dashboard. This action supports technical assistance based on the discipline data that demonstrates challenges in our schools.</p> <p>Expand and empower leaders to implement restorative practices to reduce discipline data and increase scholars time on task.</p> <p>Focus on Tier 1 classroom supports for restorative practice to reduce disciplinary action and contribute to fostering a positive school climate.</p> <p>Specifically targeted for schools that have red indicators for suspension.</p> <p>Utilizing Equity Walkthrough tool to provide data on classroom climate and community.</p>	\$239,867.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social Emotional/Mental Health and Behavior supports.	<p>Continue to implement a Multi-Tiered System of Supports to support behavioral and social success for all students including dedicated resources and staff to support students who exhibit behavior challenges and have health needs.</p> <p>Support for implementation and enhance of SEL Curriculum across sites.</p> <p>Support for students from the Lincoln Center.</p> <p>Behaviorists, Mental Health Therapists, Behavior Support Aides, MTSS/COST facilitators, Nurses to support strengthening services for scholars who demonstrate need for targeted support.</p>	\$4,163,017.00	Yes
3.4	Full Service Community School Initiative	<p>Dedicated resources and staff to support Full Service Community School initiative including Full Service Community School Coordinators:</p> <p>LCFF Funded:  Highlands Elementary  Hillview Jr High  Foothill  Pittsburg Senior High School</p> <p>Grant funding for additional 9 schools:  Rancho Medanos Jr High  Martin Luther King Jr. Jr High  Willow Cove  Heights  Stoneman  Los Medanos Elementary  Parkside  Marina Vista  Black Diamond</p> <p>The grant will also support the following actions:</p>	\$347,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> <li>1. Hiring and onboarding of community school site coordinators</li> <li>2. Formation of school-level advisory councils at each school</li> <li>3. Professional development for all district and site level staff</li> <li>4. Site-level coordinators to participate in the once-monthly regional technical assistance webinars</li> <li>5. Hiring and onboarding of a district-level coordinator of community schools</li> <li>6. The district and site coordinators collaborate to create a shared foundation for the schools to build upon and individualize to ensure equity, coherence and alignment with the LCAP</li> <li>7. Formation of a district-level advisory council</li> <li>8. Convene 3 annual site-level and districts advisory meetings</li> <li>9. Develop and assemble annual goals and an implementation plan consistent to be integrated into each site SPSA in support of culturally responsive and sustaining practices.</li> </ol> <p>To provide services, support and opportunities that will lead to improved student learning, stronger families, and healthier school communities.</p> <p>After School Supports for Continuum of Services</p>		
3.5	Targeted Parent and Family Engagement for specific underserved families	<p>Ensure multiple ways to increase and improve communication with families. Create a feedback loop to support two-way communication between school and families.</p> <p>Increase use of ParentSquare, provide webinars, newsletters translated in Spanish, social media presence, flyers, home visits, welfare checks, DELAC, Families of African American Scholars (FAAS); PAAACT</p>	\$360,993.00	Yes



Action #	Title	Description	Total Funds	Contributing
3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	<p>Site based actions/services to implement and support the priority area Equity, Access and Success and student groups who are in the red performance indicator according to the state dashboard.</p> <p>As part of technical assistance work, sites will conduct interviews with chronic absentee students to find underlying causes to student absences. Sites will plan targeted intervention based on discovery of the challenges that students face. District will review and analyze disaggregated data trends and revise actions accordingly.</p> <p>Schools will work to implement the SPSA's which are aligned to the goals outlined in the LCAP</p>	\$394,902.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Recruit and retain high quality and diverse staff: PUSD will focus on recruiting and retaining a highly qualified diverse staff throughout the district. We will ensure teachers are appropriately assigned and fully credentialed in the subject areas and pupils they are teaching. (Goal addressing State Priority 1 and 4) The actions and metrics articulated in the plan support the diversification of our teaching staff to meet the needs of our diverse student population.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Research indicates that scholars that have access to a diverse staff perform better academically. In PUSD we believe that our teachers and staff should reflect the demographics of our student population with diversity serving as our strongest asset. Recruiting and retaining a diverse staff gives our scholars the best opportunity to be successful, with teachers having a strong knowledge of the curriculum and standards. The metrics chosen for this goal will provide the basis for evaluating the composition of our staff to indicate if our recruitment and retentions efforts are moving PUSD closer to matching the demographics of our student population. Our actions indicate our commitment to providing our staff with quality professional development and to address the needs of our staff in support of increasing student achievement. We are working collaboratively with our educational partners to ensure that our teachers are equipped with the skills and competencies to implement a culturally responsive and sustaining education for our scholars. The actions and metrics selected for this goal including increasing the percentage of staff of color, and overall retention rates, provide the monitoring of our efforts to recruit and retain a diverse staff.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching. according as measured by CTC (1A)	Most Recent DataQuest 2021-22  85%			Year 3  100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	% of certificated and classified staff of color	2023-24 (HR Board Report Data)  % Certificated Staff of Color: 48%  % Classified Staff of Color (CSEA): 76.5%			10% increase in both Certificated Staff of Color and Classified Staff of Color	
4.3	% Certificated Retention Rate	2023-2024: 91%			Year 3 95%	
4.4	% Certificated Staff of Color New Hires	61% in 2023-2024			70% Certificated New Hires of Color	
4.5	English Language Arts as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard  All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard  (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)  AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below			CA Dashboard and CAASPP Year 3  All Tested Students All Tested Grades Meet or Exceed: 40% 54 pts below standard  (disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11)  AA: 40% 74 pts below Am Ind: 30% ; N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below 2+ Races: 34.06%; 44.5 below EL: 6.65%; 98.8 below SWD; 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below Hmls: 19.40%; 99.9 below			Asian: 60% ; 8 above Fil: 70% ; 35 above His: 40% ; 50 below PI: 40%; 50 below Wh: 50% ; 30 below 2+ Races: 50%; 30 below EL: 30% 85 below SWD; 30% 120 below SED: 40%; 55 below FY: 35% 90 below Hmls: 30% ; 70 below	
4.6	Mathematics as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard  All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard  (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)  AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported			CAASPP and CA Dashboard Year 3  All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard  (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Hmls: 2.9%; 153 below			AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below SWD: 20%; 148 below SED: 30%; 94 below FY: 25%; 121 below Hmls: 20%; 100 below	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	High quality certificated staffing, PK -12	<p>Recruit and retain high quality and diverse staff by providing a comprehensive and competitive benefits package, small class sizes to support student learning and a focus on diversity.</p> <p>Commitment to include diversity questions during the hiring process.</p> <p>A commitment to having diverse panels during the hiring process.</p> <p>Support for implementation of the PUSD Teacher Residency Program which targets BIPOC candidates in collaboration with the Alder Graduate School of Education. This also includes stipends for Teachers that are hired from within the community.</p> <p>Support for the Black Teacher Project, utilizing survey data and feedback to improve retention of black teachers in PUSD.</p> <p>Recruitment of teachers from Spanish speaking countries, such as Columbia, on cultural exchange visas.</p>	\$13,525,723.00	Yes
4.2	Specialized certificated support	<p>Provide support for newly hired teachers. New teachers to PUSD will be provided with a Teacher Induction Program (TIP) mentor to support professional growth. New teachers to PUSD who do not qualify for TIP, will receive a current teacher at their school site as a mentor teacher.</p>	\$630,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	Opportunities to collaborate to improve instructional practice	<p>Provide teachers frequent opportunities to meet collaboratively to focus on integration of culturally relevant and sustaining teaching practices, content standards, and TSEL standards into lesson planning and instruction and to analyze formative assessment data using a common data protocol process for lesson planning and effective instructional delivery.</p> <p>Integration of district Equity walkthrough tool.</p> <p>Support for moving the district Equity Statement into Action.</p>		No
<b>4.4</b>	Professional development for all PUSD Staff	Certificated and classified staff participate in varied professional learning opportunities to guide the work with integration of culturally relevant and sustaining curriculum, content standards, student engagement, parent involvement, TSEL standards and student-centered classroom practices.	\$1,552,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Facilities and Nutrition to Support Student learning: PUSD will establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, that results in students and families feeling safe, welcomed, and valued as members of the district. PUSD will continue to ensure basic services are maintained such as clean and well-maintained facilities, access to school nutrition and remaining committed to safety as a priority. High quality facilities are essential to improving achievement outcomes for our students that performed in the red indicators according to the California state dashboard (Goal addressing State Priority 1, 2, 4 and 6). The actions and metrics in the below section are conjoined to provide the progress monitoring needed to ensure effective implementation of the chosen strategies and support for continuous improvement of the conditions for learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Safe, clean, and well-maintained facilities are foundational to creating an environment where students and families feel safe, welcomed, and valued. It is the responsibility of PUSD to maintain our facilities, addressing and updating the conditions of our facilities, demonstrating the care necessary to foster an environment conducive to learning. The chosen metrics will allow for PUSD to use the Williams visits as an audit to identify areas for improvement. The actions will ensure that we are providing appropriate facilities, materials, equipment, and safe learning environment for our scholars.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Status of Pittsburg facilities are maintained and in good repair as	2023-2024 100% Pittsburg facilities included in the Williams			100% Pittsburg facilities included in the Williams	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by Williams walk-throughs. (1C)	walk-throughs are rated "Good" or above.			walk-throughs are rated "Good" or above.	
5.2	CA Healthy Kids Survey - Safety Items (6C)	<p>2023-24 CA Healthy Kids Survey (CHKS)</p> <p>Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary)</p> <p>5th: 58% 7th: 40% 9th: 45% 11th: 44% Continuation HS: 65%</p>			<p>Year 3 CHKS Outcome</p> <p>Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary)</p> <p>5th: 70% 7th: 60% 9th: 65% 11th: 65% Continuation HS: 80%</p>	
5.3	Status of Pittsburg facilities are maintained and in good repair as measured by Williams walk-throughs. (1C)	<p>2023-2024</p> <p>100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.</p>			100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	
5.4	% of Students with Access to School Meals, as indicated by district policy and implementation (6C)	<p>2023-24</p> <p>100%</p>			<p>Year 3 Outcome</p> <p>100%</p>	
5.5	English Language Arts as measured by the CAASPP. (4A)	<p>2023 CAASPP and CA Dashboard</p> <p>All Tested Students All Tested Grades Meet or</p>			<p>CA Dashboard and CAASPP Year 3</p> <p>All Tested Students All</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>AA: 20.44%; 85.8 below</p> <p>Am Ind: 14.28%; Not Reported</p> <p>Asian: 46.93% ; 7.8 below</p> <p>Fil: 58.70%; 20.7 above</p> <p>His: 26.88%; 68.4 below</p> <p>PI: 27.63%; 73.4 pts below</p> <p>Wh: 37.17%; 40.8 below</p> <p>2+ Races: 34.06%; 44.5 below</p> <p>EL: 6.65%; 98.8 below</p> <p>SWD; 6.06%; 139.5 below</p> <p>SED: 26.56%; 68.8 below</p> <p>FY: 23.81%; 114.7 below</p> <p>Hmls: 19.40%; 99.9 below</p>			<p>Tested Grades Meet or Exceed: 40% 54 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11)</p> <p>AA: 40% 74 pts below</p> <p>Am Ind: 30% ; N/A</p> <p>Asian: 60% ; 8 above</p> <p>Fil: 70% ; 35 above</p> <p>His: 40% ; 50 below</p> <p>PI: 40%; 50 below</p> <p>Wh: 50% ; 30 below</p> <p>2+ Races: 50%; 30 below</p> <p>EL: 30% 85 below</p> <p>SWD; 30% 120 below</p> <p>SED: 40%; 55 below</p> <p>FY: 35% 90 below</p> <p>Hmls: 30% ; 70 below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Mathematics as measured by the CAASPP. (4A)	<p>2023 CAASPP and CA Dashboard</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Hmls: 2.9%; 153 below</p>			<p>CAASPP and CA Dashboard Year 3</p> <p>All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below SWD: 20%; 148 below SED: 30%; 94 below</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FY: 25%; 121 below Hmls: 20%; 100 below	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Technology and connectivity	Ensure 1-1 access to technology and connectivity for all our students.  Support staff will be available for integrating technology into the classroom.  Support for understanding the implication of Artificial Intelligence on classroom instruction.	\$178,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>5.2</b>	Emergency preparedness and Health and Safety Programs	Resources to support school and district-wide safety.  PUSD will Provide NGSS and STEAM opportunities for students which require updated and well-maintained facilities supporting quality learning conditions. Students need access to equitable learning conditions to support achievement.	\$1,109,592.00	Yes
<b>5.3</b>	Safe and well maintained facilities	Ensure school sites and facilities provide a safe and effective learning environment.  On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and regulations.	\$0.00	No
<b>5.4</b>	Child Nutrition Program	School meal program will be available to all students.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Focus Goal for Black Diamond - By June 2025, Black Diamond High School will increase performance on the English Language Arts portion of the CAASPP for Socio Economically Disadvantaged students from 165.2 points below standard to 156.9 points below standard. By June 2025, Black Diamond will decrease the suspension rate of African-American students by 1.1%. Lastly, by June 2025, Black Diamond will increase the performance of College and Career indicators for English Learners, Hispanic, and Socio Economically Disadvantaged students by 5%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Black Diamond High School with an enrollment of 201 students will receive Equity Multiplier funding beginning in the 2024-2025 school year based on eligibility due to having a high instability rate and to address the student groups in the red indicators according to the California State Dashboard. The student population at Black Diamond has fluctuated, with students moving in and out of the system throughout the school year. In 2022-2023 Black Diamond had a stability rate of 51.4 compared to 88.5 for PUSD. One of the reasons for the higher transient rate is the number of students still significantly behind in credits upon return from distance learning and requesting to attend Black Diamond throughout the year. The Black Diamond staff engaged educational partners throughout the year to provide direct feedback and consultation on the needs of the students which resulted in the articulated goals and actions. Students and parents were contributors to the process, highlighting specific activities that were referenced in the goals and actions chosen to support the equity multiplier goal.

A review of the California Dashboard indicators demonstrated need in English Language Arts for Socio Economically Disadvantaged students, suspension rates for African-American students, and a 100 percent status of not prepared in the College and Career indicators for English Learners, Hispanic, and Socio Economically Disadvantaged students. The actions and metrics articulated in the plan for Black Diamond will work in conjunction to ensure staff consistently reviews data as part of progress monitoring. Progress monitoring will inform needed revisions of practices to ensure addressing the focused goal of increasing the ELA performance of Socio Economically Disadvantaged students, decreasing the suspension rate of African-American students, and increase the performance of college and career indicators for English Learners, Hispanics, and Socio Economically Disadvantaged students.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts as measured by the CAASPP for Socio-Economically Disadvantaged Students (4A)	<p>ELA 2022-23 CAASPP: (Dashboard)</p> <p>SED: 165.2 points below standard</p>			<p>Year 3 ELA CAASPP: (Dashboard)</p> <p>SED: 156.9 points below standard</p>	
6.2	African American Suspension Rate (6A)	<p>African American Suspension Rate 2022-23: (DataQuest)</p> <p>All: 6.1%</p> <p>AA: 14.8%</p>			<p>Year 3 Suspension Rate</p> <p>All: 5%</p> <p>AA: 5%</p>	
6.3	English Language Arts as measured by the CAASPP for Socio-Economically Disadvantaged Students (4A)	<p>ELA 2022-23 CAASPP: (Dashboard)</p> <p>SED: 165.2 points below standard</p>			<p>Year 3 ELA CAASPP: (Dashboard)</p> <p>SED: 156.9 points below standard</p>	
6.4	African American Suspension Rate (6A)	<p>African American Suspension Rate 2022-23: (DataQuest)</p> <p>All: 6.1%</p> <p>AA: 14.8%</p>			<p>Year 3 Suspension Rate</p> <p>All: 5%</p> <p>AA: 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	College and Career Preparation per Dashboard (4H)	College & Career Prepared (2023 Dashboard)  Overall Prepared: 0% EL Prepared: 0% Hispanic Prepared: 0% SED Prepared: 0%  Overall Approaching Prepared: 2.4%			Year 3 College/Career (Dashboard):  Overall Prepared: 5% EL Prepared: 5% Hispanic Prepared: 5% SED Prepared: 5%  Overall Approaching Prepared: 8%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.



# Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Standards Based Education	<p>Understanding by Design (UbD) - Black Diamond will use our state standards to create Project based Learning. Black Diamond will use this evidence based backward design to look at the outcomes first and focus on teaching to achieve understanding. Black Diamond will use the framework to design lessons to support students gaining better insight into the standards that will be measured by CAASPP.</p> <p>Teachers will receive training to support development of content and curriculum for English Language Arts.</p>	\$0.00	No
6.2	Intervention and Support	<p>Implementation of Positive Behavioral Interventions &amp; Supports (PBIS) - Black Diamond will implement PBIS as a proactive approach to establishing the behavioral supports and social culture needed for all students in our school to achieve social, emotional, and academic success. Black Diamond will teach behavioral expectations, reinforce positive behaviors, and use data to make decisions about interventions.</p> <p>Staff will also increase case management of students to support ensure that students are receiving appropriate supports.</p>	\$0.00	No
6.3	Social-Emotional Learning	<p>Implementation of Social-Emotional Learning (SEL) Programs: Black Diamond will institute an SEL program that is evidence-based to promote students' social and emotional competence, including skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Staff will receive training and support for students</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.4	MTSS Implementation	<p>Black Diamond will use the Multi-Tiered System of Support (MTSS) framework to help Black Diamond educators provide academic and behavioral strategies for students with various needs. This will include:</p> <p>Tier 1 Instruction: Black Diamond will develop high-quality, evidence-based instruction delivered to all students in the general education classroom. This includes research-based instructional strategies and curriculum aligned with academic standards.</p> <p>Tier 2 Interventions: Black Diamond will provide targeted interventions for students who need additional support beyond what is provided in Tier 1. These interventions are evidence-based and delivered in small group settings to address specific academic or behavioral needs. Black Diamond utilize PBIS as an evidence-based framework for establishing proactive behavioral supports for all students. It involves teaching behavioral expectations, reinforcing positive behaviors, and using data to guide decision-making.</p> <p>Tier 3 Interventions: Black Diamond will provide intensive interventions for students who require individualized support beyond what is provided in Tier 1 and Tier 2. These interventions will be evidence-based, highly individualized, and may involve specialized instruction or services.</p> <p>Small Group Instruction: Black Diamond will provide small group instruction for students who require additional support in specific areas such as reading or math. Evidence-based intervention programs are used to target skill deficits and accelerate learning.</p> <p>CARE Team Universal Screening: Black Diamond will regularly screen all students to identify those who may need additional support in academic or behavioral areas. Black Diamond will use evidence-based screening tools that help educators identify students at risk early on.</p>	\$0.00	No
6.5	Dual Enrollment and Additional Pathways	Black Diamond will expand it's work with Los Medanos Junior College to increase dual enrollment opportunities.		No

Action #	Title	Description	Total Funds	Contributing
		Black Diamond will engage in exploring opportunities to add new pathways to course offerings to address College and Career preparedness.		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$38,067,894	\$4,554,777

## 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
33.878%	2.768%	\$3,169,599.99	36.646%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> College and Career Readiness For Focus Groups</p> <p><b>Need:</b> Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts, with unduplicated students representing 83 percent within the district:</p>	The additional supports will allow for unduplicated students to access more services that are targeted to address their specific needs and positively impact student outcomes.	Metric 1.5, Metric 1.8, and Metric 1.10

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
	<p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p>We note that due to their performance, students need not only academic support but also access to additional supports and services to achieve college and career readiness. A-G completion rates indicate an opportunity for growth and the proposed services as benefits. Although we have made</p>		

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
	<p>progress, we still have room for continued improvement and growth.</p> <p>Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)</p> <p>4-Year ACGR - DataQuest 2022-23</p> <p>All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report</p> <p><b>Scope:</b> LEA-wide</p>		
1.2	<p><b>Action:</b> College and Career Readiness Supporting Multi-Lingual Learners</p> <p><b>Need:</b> Reviewing the California Dashboard demonstrates significant challenges of academic performance for our Foster Youth, English Learners, and Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the</p>	<p>To address the area of College and Career readiness, we will utilize evidence-based strategies to support growth and skill development. We will continue to enhance programs such as Advancement Via Individual Determination (AVID), Puente, and Dual Language Immersion to support the development of both academic skills and language proficiency toward achievement.</p>	<p>Metric 1.5, Metric 1.8, Metric 1.9 and Metric 1.14</p>

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
	<p>district. Only 11 percent of English Learners, and 25 percent of Socio Economically Disadvantaged youth were scored as being prepared for College and Career, both lower than the state average. This indicates targeted assistance is needed to support growth in this area.</p> <p>Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)</p> <p>4-Year ACGR - DataQuest 2022-23</p> <p>All: 37.6%  AA: 29.8%  EL: 23.6%  SED: 34.7%  FY: Too few to report</p> <p>Completed CTE courses from approved pathways (4C)</p> <p>2022-23 CALPADS</p> <p>All: 47%  AA: 46%  His: 47%  EL: 34%  SED: 47%  SWD: 39%  FY: 33%</p>		

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
	<p>College and Career (4H)</p> <p>Dashboard % Prepared 2023</p> <p>All: 28%  AA: 11.8%  Two or More Races: 17.1%  White: 32.4%  SWD: 2%  EL: 11.8%  SED: 25.4%  FY: % (N/A, too few)  Homeless: 8.4%</p> <p><b>Scope:</b>  LEA-wide</p>		
1.3	<p><b>Action:</b>  College and Career Readiness Exploration</p> <p><b>Need:</b>  A review of data and feedback from engagement with educational partners sessions indicate a need to provide learning experiences for our Foster Youth, English Learners, and Socio Economically Disadvantaged students to close opportunity gaps, with unduplicated students representing 83 percent within the district. The following data represented the percentage of students that successfully completed courses that satisfy the requirements for entrance to the UC/CSU system:</p>	<p>The planned actions provide our unduplicated students with opportunities to learn outside the classroom and provide appropriate guidance for course selection, guidance counseling, and planning for the future. Students benefit from the additional knowledge and awareness and can make choices that connect with their college and career aspirations.</p>	Metric 1.5 and Metric 1.8



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
	<p>4-Year ACGR - DataQuest 2022-23</p> <p>All: 37.6%  AA: 29.8%  EL: 23.6%  SED: 34.7%  FY: Too few to report</p> <p>The feedback indicates the need to expose students to learning experience outside the classroom to increase motivation and increase awareness of college and career possibilities. The data also revealed the need to increase A-G completion rates for our unduplicated students, which will be supported by increase guidance from counselors and college and career technicians.</p> <p><b>Scope:</b>  LEA-wide</p>		
1.4	<p><b>Action:</b>  Progress Monitoring of Performance and Evaluation of Student Data</p> <p><b>Need:</b>  The data highlights from CAASPP demonstrate the need for unduplicated students to receive additional support in math, and English Language Arts. Unduplicated students were not able to score at standard during the last administering of the state assessments. In PUSD unduplicated students</p>	<p>Unduplicated pupils need time on task and consistent access to effective instructional practices. Missing instructional time has a negative impact on student achievement. The actions indicated will provide analysis of the disaggregated data generated from assessments and performance monitoring to inform current and future actions.</p>	.Metric 1.2 and Metric 1.4

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
	<p>represent 83 percent of the population within the district.</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p>Discipline data for unduplicated students also demonstrate additional needs. Feedback from educational partners also centered around concerns for academic achievement data for our unduplicated scholars.</p>		

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
	<p>2023 Dashboard</p> <p>All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9%</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.5</b></p>	<p><b>Action:</b> District administrative staffing for instruction and targeted intervention and support</p> <p><b>Need:</b> We have assessed the needs of Foster Youth, English Learners and Socio Economically Disadvantaged scholars and identified challenges in terms of chronic absenteeism and discipline data, with unduplicated students representing 83 percent within the district.</p> <p>Dashboard K-8 Chronic Absence 2023</p> <p>All: 37.3% AA: 47.8% SWD: 45.6% SED: 38.6% EL: 33.2% FY: 45.7%</p> <p>2023 Dashboard</p>	<p>The actions articulated in the plan will address the need to improve the instructional program in support of developing a culturally relevant and sustaining curriculum. The actions will support evaluating the effective of the classroom environment and provide feedback to teacher in developing the classroom community where our students feel welcomed, supported, and seen. We will use the data to engage in discussions regarding the effectiveness of classroom practices and address the level of engagement students have with the curriculum.</p>	<p>Metric 1.12 and Metric 1.13</p>

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
	<p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p>We have determined that to address chronic absenteeism and suspension rates, additional support at the site level is needed. These additional supports will help to implement an effective instructional program and support the implementation of services designed to increase engagement of our most underserved populations.</p> <p><b>Scope:</b>  LEA-wide</p>		
1.6	<p><b>Action:</b>  Support for implementation of School Plan for Student Achievement (SPSA)</p> <p><b>Need:</b>  We have assessed the needs and identified the achievement challenges for Foster Youth, English Learners, and Socio Economically Disadvantaged scholars in English Language Arts and Math, with unduplicated students representing 83 percent within the district.</p> <p>Review of the California dashboard demonstrate Foster Youth, English Learners,</p>	<p>Developing the work of the Instructional Leadership Team will support the implementation of the district created equity walkthrough tool. The equity walkthrough will work to center the experiences of students in classrooms. The ILT will use the data gathered during walkthroughs to discuss the effectiveness of teaching and learning across sites and develop cycles of inquiries designed to improve instructional practices. The ILT will work with grade level and/or department teams to develop instructional practices and strengthen student learning experiences in classrooms.</p>	Metric 1.1 and Metric 1.2

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
	<p>and Socio Economically all performed below standard on English Language Arts:</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p>Feedback from our educational partners also indicated concern for student achievement. Focusing on increasing academic outcomes for our unduplicated students emerged as a priority based on engagement sessions.</p>		

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.1</b></p>	<p><b>Action:</b> Academic Supports, targeted interventions and expanded opportunities</p> <p><b>Need:</b> A review of the data indicates that achievement for Foster Youth, English Learners, and Socio Disadvantaged scholars are behind state performance indicators in both English Language Arts and Math based on CAASPP data, with unduplicated students representing 83 percent within the district.</p> <p>Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts:</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below</p>	<p>The planned actions will provide the additional support for unduplicated students. Mainly the supports will provide opportunities for students to explore learning opportunities outside of the classroom. Scholars will have the opportunity to explore college and career options and expand awareness of post high school options as they matriculate through the pk-12 system.</p>	<p>Metric 2.10, and Metric 2.11</p>

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
	<p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p>Based on the data and feedback from our educational partners, we have planned actions to provide opportunities to build the skills of our students over the course of the K-12 experience.</p> <p><b>Scope:</b>  LEA-wide</p>		
2.2	<p><b>Action:</b>  Early Literacy Initiative Support</p> <p><b>Need:</b>  A review of the California Dashboard indicates that our Foster Youth, English Learners, and Socio Disadvantaged scholars performed below standard on the CAASPP, with unduplicated students representing 83 percent within the district. The data indicates that there is significant room for growth for our unduplicated population in order to reach</p>	<p>The actions articulated will provide resources and activities to support growth in literacy skills in early education. Expanding instructional time will support students having access to developmentally appropriate practices to enhance their foundational skills that will serve their development throughout the Pk-12 system.</p>	Metric 2.3

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
	<p>grade level standards. Our unduplicated population need access to greater instructional support and targeted intervention in order to address their ability to read at grade level.</p> <p>Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts:</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p>		



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
	<p>Literacy in K-3 as measured by Acadience (8A)</p> <p>Acadience K-3 EOY 2023-24</p> <p>At or Above Proficiency</p> <p>All: SED; EL; FY (as percentages)</p> <p>48; 45; 29; 50</p> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Administrative staffing for instructional support and improvement</p> <p><b>Need:</b> A careful and thorough review of the California State dashboard as well as feedback on educational partners surveys and feedback has demonstrated need for additional support for Foster Youth, English Learners, and Socio Economically Disadvantaged scholars, with unduplicated students representing 83 percent within the district. Feedback indicated the need for additional site support to address socio-emotional and academic supports, indicated by the 91 percent attendance rate. Suspension data that is greater than state averages also demonstrate the need for additional staffing and support to service the needs for unduplicated students.</p>	<p>The actions articulated in the plan support observation of the instructional program which generate data regarding the effectiveness of instruction. Using cycles of inquiry, staff will be able to analyze how scholars are experiencing instruction and develop a deeper understanding of effective practices. Staff will use data to support decision making regarding what strategies will continue, and what strategies will need to be replaced.</p>	<p>Metric 2.3, Metric 2.14, Metric 2.15, and 2.16</p>

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.4</b></p>	<p><b>Action:</b> Focus on English Learners</p> <p><b>Need:</b> Given our analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA) and English language development. Feedback from our District English Learner Advisory Committee indicated a desire to improve services for our English Learners need for additional support for newcomers, as well for literacy, with unduplicated students representing 83 percent within the district.</p> <p>Percent of EL's who progressed at least one ELPI level:</p> <p>2022-23</p> <p>38.7% of ELs progressed at least one ELPI level</p> <p>Acadience Assessment Data (Literacy) K-3 EOY 2023-24:</p> <p>At or Above Proficiency</p> <p>All: SED; EL; FY (as percentages)</p> <p>48; 45; 29; 50</p>	<p>The actions articulated in the plan provide support for language development and the use of collaboration amongst teachers to utilize data analysis to support targeted intervention for scholars. Professional development focusing on evidence-based strategies will support the implementation of effective strategies that will positively impact the of unduplicated students as well students on a LEA-wide basis.</p>	<p>Metric 2.3 and Metric 2.9</p>

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
	<p>Foster Youth, Socio Economically Disadvantaged Scholars, and English Learners performance on the CAASPP further support the needs articulated during feedback sessions.</p> <p><b>Scope:</b> LEA-wide</p>		
2.5	<p><b>Action:</b> Dedicated/Targeted supports for our Students with Disabilities</p> <p><b>Need:</b> A review of the California Dashboard data demonstrates that students with disabilities performed 139 points below standard in English Language Arts and 177 points below standard in Math. This indicates that students with disabilities are in need of intensive support to reach grade level standards, with unduplicated students representing 83 percent within the district.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The suggested actions will provide targeted intervention and coordination of services support needed to raise the performance of students with disabilities. Coordination of services is beneficial not only for the targeted students, but also LEA wide because the action centers data as the driver for decision making and services delivered.</p>	Metric 2.10 and 2.11
2.6	<p><b>Action:</b> Dedicated/Targeted supports for our African American students</p> <p><b>Need:</b> A careful review of the data demonstrates significant needs for African-American</p>	<p>The actions articulated in the plan serve to uplift the experience of African-American scholars and unduplicated pupils focusing on instructional practices. Amplifying the experience of our African-American students will provide key insights that will allow staff to assess practices for the benefits of all students. The actions described will</p>	Metric 2.14 and 2.16

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
	<p>students, some of which are socio economically disadvantaged, with unduplicated students representing 83 percent within the district.</p> <p>Two glaring needs that has surfaced for African-American students is to reduce chronic absenteeism K-8 and suspensions (discipline).</p> <p>Dashboard K-8 Chronic Absence 2023:</p> <p>All: 37.3%  AA: 47.8%  SWD: 45.6%  SED: 38.6%  EL: 33.2%  FY: 45.7%</p> <p>2023 Dashboard:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p>Feedback from our educational partners also indicated support needed for our African-American students.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>provide targeted supports for African-American students and generate data that will inform practices that will continue moving forward.</p>	

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
2.7	<p><b>Action:</b> Support for implementation of the School Plan for Student Achievement (SPSA)</p> <p><b>Need:</b> A careful and thorough review of the California State dashboard indicated significant concerns regarding chronic absenteeism of our Socio Economically Disadvantaged students reflected in our K-8 data, with unduplicated students representing 83 percent within the district.:</p> <p>Dashboard K-8 Chronic Absence 2023</p> <p>All: 37.3% AA: 47.8% SWD: 45.6% SED: 38.6% EL: 33.2% FY: 45.7%</p> <p>ELA iReady Interim Assessment Grades 1-8 (8A)</p> <p>ELA iReady Winter 2024 - Early On, Mid, or Above Grade Level</p> <p>All: 30% AA: 27% SWD: 8% SED: 28% EL: 8% FY: 18%</p>	<p>The actions articulated in the plan support observation of the instructional program which generate data regarding the effectiveness of instruction. Using cycles of inquiry, staff will be able to analyze how scholars are experiencing instruction and develop a deeper understanding of effective practices. Staff will use data to support decision making regarding what strategies will continue, and what strategies will need to be replaced.</p>	<p>Metric 2.12 and Metric 2.13</p>

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
	<p>Math iReady Interim Assessment Grades 1-8 (8A)</p> <p>Math iReady Winter 2024 - Early On, Mid, or Above Grade Level</p> <p>All: 16% AA: 10% SWD: 5% SED: 14% EL: 4% FY: 11%</p> <p>Feedback sessions with educational partners confirmed concern regarding chronic absenteeism of unduplicated pupils, requiring resources to respond to the identified need.</p> <p><b>Scope:</b> LEA-wide</p>		
3.1	<p><b>Action:</b> Parent and Family Engagement For All</p> <p><b>Need:</b> In reviewing California Dashboard data and feedback from engaging our educational partners we were able to identify the needs of our Foster Youth, English Learners and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district.</p>	<p>The actions articulated in the plan increase parent engagement by targeting our activities for the parents of unduplicated students. Research indicates that parent engagement is a key indicator for student success. Workshops are designed to support students both socio-emotionally and academically.</p>	Metric 3.1 and Metric 3.2

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
	<p>The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth. Our unduplicated students' performance on the ELA and Math CAASPP were below state averages.</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p>		

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
	<p>We also looked at discipline data (suspensions) for unduplicated students and noted the following:</p> <p>2023 Dashboard:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p>We have identified that an increase in parent engagement can be beneficial to student achievement data, and discipline data.</p> <p><b>Scope:</b>  LEA-wide</p>		
3.2	<p><b>Action:</b>  Restorative Justice Implementation</p> <p><b>Need:</b>  A careful review of the data demonstrates significant needs for African-American students, some of which are socio economically disadvantaged. The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the district. A glaring need that has surfaced for African-American students is the need to spend more time on instructional task.</p>	<p>The actions articulated in the plan apply the principles of restorative justice to the experiences of unduplicated pupils in our disciplinary practices. Implementation of restorative practices will promote understandings amongst students and staff in the community in support of fostering a safe learning environment for all students. The actions described will provide an alternative to traditional discipline practices and support a focus on restoring positive relationships when harm in the community has occurred.</p>	Metric 3.7 and Metric 3.9



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
	<p>The suspension and attendance rates for African-American emerged as a concern.</p> <p>2023 Dashboard Suspension Rates:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p>Aeries Attendance 2023-24:</p> <p>All: 90.6%  SED: 89.9%  EL: 90.9%  FY: 88.3%</p> <p>English Learners, Foster Youth and Socio Economically Disadvantaged scholars suspension and attendance rates also emerged from the feedback sessions with educational partners.</p> <p><b>Scope:</b>  LEA-wide</p>		
3.3	<p><b>Action:</b>  Social Emotional/Mental Health and Behavior supports.</p> <p><b>Need:</b>  A review of key data reveal the challenging absentee rates of unduplicated pupils (foster</p>	<p>To address the socio-emotional health of our students, PUSD has plans to provide services to students that have been identified through our implementation of multi-tiered system of support. One key action is to ensure that tier 1 supports in the classroom are improved to provide universal support to students. Students will have access to a</p>	Metric 3.7 and Metric 3.9

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
	<p>youth, English Learners, and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district. Prior to Covid the district held an average daily attendance rate of 95 percent. In 2023 that rate had declined to 90.6 percent.</p> <p>Aeries Attendance 2023-24:</p> <p>All: 90.6%  SED: 89.9%  EL: 90.9%  FY: 88.3%</p> <p>In feedback sessions with educational partners feedback raised concerns regarding the mental health and well-being of our scholars. The sentiment was that strong mental health, and behavior supports were essential to our schools being able to address the needs of our unduplicated pupils. Suspension rates above the state average was also noted as a point of concern.</p> <p>2023 Dashboard:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p>	<p>socio-emotional learning curriculum to support emotional regulation and mental health practices.</p>	

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.4</b></p>	<p><b>Action:</b> Full Service Community School Initiative</p> <p><b>Need:</b> We have assessed the needs of Foster Youth, English Learners and Socio Economically Disadvantaged scholars and identified challenges in terms of discipline and have observed that suspension rates remain a challenge. The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the district. Feedback from educational partners expressed concerns for students' mental health and well-being and the need to engage parents on a more significant level. Educational partners asked that we prioritize services for unduplicated students, ensuring that plans were developed to provide the services that are needed to interrupt the patterns of data that been observed over time. We have determined that to address suspension rates, additional support is needed.</p> <p>2023 Dashboard Suspension Rates:</p> <p>All: 6% AA: 14.5% EL: 3.9% SED: 6.3%</p>	<p>The additional supports provided through the implementation of Full Service community schools will allow for unduplicated students to access more services that are targeted to address their specific needs. The collaborative efforts of the community-based programming will help mobilize resources in a way that effectively addresses the needs of students across the district.</p>	<p>Metric 3.7 and Metric 3.9</p>

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
	<p>FY: 15.1% SWD: 9%</p> <p>2023 PUSD Data - Sites have parent representatives attend DAC/DELAC to include in district decision making.</p> <p>92% of schools in District had representation</p> <p>These supports will help to increase engagement with parents and support implementation of effective first instruction. The implementation of community services is designed to increase engagement of our most underserved populations.</p> <p><b>Scope:</b> LEA-wide</p>		
3.5	<p><b>Action:</b> Targeted Parent and Family Engagement for specific underserved families</p> <p><b>Need:</b> In reviewing California Dashboard data and feedback from engaging our educational partners we were able to identify the needs of our Foster Youth, English Learners and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district. Our unduplicated students' performance on the ELA and Math CAASPP were below state averages.</p>	<p>The actions articulated in the plan increase parent engagement by targeting our activities for the parents of unduplicated students (FAAS, PAAACT) in addition to the required DAC and DELAC. Research indicates that parent engagement is a key indicator for student success. Workshops are designed to support students both socio-emotionally and academically.</p>	Metric 3.4 and Metric 3.10

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
	<p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p>Further we observed that the discipline data for unduplicated students were above the average for the district except for English Learners.</p>		

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	<p>2023 Dashboard:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p><b>Scope:</b>  LEA-wide</p>		
<p><b>3.6</b></p>	<p><b>Action:</b>  Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)</p> <p><b>Need:</b>  A careful and thorough review of the California State dashboard as well as feedback on educational partners surveys and feedback has demonstrated need for additional support for Foster Youth, English Learners, and Socio Economically Disadvantaged scholars. The majority of students who are African-American and Students with Disabilities, also qualify as Socio Economically Disadvantaged Scholars, with unduplicated students representing 83 percent within the district.</p> <p>Key data points also reveal the challenging absentee rates of unduplicated pupils (foster youth, English Learners, and Socio</p>	<p>The actions articulated in the plan support observation of the instructional program which generate data regarding the effectiveness of instruction. Using cycles of inquiry, staff will be able to analyze how scholars are experiencing instruction and develop a deeper understanding of effective practices. Staff will use data to support decision making regarding what strategies will continue, and what strategies will need to be replaced.</p>	<p>Metric 3.7 and Metric 3.9</p>

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	<p>Economically disadvantaged youth. Prior to covid the district held an average daily attendance rate of 95 percent. In 2023 that rate had declined to 90.6 percent, indicated the need for additional site support to address socio-emotional and academic supports, indicated by attendance rate.</p> <p>Aeries Attendance 2023-24:</p> <p>All: 90.6%  SED: 89.9%  EL: 90.9%  FY: 88.3%</p> <p>Suspension data also indicated challenges:</p> <p>2023 Dashboard:</p> <p>All: 6%  AA: 14.5%  EL: 3.9%  SED: 6.3%  FY: 15.1%  SWD: 9%</p> <p><b>Scope:</b>  LEA-wide</p>		
4.1	<b>Action:</b> High quality certificated staffing, PK -12	Research indicates scholars benefit from a teaching staff that is reflective of the student demographics. The actions articulated are	Metric 4.2, Metric 4.4, Metric 4.5 and Metric 4.6

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
	<p><b>Need:</b>  A review of the data indicates that unduplicated have been challenged as measured by attendance, discipline, and achievement data, with unduplicated students representing 83 percent within the district. Feedback from educational partners have identified the need to have a workforce that students can connect with on a cultural level. The needs of our unduplicated scholars are central in the development of recruitment and retention efforts.</p> <p>Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts:</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p>	<p>therefore an effort to diversify the teaching staff, with representation of staff approaching the demographics of our student population. Recruiting and retaining staff of color creates a stable workforce that can build relationships with Foster Youth, English Learners, and Socio Economically disadvantaged scholars is a priority for supporting student achievement.</p>	



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
	<p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below            SED: 13.31%; 113.6 below            FY: 4.55%; 145.7 below</p> <p><b>Scope:</b>            LEA-wide</p>		
<p><b>4.2</b></p>	<p><b>Action:</b>            Specialized certificated support</p> <p><b>Need:</b>            Reviewing the achievement data and feedback from our educational partners support the need to develop staffing and practices that address the needs of our Foster Youth, English Learners, and Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the district. Specifically, the need for a teaching staff that is knowledgeable of culturally relevant and sustaining practice and that have the skill set to address the needs of students that below standard in both English Language Arts and Math.</p> <p>2023 CAASPP and CA Dashboard ELA results:</p>	<p>The actions support development of new teachers to acclimate them to teaching a diverse student population and equip teachers with the skills to address the gaps in achievement that students in PUSD face. Providing mentor teachers serve to expedite the growth of new teachers, supporting their ability to grow in their professional practice by developing their ability to become reflective practitioners.</p>	<p>Metric 4.3, Metric 4.5 and Metric 4.6</p>

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
	<p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>EL: 6.65%; 98.8 below  SED: 26.56%; 68.8 below  FY: 23.81%; 114.7 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>EL 3.91%; 133.3 below  SED: 13.31%; 113.6 below  FY: 4.55%; 145.7 below</p> <p><b>Scope:</b>  LEA-wide</p>		
4.4	<p><b>Action:</b>  Professional development for all PUSD Staff</p> <p><b>Need:</b>  A review of the dashboard data indicates that achievement for Foster Youth, English Learners, and Socio Disadvantaged scholars are behind state performance indicators in</p>	<p>Based on the data, we have developed planned actions to provide opportunities to build the skills of our teachers to address the needs of our unduplicated pupils. PUSD will continue to provide professional development sessions that are centered around the evidence-based practices that are effective in teaching underserved populations.</p>	<p>Metric 2.12 and Metric 2.13</p>

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
	<p>both English Language Arts and Math based on CAASPP data, with unduplicated students representing 83 percent within the district. In addition, feedback from educational partners indicated a need for high quality instruction for unduplicated pupils. Local data also indicate a need to focus on unduplicated pupils, represented by ELA and Math iReady data:</p> <p>ELA iReady Winter 2024 - Early On, Mid, or Above Grade Level:</p> <p>All: 30%  AA: 27%  SWD: 8%  SED: 28%  EL: 8%  FY: 18%</p> <p>Math iReady Winter 2024 - Early On, Mid, or Above Grade Level:</p> <p>All: 16%  AA: 10%  SWD: 5%  SED: 14%  EL: 4%  FY: 11%</p> <p>Professional development that supports building the requisite skills is important in addressing the needs of our unduplicated pupils.</p>		

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>5.1</b></p>	<p><b>Action:</b> Technology and connectivity</p> <p><b>Need:</b> Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts and Math CAASPP assessments, with unduplicated students representing 83 percent within the district. We note that due to their performance, students need not only academic support but also access to technology and relevant instructional practices to achieve college and career readiness.</p> <p>2023 CAASPP and CA Dashboard ELA results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11)</p> <p>AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below</p>	<p>The actions articulated in the plan support evaluation of current technology to ensure that chromebooks are up to date and functional.</p>	<p>Metric 5.1, Metric 5.5 and Metric 5.6</p>

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
	<p>2+ Races: 34.06%; 44.5 below            EL: 6.65%; 98.8 below            SWD; 6.06%; 139.5 below            SED: 26.56%; 68.8 below            FY: 23.81%; 114.7 below            Hmls: 19.40%; 99.9 below</p> <p>2023 CAASPP CA Dashboard Math results:</p> <p>All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard</p> <p>(disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11)</p> <p>AA: 8.02%; 134.3 below            Am Ind: 21.43%; Not Reported            Asian: 31.85%; 50.2 below            Fil: 38.46%; 29 below            His: 13.19%; 111.4 below            PI: 13.33%; 125.8 below            Wh: 24.23%; 76 below            2+ Races: 18.61%; 101 below            EL 3.91%; 133.3 below            SWD: 3.79%; 177.9 below            SED: 13.31%; 113.6 below            FY: 4.55%; 145.7 below            Hmls: 2.9%; 153 below</p> <p>As part of our work with students, we also need to monitor the status of Pittsburg facilities</p>		

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
	<p>are maintained and in good repair as measured by Williams walk-throughs.</p> <p>2023-2024 100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>5.2</b></p>	<p><b>Action:</b> Emergency preparedness and Health and Safety Programs</p> <p><b>Need:</b> A review of the results of the California Healthy Kids Survey and feedback from educational partners sessions indicate a need to prioritize the safety of our scholars, with unduplicated students representing 83 percent within the district.</p> <p>2023-24 CA Healthy Kids Survey (CHKS):</p> <p>Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary)</p> <p>5th: 58% 7th: 40% 9th: 45% 11th: 44% Continuation HS: 65%</p>	<p>The actions articulated will ensure that the district provides the appropriate campus resources to work with students and staff to increase safety our school sites.</p>	<p>Metric 5.2</p>

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
	<p>Feedback from our educational partners indicate that our Foster youth, English Learner, and Socio Economically disadvantaged youth absenteeism is a need connected to the safety on campus.</p> <p>Aeries Attendance 2023-24:</p> <p>All: 90.6%            SED: 89.9%            EL: 90.9%            FY: 88.3%</p> <p><b>Scope:</b>            LEA-wide</p>		

**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
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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
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### **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.

All PUSD schools have an enrollment of unduplicated student groups greater than 55%. PUSD will use the concentration grant add-on funding in addition to other one-time sources to increase and retain staff who will provide direct services to students at all school sites to address their social-emotional and academic needs such as instructional aides, counselors and behavior support aides.

PUSD used concentration grant add-on funding to continue efforts to address the retention of teaching staff and attract qualified teachers to high-need positions like special education, mathematics, and science so that direct services to students are uninterrupted.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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



# 2024-25 Total 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	112,368,339	38,067,894	33.878%	2.768%	36.646%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$41,267,894.00	\$0.00	\$0.00	\$0.00	\$41,267,894.00	\$34,445,984.00	\$6,821,910.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career Readiness For Focus Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,494,564.00	\$136,800.00	\$3,631,364.00				\$3,631,364.00	
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$138,273.00	\$100,000.00	\$238,273.00				\$238,273.00	
1	1.3	College and Career Readiness Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,711,161.00	\$60,000.00	\$2,771,161.00				\$2,771,161.00	
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$220,567.00	\$682,500.00	\$903,067.00				\$903,067.00	
1	1.5	District administrative staffing for instruction and targeted intervention and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$769,648.00	\$69,000.00	\$838,648.00				\$838,648.00	
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$184,290.00	\$1,194,485.00	\$1,378,775.00				\$1,378,775.00	
2	2.1	Academic Supports, targeted interventions and expanded opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$650,000.00	\$771,500.00	\$1,421,500.00				\$1,421,500.00	
2	2.2	Early Literacy Initiative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,134,741.00	\$11,000.00	\$1,145,741.00				\$1,145,741.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Administrative staffing for instructional support and improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$4,415,633.00	\$0.00	\$4,415,633.00				\$4,415,633.00	
2	2.4	Focus on English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$484,759.00	\$290,000.00	\$774,759.00				\$774,759.00	
2	2.5	Dedicated/Targeted supports for our Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$260,130.00	\$60,000.00	\$320,130.00				\$320,130.00	
2	2.6	Dedicated/Targeted supports for our African American students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$170,000.00	\$170,000.00				\$170,000.00	
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$235,070.00	\$0.00	\$235,070.00				\$235,070.00	
2	2.8	Focus on Long-term English Learners	All LTELs	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Parent and Family Engagement For All	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$455,511.00	\$66,000.00	\$521,511.00				\$521,511.00	
3	3.2	Restorative Justice Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$239,867.00	\$0.00	\$239,867.00				\$239,867.00	
3	3.3	Social Emotional/Mental Health and Behavior supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,368,017.00	\$1,795,000.00	\$4,163,017.00				\$4,163,017.00	
3	3.4	Full Service Community School Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$325,793.00	\$21,500.00	\$347,293.00				\$347,293.00	
3	3.5	Targeted Parent and Family Engagement for specific underserved families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$196,993.00	\$164,000.00	\$360,993.00				\$360,993.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$182,427.00	\$212,475.00	\$394,902.00				\$394,902.00	
4	4.1	High quality certificated staffing, PK -12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$13,480,723.00	\$45,000.00	\$13,525,723.00				\$13,525,723.00	
4	4.2	Specialized certificated support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$595,875.00	\$35,000.00	\$630,875.00				\$630,875.00	
4	4.3	Opportunities to collaborate to improve instructional practice	All	No			All Schools									
4	4.4	Professional development for all PUSD Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,270,000.00	\$282,000.00	\$1,552,000.00				\$1,552,000.00	
5	5.1	Technology and connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$178,000.00	\$178,000.00				\$178,000.00	
5	5.2	Emergency preparedness and Health and Safety Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$631,942.00	\$477,650.00	\$1,109,592.00				\$1,109,592.00	
5	5.3	Safe and well maintained facilities	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
5	5.4	Child Nutrition Program	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
6	6.1	Standards Based Education	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$0.00	\$0.00				\$0.00	
6	6.2	Intervention and Support	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$0.00	\$0.00				\$0.00	
6	6.3	Social-Emotional Learning	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.4	MTSS Implementation	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$0.00	\$0.00				\$0.00	
6	6.5	Dual Enrollment and Additional Pathways	All Students with Disabilities	No			Specific Schools: Black Diamond									

# 2024-25 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
112,368,339	38,067,894	33.878%	2.768%	36.646%	\$41,267,894.00	0.000%	36.726 %	<b>Total:</b>	\$41,267,894.00
								<b>LEA-wide Total:</b>	\$41,267,894.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career Readiness For Focus Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,631,364.00	
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		\$238,273.00	
1	1.3	College and Career Readiness Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,771,161.00	
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$903,067.00	
1	1.5	District administrative staffing for instruction and targeted intervention and support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$838,648.00	
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,378,775.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Academic Supports, targeted interventions and expanded opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,421,500.00	
2	2.2	Early Literacy Initiative Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,145,741.00	
2	2.3	Administrative staffing for instructional support and improvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,415,633.00	
2	2.4	Focus on English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		\$774,759.00	
2	2.5	Dedicated/Targeted supports for our Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$320,130.00	
2	2.6	Dedicated/Targeted supports for our African American students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$170,000.00	
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$235,070.00	
3	3.1	Parent and Family Engagement For All	Yes	LEA-wide	English Learners Foster Youth Low Income		\$521,511.00	
3	3.2	Restorative Justice Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$239,867.00	
3	3.3	Social Emotional/Mental Health and Behavior supports.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,163,017.00	
3	3.4	Full Service Community School Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income		\$347,293.00	
3	3.5	Targeted Parent and Family Engagement for specific underserved families	Yes	LEA-wide	English Learners Foster Youth Low Income		\$360,993.00	
3	3.6	Site support for bringing Equity into Action, aligned	Yes	LEA-wide	English Learners Foster Youth		\$394,902.00	

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 (%)
		with the School Plan for Student Achievement (SPSA)			Low Income			
4	4.1	High quality certificated staffing, PK -12	Yes	LEA-wide	English Learners Foster Youth Low Income		\$13,525,723.00	
4	4.2	Specialized certificated support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$630,875.00	
4	4.4	Professional development for all PUSD Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,552,000.00	
5	5.1	Technology and connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income		\$178,000.00	
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,109,592.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$37,016,908.00	\$37,806,715.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	College and Career Readiness	Yes	\$2,901,281.00	\$2,901,281
1	1.2	College and Career Readiness	Yes	\$231,458.00	\$231,458
1	1.3	College and Career Readiness	Yes	\$3,267,269.00	\$3,267,269
1	1.4	Monitoring and evaluation of data	Yes	\$669,751.00	\$669,751
1	1.5	District administrative staffing for instructional support	Yes	\$1,302,026.00	\$1,302,026
1	1.6	Site based actions and services	Yes	\$1,434,493.00	\$1,434,493
2	2.1	Supports, interventions and opportunities	Yes	\$2,114,909.00	\$2,114,909
2	2.2	Early Literacy Initiative	Yes	\$784,073.00	\$784,073
2	2.3	Administrative staffing for instructional support	Yes	\$3,970,166.00	\$3,970,166
2	2.4	Focus on English Learners	Yes	\$1,104,193.00	\$1,104,193
2	2.5	Dedicated supports for our Students with Disabilities	Yes	\$262,417.00	\$262,417



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	2.6	Dedicated supports for our African American students	Yes	\$290,000.00	\$290,000
2	2.7	Site based actions and services	Yes	\$26,000.00	\$26,000
3	3.1	Parent and Family Engagement	Yes	\$614,228.00	\$614,228
3	3.2	Restorative Justice	Yes	\$231,862.00	\$231,862
3	3.3	Social Emotional/ Mental Health and Behavior supports.	Yes	\$3,090,517.00	\$3,090,517
3	3.4	Full Service Community School Initiative	Yes	\$315,269.00	\$315,269
3	3.5	Parent and Family Engagement	Yes	\$422,270.00	\$422,270
3	3.6	Site based actions and services	Yes	\$548,254.00	\$548,254
4	4.1	High quality certificated staffing PK -12	Yes	\$9,388,386.00	\$10,178,193
4	4.2	Specialized certificated support	Yes	\$578,326.00	\$578,326
4	4.3	Opportunities to collaborate	Yes	\$372,844.00	\$372,844
4	4.4	Professional development for all PUSD Staff	Yes	\$2,016,897.00	\$2,016,897
5	5.1	Technology and connectivity	Yes	\$100,000.00	\$100,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	\$970,019.00	\$970,019
5	5.3	Safe and well maintained facilities	No	\$10,000.00	\$10,000
5	5.4	Child Nutrition Program	No	\$0.00	\$0.00
6	6.1	(2.5) Dedicated supports for our Students with Disabilities	Yes	\$0.00	\$0
6	6.2	(2.6) Dedicated supports for our African American students	Yes	\$0.00	\$0
6	6.3	(2.4) Focus on English Learners	Yes	\$0.00	\$0
6	6.4	Focus on Homeless and Foster Youth	Yes	\$0.00	\$0

# 2023-24 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)
\$37,806,715	\$37,006,908.00	\$36,904,038.00	\$102,870.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	College and Career Readiness	Yes	\$2,901,281.00	\$2,580,266		
1	1.2	College and Career Readiness	Yes	\$231,458.00	\$231,458		
1	1.3	College and Career Readiness	Yes	\$3,267,269.00	\$3,106,762		
1	1.4	Monitoring and evaluation of data	Yes	\$669,751.00	\$669,751		
1	1.5	District administrative staffing for instructional support	Yes	\$1,302,026.00	\$1,141,517		
1	1.6	Site based actions and services	Yes	\$1,434,493.00	\$1,434,493		
2	2.1	Supports, interventions and opportunities	Yes	\$2,114,909.00	\$2,114,909		
2	2.2	Early Literacy Initiative	Yes	\$784,073.00	\$784,073		
2	2.3	Administrative staffing for instructional support	Yes	\$3,970,166.00	\$3,889,917		
2	2.4	Focus on English Learners	Yes	\$1,104,193.00	\$1,104,193		
2	2.5	Dedicated supports for our Students with Disabilities	Yes	\$262,417.00	\$262,417		
2	2.6	Dedicated supports for our African American students	Yes	\$290,000.00	\$290,000		
2	2.7	Site based actions and services	Yes	\$26,000.00	\$26,000		

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)
3	3.1	Parent and Family Engagement	Yes	\$614,228.00	\$614,228		
3	3.2	Restorative Justice	Yes	\$231,862.00	\$231,862		
3	3.3	Social Emotional/ Mental Health and Behavior supports.	Yes	\$3,090,517.00	\$2,640,087		
3	3.4	Full Service Community School Initiative	Yes	\$315,269.00	\$315,269		
3	3.5	Parent and Family Engagement	Yes	\$422,270.00	\$422,270		
3	3.6	Site based actions and services	Yes	\$548,254.00	\$548,254		
4	4.1	High quality certificated staffing PK -12	Yes	\$9,388,386.00	\$12,485,516		
4	4.2	Specialized certificated support	Yes	\$578,326.00	\$578,326		
4	4.3	Opportunities to collaborate	Yes	\$372,844.00	\$372,844		
4	4.4	Professional development for all PUSD Staff	Yes	\$2,016,897.00	\$465,135		
5	5.1	Technology and connectivity	Yes	\$100,000.00	\$100,000		
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	\$970,019.00	\$494,491		
6	6.1	(2.5) Dedicated supports for our Students with Disabilities	Yes	\$0.00	\$0		
6	6.2	(2.6) Dedicated supports for our African American students	Yes	\$0.00	\$0		
6	6.3	(2.4) Focus on English Learners	Yes	\$0.00	\$0		
6	6.4	Focus on Homeless and Foster Youth	Yes	\$0.00	\$0		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 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)
\$114,491,060	\$37,806,715	1.98%	35.002%	\$36,904,038.00	0.000%	32.233%	\$3,169,599.99	2.768%

# 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](mailto: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.

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.

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.
- 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.

### Reflections: Technical Assistance

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



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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



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

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

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