

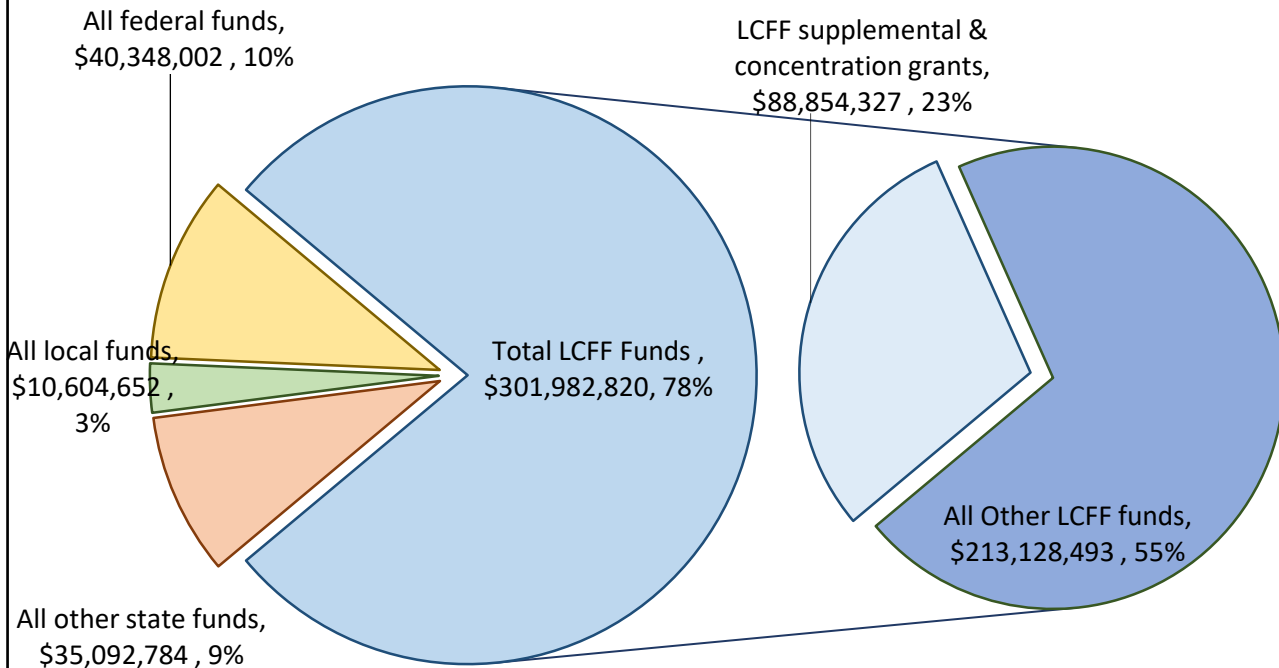
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pomona Unified School District  
CDS Code: 19-64907-00000000  
School Year: 2024-25  
LEA contact information: Sandra Garcia  
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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 Learner, and Low-Income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

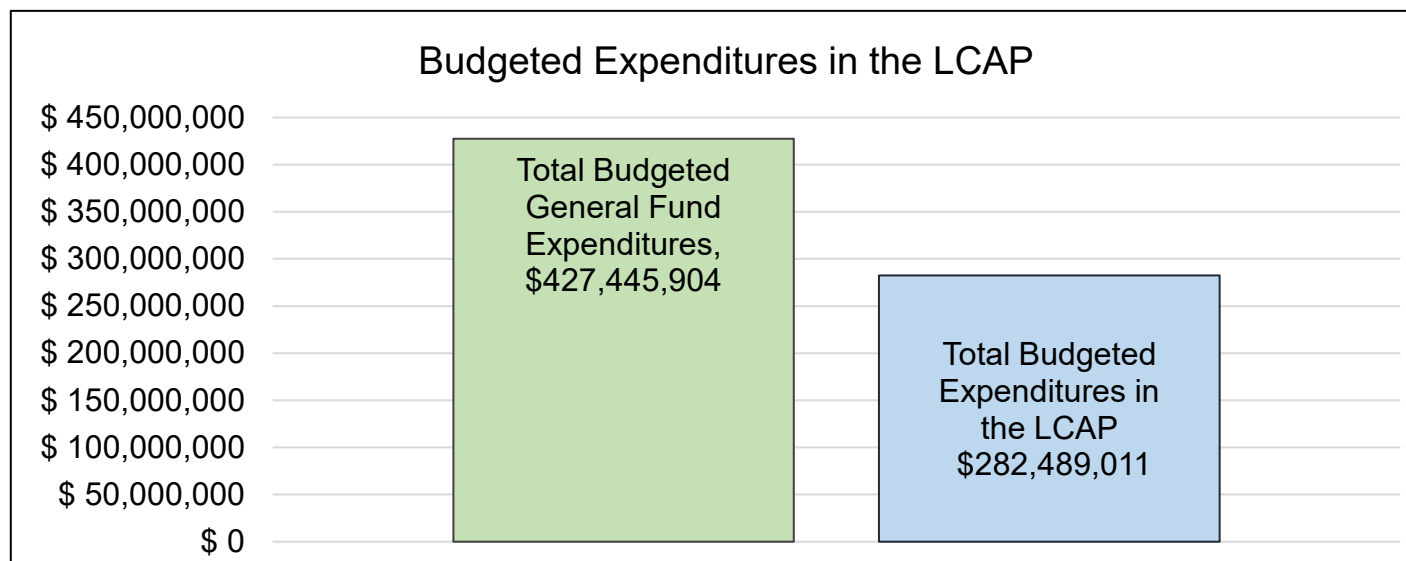


This chart shows the total general purpose revenue Pomona Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pomona Unified School District is \$388,028,258.00, of which \$301,982,820.00 is Local Control Funding Formula (LCFF), \$35,092,784.00 is other state funds, \$10,604,652.00 is local funds, and \$40,348,002.00 is federal funds. Of the \$301,982,820.00 in LCFF Funds, \$88,854,327.00 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 Pomona 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: Pomona Unified School District plans to spend \$427,445,904.00 for the 2024-25 school year. Of that amount, \$282,489,011.00 is tied to actions/services in the LCAP and \$144,956,893.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

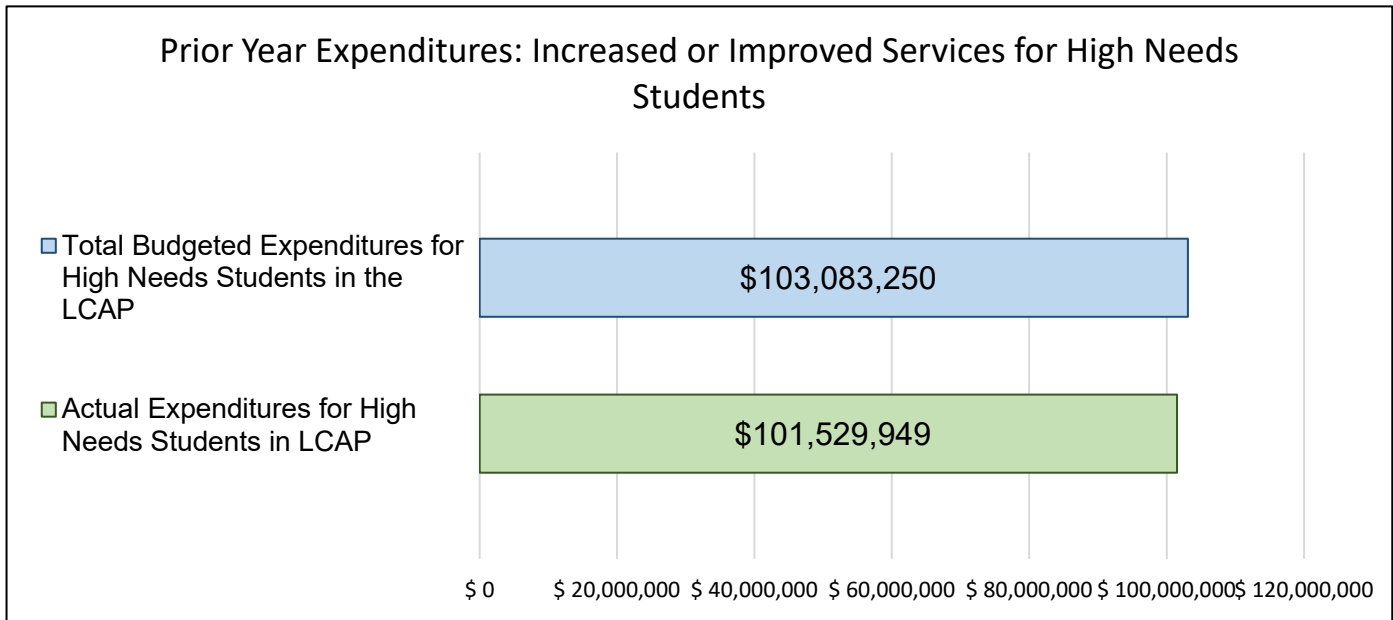
There are various Budgeted General Fund Expenditures that contribute to the Pomona Unified School District's overall general operating functions that are not included in the Local Control and Accountability Plan (LCAP). These general operating expenditures include certificated, classified and management salaries and benefits, materials and supplies, utilities, equipment, repairs, contracted services, and other costs. In addition, not all expenditures for all restricted programs were included in the Local Control and Accountability Plan. These programs include Special Education, Title I, Title II, Title III, Routine Restricted Maintenance, Extended Learning Opportunity Program (ELO-P), Learning Recovery Emergency Block Grant, and various other programs such as Educator Effectiveness Block Grant (EEBG), Literacy Coaches and Reading Specialists Educator Training (LCRSET), Universal Prekindergarten Planning & Implementation Grant (UPK), A–G Completion Improvement Grant, Proposition 28 Arts and Music in Schools (AMS), and Ethnic Studies Block Grant.

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

In 2024-25, Pomona Unified School District is projecting it will receive \$88,854,327.00 based on the enrollment of Foster Youth, English Learner, and Low-Income students. Pomona Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pomona Unified School District plans to spend \$90,524,031.00 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 Pomona 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 Pomona 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, Pomona Unified School District's LCAP budgeted \$103,083,250.00 for planned actions to increase or improve services for high needs students. Pomona Unified School District actually spent \$101,529,949.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$1,553,301.00 had the following impact on Pomona Unified School District's ability to increase or improve services for high needs students:

The total Actual Expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total Budgeted Expenditures for those planned actions and services. The difference is due to challenges related to hard-to-fill vacancies and staffing shortages. Pomona Unified School District was unable to hire or retain all of the staff for which we had budgeted; this includes positions such as paraeducators, intervention teachers, student interns, school mental health staff and others. The impact of not being able to attract and hire staff to support English Learner, Foster Youth, and Low-Income students resulted in a reduction in timely services such as tutoring, counseling and technological support. Additionally, some of the special assignment hours that had been budgeted went unused. After reflection of all the unused budgeted items and review of student data, it was evident that student outcomes were impacted. There was a slight decrease on student performance in the areas of English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI), slight decrease in graduation rate, and slight increase in suspension rate. In response to student data and educational partner input, budgets for the upcoming school year have been adjusted in order to maximize the use of funds for purposes of increasing or improving services for high needs students.

# 2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pomona Unified	Lilia Fuentes Deputy Superintendent, Educational Services	Lilia.Fuentes@pusd.org 909.397.4800 ext. 23821

## Goals and Actions

### Goal

Goal #	Description
1	Goal 1: (Maintenance) All students will be taught by appropriately assigned and fully credentialed teachers and have access to standards-aligned instructional materials and facilities that are in good repair.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CALPADS Report 4.1 Staff- Count and FTE by Job Classification	99.8%	99.8%- CALPADS Report 4.1 Staff Count and FTE by Job Classification (May 9, 2022)	99.9%- CALPADS Report 4.1 Staff Count and FTE by Job Classification (May 8, 2023)	99.9%- CALPADS Report 4.1 Staff Count and FTE by Job Classification (May 8, 2024)	100.00%
Facility Inspection Tool (FIT) School Facility Inspection Evaluation	100%- Overall Rating, Exemplary	100%- Overall Rating, Exemplary (FIT- January 2022)	100%- Overall Rating, Exemplary (FIT- January 2023)	100%- Overall Rating, Exemplary (FIT- January 2024)	100%- Overall Rating, Exemplary
Local Educational Agency Accountability Report Card Quality, Currency, Availability of	0%-Percentage of Students Lacking Own Assigned Copy	0%-Percentage of Students Lacking Own Assigned Copy (January 2022)	0%-Percentage of Students Lacking Own Assigned Copy (January 2023)	0%-Percentage of Students Lacking Own Assigned Copy (January 2024)	0%-Percentage of Students Lacking Own Assigned Copy

Textbooks and Other Instructional materials					
California Healthy Kids Survey (2020-21) School Staff Survey	Sufficient resources to create a safe campus: All Schools: Strongly Agree- 25% Agree- 65% Disagree- 10% Strongly Disagree- 0%	Sufficient resources to create a safe campus (June 2021): All Schools: (June 2021) Strongly Agree- 25% Agree- 65% Disagree- 10% Strongly Disagree- 0%	Sufficient resources to create a safe campus (June 2022): All Schools: Strongly Agree- 11% Agree- 38% Disagree- 8% Strongly Disagree- 7%	Sufficient resources to create a safe campus (June 2024): All Schools: Strongly Agree- 26% Agree- 48% Disagree- 21% Strongly Disagree- 7%	Sufficient resources to create a safe campus: All Schools: Keep or Maintain "Strongly Agree" and "Agree" Decrease or Maintain "Disagree" to 8%
California Healthy Kids Survey (2020-21) School Staff Survey	Survey of Teachers Sense of Connectiveness All Sites: Strongly Agree- 32% Agree -53% Disagree-13% Strongly Disagree-3%	Survey of Teachers Sense of Connectiveness (June 2021) All Sites: Strongly Agree- 32% Agree -53% Disagree-13% Strongly Disagree-3%	Survey of Teachers Sense of Connectiveness (June 2022) All Sites: Strongly Agree- 18% Agree -40% Disagree-9% Strongly Disagree-6%	Survey of Teachers Sense of Connectiveness (June 2024) All Sites: Strongly Agree- 36% Agree -44% Disagree-15% Strongly Disagree-5%	Survey of Teachers Sense of Connectiveness All Sites: Increase or Maintain for "Strongly Agree" and "Agree" Decrease or maintain "Disagree"-10% Decrease "Strongly Disagree"-1%

## 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.

All of the actions were fully implemented with the exception of two actions, G1A3 Custodian Staff-Vandalism and G1A6 Custodial Staff, both of which were partially implemented.

Successes in implementation were seen in several actions that increased Basic Services:

- The Human Resources clerk monitored misassignments and supported with the recruitment of personnel to ensure qualified staff contribute to student learning (G1A1 Support with Staff Recruitment and Hiring),
- Veteran teachers worked and supported beginning teachers through the credentialing process (G1A2 Teacher Support),
- Credentialled teachers, administrators, and other educational staff provided quality educational experiences for all students (G1A4 Teaching and Support Staff),
- Custodial staff maintained district properties in clean conditions (G1A5 General Custodial Staff), and
- Inclusion Specialists promoted least restrictive environment and inclusive practices (G1A7 Inclusion Staff).

The challenges in the implementation of actions were seen in G1A3 Custodian Staff-Vandalism and G1A6 Custodial Staff due to a few vacancies. Recruitment for vacancies continues in an effort to ensure full implementation of these actions.

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

The actions that contributed to the difference in the budgeted expenditures and the estimated actuals were G1A1 Support with Staff Recruitment and Hiring, and G1A2 Teacher Support due to salary increases.

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

Most of the actions were effective in increasing Basic Services:  
-The Human Resource clerk supported with the recruitment of personnel and helped decrease the number of misassignments in schools as measured by CALPADS Report 4.1 Staff-Count and FTE by Job Classification (G1A1 Support with Staff Recruitment and Hiring),  
-Veteran teachers increased and improved their support of beginning teachers through the teaching credentialing process. This helped beginning teachers acclimate to the district and better understand the needs of student groups in order to increase student academic outcomes as measured by California Healthy Kids Survey- School Staff Survey/ Teachers Sense of Connectiveness (G1A2 Teacher Support),  
-Credential teachers, administrators, and other educational staff provided quality educational experience that nurtured academic growth, social-emotional development, and a love for life-long learning for all students as measured by CALPADS Report 4.1 Staff-Count and FTE by Job Classification and California Healthy Kids Survey- School Staff Survey/ Teachers Sense of Connectiveness (G1A4 Teaching and Support Staff),  
-The diligent work of custodial staff maintained district properties in cleanliness and safety as measured by the Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1A5 General Custodial Staff), and  
-Inclusion Specialists supported general education teachers and paraeducators to allow students receiving special education services access to participate in the general education classroom with accommodations, modifications, and support as measured by California Healthy Kids Survey- School Staff Survey/ Teachers Sense of Connectiveness (G1A7 Inclusion Staff).

Both G1A3 Custodian Staff-Vandalism and G1A6 Custodial Staff were partially effective due to a few vacancies. Despite the vacancies, the vandalism crew and custodial staff were still able to maintain school facilities and provide students with a conducive learning environment which was evident in the overall Exemplary rating in the Facility Inspection Tool (FIT) report.

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 reflection, this goal, metric, and the desired outcome will be maintained for the 2024-25 academic year and within the new three year cycle of the LCAP, with an exception to G1A3 Custodial Staff-Vandalism Crew. Based on educational partner feedback, this action will:  
-Adopt 4 Campus Service Workers, a new position developed (added to the existing action) intended to address the above-mentioned purpose. Campus Service Workers will support the comprehensive high schools with maintaining school grounds, and they will help provide a clear, positive, and high-quality learning environment.

**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.**

# Goal

Goal #	Description
2	Goal 2: (Broad) State adopted standards will be implemented throughout the district and they will be supported with professional development, materials and opportunities for staff to collaborate to ensure students have access to them.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Question 1: Reflection Tool- Implementation of State Academic Standards	Survey Results for Questions 1-5: Question 1: Professional Learning- ELA is Phase 4, ELD is Phase 3, Math is Phase 4, NGSS is Phase 2, HSS is Phase 1	Survey Results for Questions 1-5 (December 2021): Question 1: Professional Learning- ELA is Phase 4, ELD is Phase 3, Math is Phase 4, NGSS is Phase 2, HSS is Phase 1	Survey Results for Questions 1-5 (March 2023): Question 1: Professional Learning- ELA is Phase 3, ELD is Phase 3, Math is Phase 3, NGSS is Phase 2, HSS is Phase 1	Survey Results for Questions 1-5 (March 2024): Question 1: Professional Learning- ELA is Phase 4 ELD is Phase 4 Math is Phase 4 NGSS is Phase 3 HSS is Phase 2	The District should show growth in the 5 questions in the following manner: Question 1: Professional Learning- ELA is Phase 4, ELD is Phase 4, Math is Phase 4, NGSS is Phase 4, HSS is Phase 4
Question 2: Reflection Tool- Implementation of State Academic Standards	Survey Results for Questions 1-5: Question 2: Instructional Materials- ELA is Phase 4, ELD is Phase 3, Math is Phase 3, NGSS is Phase 1, HSS is Phase 1	Survey Results for Questions 1-5 (December 2021): Question 2: Instructional Materials- ELA is Phase 4, ELD is Phase 3, Math is Phase 3, NGSS is Phase 1, HSS is Phase 1	Survey Results for Questions 1-5 (March 2023): Question 2: Instructional Materials- ELA is Phase 4, ELD is Phase 4, Math is Phase 4, NGSS is Phase 4, HSS is Phase 1	Survey Results for Questions 1-5 (March 2024): Question 2: Instructional Materials- ELA is Phase 4 ELD is Phase 4 Math is Phase 4 NGSS is Phase 4 HSS is Phase 1	The District should show growth in the 5 questions in the following manner: Question 2: Instructional Materials- ELA is Phase 4, ELD is Phase 4, Math is Phase 4, NGSS is Phase 4, HSS is Phase 4
Question 3: Reflection Tool- Implementation of State Academic Standards	Survey Results for Questions 1-5: Question 3: Policies and Programs- ELA is Phase 4, ELD is Phase 3, Math is Phase 3, NGSS is Phase 2,	Survey Results for Questions 1-5 (December 2021): Question 3: Policies and Programs- ELA is Phase 4, ELD is Phase 3, Math is Phase 3,	Survey Results for Questions 1-5 (March 2023): Question 3: Policies and Programs- ELA is Phase 4, ELD is Phase 3, Math is Phase 3,	Survey Results for Questions 1-5 (March 2023): Question 3: Policies and Programs- ELA is Phase 3 ELD is Phase 3 Math is Phase 3 NGSS is Phase 3	The District should show growth in the 5 questions in the following manner: Question 3: Policies and Programs- ELA is Phase 4, ELD is Phase 4, Math is Phase 4,



	HSS is Phase 1	NGSS is Phase 2, HSS is Phase 1	NGSS is Phase 2, HSS is Phase 2	HSS is Phase 3	NGSS is Phase 4, HSS is Phase 4
Question 4: Reflection Tool- Implementation of State Academic Standards	Survey Results for Questions 1-5: Question 4-: Implementing Standards- CTE is Phase 2, Health is Phase 1, PE is Phase 1, VAPA is Phase 1, World Lang is Phase 1	Survey Results for Questions 1-5 (December 2021): Question 4-: Implementing Standards- CTE is Phase 2, Health is Phase 1, PE is Phase 1, VAPA is Phase 1, World Lang is Phase 1	Survey Results for Questions 1-5 (March 2023): Question 4-: Implementing Standards- CTE is Phase 3, Health is Phase 3, PE is Phase 4, VAPA is Phase 4, World Lang is Phase 1	Survey Results for Questions 1-5 (March 2024): Question 4-: Implementing Standards- CTE is Phase 4 Health is Phase 4 PE is Phase 4 VAPA is Phase 4 World Lang is Phase 4	The District should show growth in the 5 questions in the following manner: Question 4-: Implementing Standards- CTE is Phase 4, Health is Phase 4, PE is Phase 4, VAPA is Phase 4, World Lang is Phase 4
Question 5: Reflection Tool- Implementation of State Academic Standards	Survey Results for Questions 1-5: Question 5: Support for Teachers and Admin- Needs as a Whole is Phase 4, Needs as an Individual is Phase 3, Standards not Mastered is Phase 4	Survey Results for Questions 1-5 (December 2021): Question 5: Support for Teachers and Admin- Needs as a Whole is Phase 4, Needs as an Individual is Phase 3, Standards not Mastered is Phase 4	Survey Results for Questions 1-5 (March 2023): Question 5: Support for Teachers and Admin- Needs as a Whole is Phase 4, Needs as an Individual is Phase 3, Standards not Mastered is Phase 4	Survey Results for Questions 1-5 (March 2023): Question 5: Support for Teachers and Admin- Needs as a Whole is Phase 4 Needs as an Individual is Phase 3 Standards not Mastered is Phase 3	The District should show growth in the 5 questions in the following manner: Question 5: Support for Teachers and Admin- Needs as a Whole is Phase 4, Needs as an Individual is Phase 4, Standards not Mastered is Phase 4
English Language Arts: District Interim Assessments	District wide- Benchmark 2 Grade K: ELA 68.2% Grade 1: ELA 67.1% Grade 2: ELA 60.6% Grade 3: ELA 49.5% Grade 4: ELA 51.2% Grade 5: ELA 42.6% Grade 6: ELA 46.3% Grade 7: ELA 51.4% Grade 8: ELA 56.1% Grade 9: ELA 39.4% Grade 10: ELA 42.6% Grade 11: ELA 51.9%	District Interim Assessments, BM 1 and 2 ELA (March 2022): Average Percent Correct BM 1 BM2 Kinder 61.1 64.0 First 62.9 63.8 Second 48.1 53.4 Third 43.4 49.6 Fourth 39.2 45.9 Fifth 44.5 42.5 Sixth 63.4 47.9 Seventh 46.3 52.6 Eighth 53.9 55.4 Ninth 63.8 55.3 Tenth 58.3 63.6 Eleventh 46.2 51.0	District Interim Assessments, BM 1 and 2 ELA (March 2023): Average Percent Correct BM 1 BM2 Kinder 63.0 69.0 First 61.0 59.0 Second 50.0 55.0 Third 43.0 48.0 Fourth 39.0 47.0 Fifth 44.0 42.0 Sixth 59.0 48.0 Seventh 49.0 56.0 Eighth 54.0 57.0 Ninth 60.0 55.3 Tenth 54.0 60.3 Eleventh 48.0 54.0	District Interim Assessments, BM 1 and 2 ELA (March 2024): Average Percent Correct BM 1, BM2 Kinder: 62.6, 68.1 First: 61.9, 59.4 Second: 84.4, 53.6 Third: 43.4, 47.2 Fourth: 38.6, 45.8 Fifth: 43.8, 42.1 Sixth: 56.6, 63.4 Seventh: 59.3, 52.4 Eighth: 59.5, 63.4 Ninth: 52.9, 61.7 Tenth: 50.2, 56.0 Eleventh 62.6, 49.0	District wide- Benchmark 2 Grade K: ELA 70.0% Grade 1: ELA 60.0% Grade 2: ELA 56.0% Grade 3: ELA 49.0% Grade 4: ELA 48.0% Grade 5: ELA 43.0% Grade 6: ELA 49.0% Grade 7: ELA 57.0% Grade 8: ELA 58.0% Grade 9: ELA 56.0% Grade 10: ELA 61.0% Grade 11: ELA 55.0%
Mathematics: District	District wide- Benchmark	District Interim	District Interim	District Interim Assessments,	District wide- Benchmark 3,



Interim Assessments	3, end of year assessments Math Grade 1: Math 72.5% Grade 2: Math 73.2% Grade 3: Math 60.7% Grade 4: Math 63.6% Grade 5: Math 51.5% Grade 6: Math 56.3% Grade 7: Math 48.8% Grade 8: Math 37.0% Grade 9: Math I 40.4% Grade 10: Math II 37.7% Grade 11: Math III 40.6%	Assessments, BM 1 and 2 Math (March 2022): Average Percent Correct BM 1 BM2 Kinder 79.5 72.4 First 70.5 64.6 Second 59.9 62.5 Third 54.6 57.4 Fourth 54.7 42.0 Fifth 58.1 44.5 Sixth 51.6 47.9 Seventh 68.7 46.2 Eighth 48.5 47.6 HS I 33.6 45.1 HS II 59.1 41.5 HS III 41.3 50.6	Assessments, BM 1 and 2 Math (March 2023): Average Percent Correct BM 1 BM2 Kinder 78.5 76.0 First 72.5 67.0 Second 57.0 65.0 Third 55.0 57.0 Fourth 55.0 48.0 Fifth 59.0 46.0 Sixth 52.0 46.0 Seventh 69.7 53.0 Eighth 51.0 48.0 HS I 34.0 41.0 HS II 52.0 35.0 HS III 41.0 50.0	BM 1 and 2 Math (March 2024): Average Percent Correct BM 1, BM2 Kinder: 77.1, 73.5 First: 74.3, 66.4 Second: 60.0, 65.5 Third: 53.7, 57.4 Fourth: 54.8, 46.7 Fifth: 58.1, 45.8 Sixth: 48.0, 43.5 Seventh: 64.5, 51.7 Eighth: 50.8, 49.6 HS I: 39.8, 44.2 HS II: 47.5, 39.1 HS III: 40.6, 41.4	end of year assessments for Math Grade 1: Math 77.1% Grade 2: Math 68.2% Grade 3: Math 58.7% Grade 4: Math 49.6% Grade 5: Math 46.5% Grade 6: Math 47.1% Grade 7: Math 54.8% Grade 8: Math 49.0% Grade 9: Math I 42.4% Grade 10: Math II 36.7% Grade 11: Math III 51.6%
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## 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.

All of the actions were fully implemented and had their share of successes and challenges.

There were several successes in implementation that ensured students continued to gain access to State Standards and Standards-Based Instruction:

- Additional hours for both Library Clerks and Media Center Technicians increased access to literacy materials districtwide (G2A1 Library Support and G2A2 Media Center Support)
- Additional teachers at elementary schools reduced the need for combination classes, and led to growth in student performance on the District Interim Assessment (DIA) for ELA this school year in comparison to last school year (G2A3 Combination Class Reduction Elementary and K-8),
- There was an increase in TK classrooms from 11 to 36 district-wide and an improvement in student assessment results (G2A4 Transitional Kindergarten and All-Day Kindergarten Support),
- There was an increase in the services that Teacher Technology Leads (TTLs) provide at their schools through Late-Start Friday participation, meetings with principals, and opportunities to pilot technology programs, like Khanmigo, Brisk and Drift (G2A5 Technology Teacher Leads),
- Additional math teachers at the middle schools resulted in successful completion of a math intervention pilot program, along with additional math support for middle and high school students during the year and summer (G2A6 Additional Math Learning Opportunities),
- An increase in National Board Certified Teachers from the previous year, along with the implementation of best classroom practices (G2A7 National Board Certified Strategies to Support Classroom Instruction),
- Holding four (4) professional development days for all teachers resulted in better alignment of professional development opportunities with District Initiatives (G2A8 Support for Classroom Instruction),
- The coordination of services by staff to improve academic achievement and social emotional well-being of students, including bilingual services to support students and families, and administrative services to support implementation of LCAP (G2A10 Improve Student Achievement),

- Building relationships with new parents and TK/Kindergarten teachers (G2A13 Orientation for Kindergarten Students), and
- The coordination of student interns helping instruction at elementary schools through small-group instruction (G2A14 Elementary Student Interns).

There were also notable challenges in implementation within several actions, mainly due to vacancies, an ongoing need to support staff professional development, and for staff to provide services to students at schools.

- There is an ongoing need for additional support at libraries and media centers (G2A1 Library Support, G2A2 Media Center Support).
- Student enrollment in some of our communities makes it difficult to minimize combination classrooms due to the fact that some of our neighborhood schools are small and lack the ability to fully fill a classroom with students of one specific grade level (G2A3 Combination Class Reduction).
- Prioritizing collaboration time between teachers and Technology Teacher Leads (TTLs) has been challenging due to new leadership (G2A5 Technology Teacher Leads).
- Summer school staffing results in fewer available courses for students (G2A6 Additional Math Learning Opportunities).
- There are difficulties in promoting the National Board Certified Teachers (NBCT) Program (G2A7 National Board Certified Strategies to Support Classroom Instruction).
- Educator absences are high on professional development days (G2A8 Support for Classroom Instruction).
- There is a difficulty in implementing Tier I services in General Education classes because a significant number of students are in need of Tier II and Tier III services, and there were challenges in hiring, which is straining limited resources for intervention (G2A9 Multi-Tiered Systems of Support–MTSS Interventions).
- There is a high-demand for Student Interns in elementary classrooms and a challenge to fill and maintain these positions (G2A14 Elementary Student Interns).

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

There were no material differences for the majority of actions within Goal 2, with the exception of a few actions that saw differences due to vacancies, the ongoing hiring of personnel, and increases in salaries (G2A7 National Board Certified Strategies, G2A10 Improve Student Achievement, G2A14 Elementary Student Interns). A few actions also resulted in unspent funds in materials and supplies, conference fees, and substitute teachers (G2A4 TK and All-Day Kindergarten Support, G2A13 Orientation for Kindergarten Teachers).

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

PUSD increased its efforts and outcomes in student access to the state standards. Elementary and secondary students (grades K, 2nd, 3rd, 4th, 6th, 8th, 9th, 10th) demonstrated growth in the ELA District Interim Assessment (DIA), there was an increase in support for teachers through professional development sessions, and there was support for students and families through TK and Kinder Orientation sessions. While there were decreases in Benchmark scores in Math through almost all grade levels, students made gains in 2nd, 3rd, and High School Math I. The actions were effective in providing access to the State Standards as evidenced by:

- Students were able to access more books and digital literacy resources through their respective libraries and media centers, and library and media center staff provided academic and literacy support for students through interaction, ongoing access to resources, and the hosting of literacy-promoting events (G2A1 Library Support, G2A2 Media Center Support).
- There was a reduction in combination classes at the elementary schools that led to improved instructional practices (G2A3 Combination Class Reduction Elementary and K-8).
- Transitional Kindergarten (TK) students demonstrated an improvement in their assessments (G2A4 TK and All-Day Kindergarten Support). Teacher-facilitated orientation for TK/Kinder students and families resulted in the building of relationships and ease of transition to school (G2A13 Orientation for Kindergarten Students).
- Teachers received support and coaching from Teacher Technology Leads (TTLs) throughout the year at their schools, which enabled teachers to incorporate

EdTech tools into their instruction and classroom practices (G2A5 Technology Teacher Leads).

- Based on Math DIA Benchmark data, High School Math I students showed improved scores (G2A6 Additional Math Learning Opportunities).
- There are more teachers that are National Board Certified, which leads to more students having access to high-quality instructional practices (G2A7 National Board Certified Strategies).
- Teachers continue to receive district-led professional development aligned with district initiatives, as evidenced by an increase in implementation levels for each content area–ELA, Math, ELD, NGSS, HSS–on Question 1 (Professional Learning) of the Priority 2 Self-Reflection Tool (G2A8 Support for Classroom Instruction).
- There was ongoing support for students that need Tier 2 and Tier 3 interventions which led to overall improvement in ELA District Interim Assessments (G2A9 Multi-Tiered Systems of Support–MTSS Interventions).
- Students district-wide showed improvement on ELA District Interim Assessments–DIAs (G2A10 Improve Student Achievement).
- Kindergarten students showed growth on ELA District Interim Assessment Benchmarks (G2A11 Kindergarten Teachers).
- Students with Disabilities showed a slight improvement (increase of 0.2 points) in Math according to the California Dashboard (G2A12 Program Specialists).
- Student Interns continued to provide support in elementary classrooms (G2A14 Elementary Student Interns).
- Collaboration between General Education Teachers and Education Specialists led to less restrictive learning environments for students, as evidenced by Question 3 (Policies and Programs) of the Priority 2 Self-Reflection Tool. Question 3 shows that content areas maintained their levels of implementation despite the straining of resources within our Special Education Program (G2A15 Partnership Classes).

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.

The goal and its metrics will remain the same as PUSD transitions into the new LCAP three-year cycle. Some of the actions will change within this goal in response to the analysis of student data, the need for alignment with school-level plans and priorities, and educational partner input.

- Adapt an increase in funds to increase hours for Library Clerks to support students the entire school day (G2A1 Library Support).
- Adapt an increase in funds to accommodate the increase in contracts for instructional tools (G2A5 Technology Teacher Leads).
- Abandon four middle school Math Teacher positions in order to adopt 11 new Math Teaching Teacher Specialist positions (added to the existing action) for Middle and High Schools to provide trainings and support to teachers in order to increase and strengthen math skills (G2A6 Additional Math Learning Opportunities).
- Adapt an increase in funds for additional stipends for teachers that achieve National Board Certification (G2A7 National Board Certified Strategies).
- Adapt and convert some Student Interns positions to Paraeducators positions to help attract with recruitment and allow for higher pay (G2A14 Elementary Student Interns).
- Adapt and move G2A13 Orientation for Kindergarten Students to Goal 3 to support the need to increase parent involvement for students entering Transitional Kindergarten/Kindergarten and/or newly enrolled students in order to build rapport with incoming families and improve students' transition into school.

**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.**

## Goal

Goal #	Description
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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Survey Question 1: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	Scale from low to high 1-5 English Responses: 1- 6.6% 2- 15.2% 3- 21.7% 4- 41.3% 5- 15.2% Spanish Responses: 1- 20.5% 2- 4.5% 3- 38.6% 4- 27.3% 5- 9.1%	Scale from low to high 1-5 English Responses: 1- 18.8% 2- 6.3% 3- 31.3% 4- 28.1% 5- 15.6% Spanish Responses: 1- 28.6% 2- 28.6% 3- 28.6% 4- 14.3% 5- 0%	Scale from low to high 1-5 English Responses: 1 - 17.2% 2 - 10.4% 3 - 29.1% 4 - 22.4% 5 - 20.9% Spanish Responses: 1 - 17.1% 2 - 11.4% 3 - 28.6% 4 - 27.1% 5 - 25.7%	Scale from low to high 1-5 1 - 6.25% 2 - 4.17% 3 - 35.42% 4 - 23.61% 5 - 30.56%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 2: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in creating welcoming environments for all families in the community	Scale from low to high 1-5 English Responses: 1- 6.5% 2- 8.7% 3- 30.4% 4- 30.4% 5- 23.9% Spanish Responses: 1- 15.9% 2- 13.6% 3- 34.1% 4- 31.8% 5- 4.5%	Scale from low to high 1-5 English Responses: 1-18.8% 2-6.3% 3-31.3% 4-28.1% 5-15.6% Spanish Responses: 1-14.3% 2-14.3% 3-57.1% 4-14.3% 5-0.0%	Scale from low to high 1-5 English Responses: 1 - 14.2% 2 - 11.2% 3 - 17.2% 4 - 37.3% 5 - 20.1% Spanish Responses: 1 - 10.0% 2 - 8.6% 3 - 20.0% 4 - 42.9% 5 - 18.6%	Scale from low to high 1-5 1 - 3.42% 2 - 7.53% 3 - 26.03% 4 - 23.97% 5 - 39.04%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 3: Parent and Family Engagement LCFF Priority 3 Parent	Scale from low to high 1-5 English Responses: 1- 8.7%	Scale from low to high 1-5 English Responses: 1-15.6% 2-15.6%	Scale from low to high 1-5 English Responses: 1 - 18.7% 2 - 5.2%	Scale from low to high 1-5 1 - 7.59% 2 - 9.66%	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:

Survey Rate the PUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	2- 17.4% 3- 15.2% 4- 37.0% 5- 21.7% Spanish Responses: 1- 13.6% 2- 11.4% 3- 36.4% 4- 31.8% 5- 6.8%	3-25.0% 4-25.0% 5-18.8% Spanish Responses: 1-14.3% 2-28.6% 3-42.9% 4-0.0% 5-14.3%	3 - 29.1% 4 - 27.6% 5 - 19.4% Spanish Responses: 1 - 5.7% 2 - 17.1% 3 - 27.1% 4 - 30.0% 5 - 20.0%	3 - 32.41% 4 - 19.31% 5 - 31.03%  The Survey Percentages reflect responses from both English and Spanish- Speaking parents.	1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 4: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in two-way communication between families and educators using language that is understandable and accessible to families	Scale from low to high 1-5 English Responses: 1- 8.7% 2- 6.5% 3- 19.6% 4- 30.4% 5- 34.8% Spanish Responses: 1- 13.6% 2- 13.6% 3- 34.1% 4- 34.1% 5- 4.5%	Scale from low to high 1-5 English Responses: 1-12.5% 2-9.4% 3-21.9% 4-31.3% 5-25.0% Spanish Responses: 1-14.3% 2-14.3% 3-57.1% 4-14.3% 5-0.0%	Scale from low to high 1-5 English Responses: 1 - 12.7% 2 - 8.2% 3 - 23.9% 4 - 31.3% 5 - 23.9% Spanish Responses: 1 - 7.1% 2 - 12.9% 3 - 22.9% 4 - 31.4% 5 - 25.7%	Scale from low to high 1-5 1 - 4.90% 2 - 8.39% 3 - 22.38% 4 - 23.78% 5 - 40.56%  The Survey Percentages reflect responses from both English and Spanish- Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 5: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families	Scale from low to high 1-5 English Responses: 1- 8.7% 2- 10.9% 3- 28.3% 4- 28.3% 5- 23.9% Spanish Responses: 1- 11.4% 2- 11.4% 3- 36.4% 4- 34.1% 5- 6.8%	Scale from low to high 1-5 English Responses: 1-6.3% 2-15.6% 3-40.6% 4-21.9% 5-15.6% Spanish Responses: 1-0.0% 2-28.6% 3-42.9% 4-14.3% 5-14.3%	Scale from low to high 1-5 English Responses: 1 - 16.4% 2 - 10.4% 3 - 26.9% 4 - 24.6% 5 - 21.6% Spanish Responses: 1 - 7.1% 2 - 12.9% 3 - 22.9% 4 - 34.3% 5 - 22.9%	Scale from low to high 1-5 1 - 6.77% 2 - 9.02% 3 - 30.08% 4 - 21.05% 5 - 33.08%  The Survey Percentages reflect responses from both English and Spanish- Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 6: Parent and Family Engagement LCFF	Scale from low to high 1-5 English Responses:	Scale from low to high 1-5 English Responses: 1-9.4%	Scale from low to high 1-5 English Responses: 1 - 11.9%	Scale from low to high 1-5 1 - 6.02%	Scale from low to high 1-5 English and Spanish Responses should show

Priority 3 Parent Survey Rate PUSD's progress in providing families with information and resources to support student learning and development in the home	1- 8.7% 2- 13.0% 3- 23.9% 4- 28.3% 5- 26.1% Spanish Responses: 1- 11.4% 2- 11.4% 3- 36.4% 4- 29.5% 5- 11.4%	2-18.8% 3-31.3% 4-25.0% 5-15.6% Spanish Responses: 1-0.0% 2-28.6% 3-57.1% 4-0.0% 5-14.3%	2 - 13.4% 3 - 23.9% 4 - 28.4% 5 - 22.4% Spanish Responses: 1 - 7.1% 2 - 5.7% 3 - 32.9% 4 - 31.4% 5 - 22.9%	2 - 11.28% 3 - 26.32% 4 - 24.81% 5 - 31.58%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 7: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes	Scale from low to high 1-5 English Responses: 1- 10.9% 2- 10.9% 3- 19.6% 4- 32.6% 5- 26.1% Spanish Responses: 1- 15.9% 2- 13.6% 3- 29.5% 4- 25.0% 5- 15.9%	Scale from low to high 1-5 English Responses: 1-12.5% 2-15.6% 3-34.4% 4-21.9% 5-15.6% Spanish Responses: 1-0.0% 2-14.3% 3-57.1% 4-14.3% 5-14.3%	Scale from low to high 1-5 English Responses: 1 - 13.4% 2 - 11.9% 3 - 25.4% 4 - 24.6% 5 - 24.6% Spanish Responses: 1 - 5.7% 2 - 15.7% 3 - 24.3% 4 - 31.4% 5 - 22.9%	Scale from low to high 1-5  1 - 9.77% 2 - 12.03% 3 - 27.82% 4 - 18.80% 5 - 31.58%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 8: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	Scale from low to high 1-5 English Responses: 1- 21.7% 2- 2.2% 3- 26.1% 4- 23.9% 5- 26.1% Spanish Responses: 1- 13.6% 2- 20.5% 3- 29.5% 4- 29.5% 5- 6.8%	Scale from low to high 1-5 English Responses: 1-21.9% 2-9.4% 3-28.1% 4-21.9% 5-18.8% Spanish Responses: 1-28.6% 2-0.0% 3-42.9% 4-28.6% 5-0.0%	Scale from low to high 1-5 English Responses: 1 - 15.7% 2 - 16.4% 3 - 23.1% 4 - 24.6% 5 - 20.1% Spanish Responses: 1 - 5.7% 2 - 20.0% 3 - 21.4% 4 - 32.9% 5 - 20.0%	Scale from low to high 1-5  1 - 14.50% 2 - 9.92% 3 - 32.06% 4 - 19.08% 5 - 24.43%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 9: Parent and Family Engagement LCFF	Scale from low to high 1-5 English Responses:	Scale from low to high 1-5 English Responses: 1-15.6%	Scale from low to high 1-5 English Responses: 1 - 14.2%	Scale from low to high 1-5  1 - 7.03%	Scale from low to high 1-5 English and Spanish Responses should show

Priority 3 Parent Survey Rate PUSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	1- 17.4% 2- 10.9% 3- 23.9 % 4- 23.9% 5- 23.9% Spanish Responses: 1- 13.6% 2- 15.9% 3- 34.1% 4- 27.3% 5- 9.1%	2-21.9% 3-25.0% 4-21.9% 5-15.6% Spanish Responses: 1-14.3% 2-28.6% 3-42.9% 4-0.0% 5-14.3%	2 - 14.2% 3 - 27.6% 4 - 22.4% 5 - 21.6% Spanish Responses: 1 - 11.4% 2 - 10.0% 3 - 20.0% 4 - 38.6% 5 - 20.0%	2 - 11.72% 3 - 27.34% 4 - 25.00% 5 - 28.91%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 10: Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	Scale from low to high 1-5 English Responses: 1- 15.2% 2- 10.9% 3- 17.4% 4- 34.8% 5- 21.7% Spanish Responses: 1- 11.4% 2- 15.9% 3- 43.2% 4- 20.5% 5- 9.1%	Scale from low to high 1-5 English Responses: 1-15.6% 2-15.6% 3-34.4% 4-18.8% 5-15.6% Spanish Responses: 1-14.3% 2-28.6% 3-14.3% 4-14.3% 5-28.6%	Scale from low to high 1-5 English Responses: 1 - 16.4% 2 - 11.9% 3 - 26.9% 4 - 26.1% 5 - 18.7% Spanish Responses: 1 - 10.0% 2 - 15.7% 3 - 21.4% 4 - 32.9% 5 - 20.0%	Scale from low to high 1-5 1 - 6.25% 2 - 13.28% 3 - 28.13% 4 - 21.09% 5 - 31.25%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 11 Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community	Scale from low to high 1-5 English Responses: 1- 19.6% 2- 4.3% 3- 28.3% 4- 28.3% 5- 19.6% Spanish Responses: 1- 11.4% 2- 15.9% 3- 34.1% 4- 25.0% 5- 13.6%	Scale from low to high 1-5 English Responses: 1-28.6% 2-0.0% 3-28.6% 4-28.6% 5-14.3% Spanish Responses: 1-28.6% 2-0.0% 3-28.6% 4-28.6% 5-14.3%	Scale from low to high 1-5 English Responses: 1 - 14.9% 2 - 15.7% 3 - 24.6% 4 - 27.6% 5 - 17.2% Spanish Responses: 1 - 8.6% 2 - 7.1% 3 - 25.7% 4 - 40.0% 5 - 18.6%	Scale from low to high 1-5 1 - 7.87% 2 - 15.75% 3 - 26.77% 4 - 20.47% 5 - 29.13%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	Scale from low to high 1-5 English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
Survey Question 12:	Scale from low to high 1-	Scale from low to high 1-5	Scale from low to high 1-5	Scale from low to high 1-5	Scale from low to high 1-5



Parent and Family Engagement LCFF Priority 3 Parent Survey Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels	5 English Responses: 1- 23.9% 2- 13.0% 3- 17.4% 4- 30.4% 5- 15.2% Spanish Responses: 1- 11.4% 2- 6.8% 3- 47.7% 4- 20.5% 5- 13.6%	English Responses: 1- 18.8% 2- 6.3% 3- 31.3% 4- 28.1% 5- 15.6% Spanish Responses: 1- 28.6% 2- 28.6% 3- 28.6% 4- 14.3% 5- 0.0%	English Responses: 1 - 16.4% 2 - 14.2% 3 - 26.1% 4 - 25.4% 5 - 17.9% Spanish Responses: 1 - 8.6% 2 - 11.4% 3 - 24.3% 4 - 37.1% 5 - 18.6%	1 - 7.94% 2 - 15.08% 3 - 32.54% 4 - 13.49% 5 - 30.95%  The Survey Percentages reflect responses from both English and Spanish-Speaking parents.	English and Spanish Responses should show growth in the higher 2 levels:  1- 2.0% 2- 3.0% 3- 10.0% 4- 40.0% 5- 45.0%
California Healthy Kids Survey (CHKS) 2019-20	The results of the survey show that in 2020: -85% of fifth graders, 78% of 7th graders, 68% of 9th graders, 65% of 11th graders and 69% of NT (non-traditional students) felt that adults at school had high expectations of them. -Parents and staff perceptions were much lower -38% of parents strongly agreed that the adults at the school has high expectations for all students -51% of teachers strongly agreed  Cal-SCHLS was also able to measure the perceptions of caring adults in school: -77% of 5th graders felt that there were caring adults in schools	2021-22 CHKS Results: the results of the survey show that in the four focus areas of the survey: -School Connectedness (Percentage of students and parents and staff that feel connected to the school) Students: Grade 5 Students- 65% Grade 7 Students- 52% Grade 9 Students- 45% Grade 11 Students- 48% Parents- ES- 37% MS- 44% HS- 33% Teachers- ES- 29% MS- 32% HS- 33%  -Caring Adults (Percentage of students and parents and staff that feel students are surrounded by caring	2022 CHKS Results: the results of the survey show that in the three focus areas of the survey:  -School Connectedness (Percentage of students and parents and staff that feel connected to the school) Students: 5th- 77% 7th- 51% 9th- 47% 11th- 55% NT- 63% Adults: 5th-94% 7th- 89% 9th-81% 11th- 55% Non Traditional- 100%  -Caring Adults (Percentage of students	2024 CHKS Results: the results of the survey show that in the three focus areas of the survey:  School Connectedness (Percentage of students and parents and staff that feel connected to the school) Students: 5th- 73% 7th- 55% 9th- 49% 11th- 57% NT- 60%  Adults: 5th-95% 7th- 88% 9th-79% 11th- 65% Non Traditional- 91%  -Caring Adults (Percentage of students and parents and	Moving forward, PUSD would like to see the percentages listed in the baseline : -Increase/decrease by 5% (as appropriate) -PBIS surveys will be used to monitor school climate as the SCS will be administered to all 3-12 graders, as well as parents and caregivers -The focus will be improving student perception of school safety -Perception of school safety and connectedness will be a focus area for the work of PBIS coaches and teams as they implement the action plans

<p>-the percentages decreased as the grade levels increased (7th grade = 66%; 9th grade = 55%; 11th grade = 52%)</p> <p>-63% of NT students felt like they had high levels of caring adults in schools. Only 39% of parents strongly agreed that there were caring adults in schools, while 47% of staff felt the same</p>	<p>adults)</p> <p>Grade 5 Students- 64%</p> <p>Grade 7 Students- 53%</p> <p>Grade 9 Students- 48%</p> <p>Grade 11 Students- 56%</p> <p>Parents-</p> <p>ES- 38%</p> <p>MS- 45%</p> <p>HS- 42%</p> <p>Teachers-</p> <p>ES- 41%</p> <p>MS- 46%</p> <p>HS- 40%</p>	<p>and parents and staff that feel students are surrounded by caring adults)</p> <p>5th- 65%</p> <p>7th-52%</p> <p>9th- 45%</p> <p>11th- 48%</p> <p>NT- 51%</p> <p>Adults (Staff and Parents):</p> <p>5th-33%</p> <p>7th- 34%</p> <p>9th-38%</p> <p>11th- 28%</p> <p>NT- 60%</p>	<p>staff that feel students are surrounded by caring adults)</p> <p>5th- 75%</p> <p>7th-60%</p> <p>9th- 49%</p> <p>11th- 44%</p> <p>NT- 54%</p> <p>Adults (Staff and Parents):</p> <p>5th-40%</p> <p>7th- 45%</p> <p>9th-41%</p> <p>11th- 42%</p> <p>NT- 65%</p>
<p>In examining school safety, 82% of elementary school students reported, "I feel safe at school"</p> <p>-75% of middle school students and 72% of high school students felt safe at school</p> <p>-85% of elementary school students reported, "There is an adult at my school that will help me if I need it"</p> <p>-77% middle school students and 77% high school students felt that they had a caring and supportive adult at their school.</p>	<p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>Grade 5 Students- 72%</p> <p>Grade 7 Students- 53%</p> <p>Grade 9 Students- 40%</p> <p>Grade 11 Students- 50%</p> <p>Parents-</p> <p>ES- 39%</p> <p>MS- 47%</p> <p>HS- 31%</p> <p>Teachers-</p> <p>ES- 35%</p> <p>MS- 46%</p> <p>HS- 31%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or harassed at the school site)</p> <p>Grade 5 Students- 36%</p> <p>Grade 7 Students- 37%</p> <p>Grade 9 Students- 28%</p> <p>Grade 11 students- 21%</p> <p>Parents-</p> <p>ES- 17%</p>	<p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>5th- 67%</p> <p>7th-55%</p> <p>9th- 46%</p> <p>11th- 45%</p> <p>Non Traditional- 50%</p> <p>Adults (Staff and Parents):</p> <p>ES- 40%</p> <p>MS- 27%</p> <p>HS- 22%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or</p>	<p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>5th- 67%</p> <p>7th-55%</p> <p>9th- 46%</p> <p>11th- 45%</p> <p>Non Traditional- 57%</p> <p>Adults (Staff and Parents):</p> <p>ES- 45%</p> <p>MS- 30%</p> <p>HS- 32%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or harassed at the school site)</p> <p>Grade 5th- 31%</p>

MS- 14%	harassed at the school	Grade 7th- 32%
HS- 21%	site)	Grade 9th- 25%
Teachers-	Grade 5th- 32%	Grade 11th- 22%
ES- 29%	Grade 7th- 33%	Non Traditional- 37%
MS- 18%	Grade 9th- 21%	
HS- 57%	Grade 11th- 21%	Adults (Staff and Parents):
	Non Traditional- 35%	ES- 11%
	Adults (Staff and Parents):	MS- 12%
	ES- 13%	HS- 19%
	MS- 15%	
	HS- 21%	

## 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.

Overall, all of the planned actions were fully implemented with the exception of one action, G3A4 Parent and Student Emotional Support, which was not implemented.

Successes in implementation were seen in several actions that engaged and increased Parent Involvement:

- Social services and resources such as mental and health referrals, food, clothing, school supplies, transportation, and housing were provided by community school personnel to help support families with limited resources and increase parent engagement resulting in an increase in student attendance and engagement (G3A1 Community Schools),
- Trainings and support for parents and community members with the evaluation of student data and participation in the decision-making process were provided to advocate for student groups (G3A2 Parent Trainings on Student Data), and
- Workshops such as enrollment support and content trainings for parents were provided to help support the academic achievement of students (G3A3 Parent Support and Involvement).

A challenge in implementation was seen in G3A4 Parent and Student Emotional Support where the action was not implemented due to the vacancy. As a result of recruitment challenges for the position of Mental Health Supervisor, this action will be abandoned and a new action will be adopted to better meet the goal of Parent Involvement.

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

Material differences between budgeted expenditures and actual expenditures were observed in salary increases (G3A1 Community Schools, G3A2 Parent Training on Student Data) and in the vacancy for the Mental Health Supervisor position the last two years (G3A4 Parent and Student Emotional Support).

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

Overall, the actions were effective in engaging parents to increase involvement, partnership, and student academic outcomes:

- The support of the Community Schools Clerk, Liaisons, Coordinators, and Caseworkers were effective in providing a wide range of social services and resources to support students and their families at the comprehensive high schools. The support improved parent engagement which resulted in an increase in student attendance and engagement as indicated in the Self Reflection Tool-Survey Question 6 where PUSD ranked in the High Implementation phase and as indicated in the increase of School Connectedness in the 2023-2024 California Healthy Kids Survey (CHKS) (G3A1 Community Schools),
- Teacher Specialists and Classified staff were effective in training and supporting parents and community members with the evaluation of student data and participated in the decision-making process to advocate for student groups. The trainings and support increased parent input and feedback to better improve student academic outcomes as indicated in the Self Reflection Tool-Survey Questions 8 and 10 where PUSD ranked in the High Implementation phase and as indicated in the increase of School Connectedness in the 2023-2024 California Healthy Kids Survey (CHKS) (G3A2 Parent Training on Student Data), and
- The Parent Center staff were effective in offering various workshops for parents at the district and at school sites to provide assistance and training. The support has led to requests for an increase of resources and trainings for parents at individual school sites as indicated from educational partner feedback at district advisory committee meetings and in the Self Reflection Tool-Survey Questions 6, 8, and 10 where PUSD ranked in the High Implementation phase and as indicated in the increase of School Connectedness in the 2023-2024 California Healthy Kids Survey (CHKS) (G3A3 Parent Support and Involvement).

One action, G3A4 Parent and Student Emotional Support was ineffective due to vacancy. Recruitment has been difficult to fill the position of Mental Health Supervisor for the past two years. For that reason, this action will be abandoned, and a new action, Educational Partners Learning Walks will be adopted in response to educational partner feedback.

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 reflection, most of the goal, metrics, and the desired outcomes will be maintained for the 2024-25 academic year and within the new three-year cycle of the LCAP with the exception of the following changes:

- Abandon G3A4 Parent and Student Emotional Support due to the challenge with filling the vacancy for the Mental Health Supervisor position the last two years. After evaluation, a new action, Educational Partners Learning Walks will be adopted in response to educational partner feedback and to increase the engagement of educational partners to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions for English Learner, Foster Youth and Low-Income students.
- Adapt the action G2A13 Orientation for Kindergarten Students into Priority 3 as G3A6 to increase parent involvement for students entering Transitional Kindergarten/Kindergarten and/or newly enrolled students in order to build rapport with incoming families and improve students' transition into school.

**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.**

# Goal

Goal #	Description
4	Goal 4: (Broad) Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access English only content and prepare students to participate in post secondary education and pursue career pathways.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
English Language Arts: District Interim Assessments	District wide- Benchmark 2 Grade K: ELA 68.2% Grade 1: ELA 67.1% Grade 2: ELA 60.6% Grade 3: ELA 49.5% Grade 4: ELA 51.2% Grade 5: ELA 42.6% Grade 6: ELA 46.3% Grade 7: ELA 51.4% Grade 8: ELA 56.1% Grade 9: ELA 39.4% Grade 10: ELA 42.6% Grade 11: ELA 51.9%	District Interim Assessments, BM 1 and 2 ELA (March 2022): Average Percent Correct BM 1 BM2 Kinder 61.1 64.0 First 62.9 63.8 Second 48.1 53.4 Third 43.4 49.6 Fourth 39.2 45.9 Fifth 44.5 42.5 Sixth 63.4 47.9 Seventh 46.3 52.6 Eighth 53.9 55.4 Ninth 63.8 55.3 Tenth 58.3 63.6 Eleventh 46.2 51.0	District Interim Assessments, BM 1 and 2 ELA (March 2023): Average Percent Correct BM 1 BM2 Kinder 63.0 69.0 First 61.0 59.0 Second 50.0 55.0 Third 43.0 48.0 Fourth 39.0 47.0 Fifth 44.0 42.0 Sixth 59.0 48.0 Seventh 49.0 56.0 Eighth 54.0 57.0 Ninth 60.0 55.3 Tenth 54.0 60.3 Eleventh 48.0 54.0	District Interim Assessments, BM 1 and 2 ELA (March 2024): Average Percent Correct BM 1, BM2 Kinder: 62.6, 68.1 First: 61.9, 59.4 Second: 84.4, 53.6 Third: 43.4, 47.2 Fourth: 38.6, 45.8 Fifth: 43.8, 42.1 Sixth: 56.6, 63.4 Seventh: 59.3, 52.4 Eighth: 59.5, 63.4 Ninth: 52.9, 61.7 Tenth: 50.2, 56.0 Eleventh 62.6, 49.0	District wide- Benchmark 2 Grade K: ELA 70.0% Grade 1: ELA 60.0% Grade 2: ELA 56.0% Grade 3: ELA 49.0% Grade 4: ELA 48.0% Grade 5: ELA 43.0% Grade 6: ELA 49.0% Grade 7: ELA 57.0% Grade 8: ELA 58.0% Grade 9: ELA 56.0% Grade 10: ELA 61.0% Grade 11: ELA 55.0%
Mathematics: District Interim Assessments	District wide- Benchmark 3, end of year assessments Math Grade 1: Math 72.5% Grade 2: Math 73.2% Grade 3: Math 60.7% Grade 4: Math 63.6% Grade 5: Math 51.5% Grade 6: Math 56.3% Grade 7: Math 48.8% Grade 8: Math 37.0% Grade 9: Math I 40.4% Grade 10: Math II 37.7%	District Interim Assessments, BM 1 and 2 Math (March 2022): Average Percent Correct BM 1 BM2 Kinder 79.5 72.4 First 70.5 64.6 Second 59.9 62.5 Third 54.6 57.4 Fourth 54.7 42.0 Fifth 58.1 44.5 Sixth 51.6 47.9 Seventh 68.7 46.2	District Interim Assessments, BM 1 and 2 Math (March 2023): Average Percent Correct BM 1 BM2 Kinder 78.5 76.0 First 72.5 67.0 Second 57.0 65.0 Third 55.0 57.0 Fourth 55.0 48.0 Fifth 59.0 46.0 Sixth 52.0 46.0 Seventh 69.7 53.0	District Interim Assessments, BM 1 and 2 Math (March 2024): Average Percent Correct BM 1, BM2 Kinder: 77.1, 73.5 First: 74.3, 66.4 Second: 60.0, 65.5 Third: 53.7, 57.4 Fourth: 54.8, 46.7 Fifth: 58.1, 45.8 Sixth: 48.0, 43.5 Seventh: 64.5, 51.7	District wide- Benchmark 2 Grade 1: Math 77.1% Grade 2: Math 68.2% Grade 3: Math 58.7% Grade 4: Math 49.6% Grade 5: Math 46.5% Grade 6: Math 47.1% Grade 7: Math 54.8% Grade 8: Math 49.0% Grade 9: Math I 42.4% Grade 10: Math II 36.7% Grade 11: Math III 51.6%

	Grade 11: Math III 40.6%	Eighth 48.5 47.6 HS I 33.6 45.1 HS II 59.1 41.5 HS III 41.3 50.6	Eighth 51.0 48.0 HS I 34.0 41.0 HS II 52.0 35.0 HS III 41.0 50.0	Eighth: 50.8, 49.6 HS I: 39.8, 44.2 HS II: 47.5, 39.1 HS III: 40.6, 41.4	
English Learners- District Interim Assessments for English Language Arts and Mathematics	English Learners- Benchmark 3, end of year assessments for ELA and Math Grade K: ELA 63.3% Grade 1: ELA 61.3%, Math 67.7% Grade 2: ELA 52.2%, Math 68.0% Grade 3: ELA 38.5%, Math 52.6% Grade 4: ELA 37.7%, Math 52.8% Grade 5: ELA 31.6%, Math 39.9% Grade 6: ELA 34.4%, Math 45.0% Grade 7: ELA 36.8% , Math 36.6% Grade 8: ELA 41.2%, Math 28.0% Grade 9: ELA 30.4%, Math I 33.7% Grade 10: ELA 28.8%, Math II 32.2% Grade 11: ELA 32.9%, Math III 24.3%	District Interim Assessments, BM 1 and 2 ELA (March 2022): Average Percent Correct BM 1 BM2 Kinder 57.5 62.0 First 57.6 58.4 Second 42.8 48.7 Third 35.9 41.2 Fourth 30.7 36.3 Fifth 34.2 33.0 Sixth 50.4 34.0 Seventh 33.0 40.4 Eighth 42.0 44.7 Ninth 45.4 36.4 Tenth 40.1 46.5 Eleventh 28.5 35.2	District Interim Assessments, BM 1 and 2 ELA (March 2023): Average Percent Correct BM 1 BM2 Kinder 57.0 69.0 First 55.6 54.4 Second 43.8 47.7 Third 34.9 39.2 Fourth 30.7 37.3 Fifth 33.2 34.0 Sixth 51.4 39.0 Seventh 35.0 41.4 Eighth 42.0 45.7 Ninth 42.4 37.4 Tenth 34.1 41.5 Eleventh 33.5 41.2	District Interim Assessments, BM 1 and 2 ELA (March 2024): Average Percent Correct ELA- BM 1 BM2 Math BM1 BM2 K 56.43 63.78 71.85 20.00 1 52.36 49.98 67.03 68.25 2 42.13 45.40 54.93 61.00 3 34.61 38.29 47.04 56.08 4 27.37 33.40 46.46 50.56 5 30.91 32.52 47.83 34.52 6 41.55 50.40 34.81 31.14 7 42.76 40.68 49.98 36.64 8 39.12 45.56 36.17 34.64 9 33.55 37.75 29.11 33.55 10 33.53 42.07 37.31 33.93 11 43.41 34.64 34.71 28.79	English Learners- Benchmark 3, end of year assessments for ELA and Math Grade K: ELA 70.3%, Math 77.0% Grade 1: ELA 55.3%, Math 63.7% Grade 2: ELA 48.2%, Math 60.0% Grade 3: ELA 40.5%, Math 54.6% Grade 4: ELA 38.7%, Math 39.8% Grade 5: ELA 35.6%, Math 37.9% Grade 6: ELA 40.4%, Math 38.0% Grade 7: ELA 42.8% , Math 40.6% Grade 8: ELA 46.2%, Math 40.0% Grade 9: ELA 38.4%, Math I 35.7% Grade 10: ELA 42.8%, Math II 30.2% Grade 11: ELA 42.9%, Math III 47.3%
Reclassification Rates	Elementary: 8% Middle: 9% High: 7% District Total: 8%	School Year (Data Quest 2021-22) Elementary: 7.33% Middle: 25.8% High: 36.05% District Total: 19.60%	School Year (Data Quest 2022-23) Elementary: 5.6% Middle: 21.5% High: 34.0% District Total: 17.14%	School Year (Data Quest 2023-24) Elementary: 8.9% Middle: 23.7% High: 35.6% District Total: 18.2%	Elementary: 18% Middle: 6% High: 22% District Total: 18%
Data Quest- 2019-20 Four-Year Adjusted Cohort Graduation Rate (with School Data)	43.7%- Graduates Meeting UC/CSU Requirements	Data Quest- 2020-21 Four-Year Adjusted Cohort Graduation Rate (with School Data) 45.1%- Graduates	Data Quest- 2021-22 Four-Year Adjusted Cohort Graduation Rate (with School Data) 37.4%- Graduates Meeting	Data Quest- 2022-23 Four- Year Adjusted Cohort Graduation Rate (with School Data) 38.4%- Graduates Meeting	38.4%- Graduates Meeting UC/CSU Requirements should grow by 1.0%

		Meeting UC/CSU Requirements	UC/CSU Requirements	UC/CSU Requirements	
College and Career Indicator CALPADS 15.1 Report-CTE Pathway Completion	111- Number of Concentrators and Completers	College and Career Indicator CALPADS 51.1 Report-CTE Pathway Completion (2020-21) 111-Number of Concentrators and Completers	College and Career Indicator CALPADS 15.1 Report-CTE Pathway Completion (2021-22) 71- Number of Concentrators and Completers	College and Career Indicator CALPADS 15.1 Report-CTE Pathway Completion (2022-23) 125- Number of Concentrators and Completers	115- Number of Concentrators and Completers growing by 3%
Dashboard Data: the percentage of ELs who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased on ELPI level.	ELs who: Decreased at least one ELPI level= 23.4% Maintained ELPI levels 1, 2L, 2H, 3L, 3H= 34.6% Maintained ELPI level 4= 2.9% Progressed at least 1 ELPI level= 38.9%	2021-22 DnA Report of English Learners by Proficiency Level: Beginning to Develop: 18.2% Somewhat Developed: 30.2% Moderately Developed: 36.12% Well Developed: 15.4%	Dashboard (2022) Report of English Learners by Proficiency Level: Beginning to Develop: 16.0% Somewhat Developed: 30.2% Moderately Developed: 2.8% Well Developed: 51.4%	Dashboard (2023) Report of English Learners by Proficiency Level: Beginning to Develop: 18.9% Somewhat Developed: 32.7% Moderately Developed: 4.4% Well Developed: 43.9%	ELs should be able to maintain or demonstrate the following progress: Beginning to Develop: 17% Somewhat Developed: 31.0% Moderately Developed: 3.0% Well Developed: 52.0%
EAP-ELA: Early Assessment Program for English Language Arts	California Department of Education Reporting Site Ready: 13.69% Conditionally Ready: 27.63%	2019-20 EAP-ELA: Early Assessment Program for English Language Arts California Department of Education Reporting Site Data Not Available	2022 Dashboard Reporting site Ready: 19.18% Conditionally Ready: 27.76%	2023 Dashboard Reporting site Ready: 20.01% Conditionally Ready: 27.64%	California Department of Education Reporting Site Ready: 20.0% Conditionally Ready: 28.76
EAP-Math: Early Assessment Program for Mathematics	California Department of Education Reporting Site Ready: 5.65% Conditionally Ready: 13.73%	2019-20 EAP-Math: Early Assessment Program for Mathematics California Department of Education Reporting Site Data Not Available	2022 Dashboard Reporting site Ready: 4.06% Conditionally Ready: 11.91%	2023 Dashboard Reporting site Ready: 4.03% Conditionally Ready: 10.30%	California Department of Education Reporting Site Ready: 10.0% Conditionally Ready: 15.0%
2019 Dashboard CAASPP ELA English Language Arts Increasing the percentage of students moving toward meeting their grade level Distance	2019 Baseline CAASPP ELA 24.1 Distance From Standard Increased 4.0 points	2021 Dashboard CAASPP ELA Goal is to maintain status 24.1 Distance From Standard	2022 Dashboard CAASPP ELA 36.2 Points Below Standard Status = Low	2023 Dashboard CAASPP ELA 37.9 Points Below Standard Status = Low	Goal is to maintain status or reduce by 1.0% Distance from Standard in CAASPP ELA



from Standard (DFS)					
2019 Dashboard CAASPP Mathematics Increasing the percentage of students moving toward meeting their grade level Distance from Standard (DFS)	2019 Dashboard CAASPP Mathematics 62.4 Distance From Standard Increased 4.5 Distance From Standard	2021 Dashboard CAASPP Mathematics Goal is to maintain at 62.4 Distance From Standard	2022 Dashboard CAASPP Mathematics 84.8 Points Below Standard Status = Low	2022 Dashboard CAASPP Mathematics 85.0 Points Below Standard Status = Low	Goal is to maintain status or reduce 1.0 Points Below Standard in CAASPP Mathematics
Fall 2022 CA Dashboard Science (CAST) CAASPP Science California Science Test data Increasing the percentage of students moving toward meeting their grade level Distance from Standard (DFS)	Fall 2021 CA Dashboard CAASPP Science Standard Exceeded: 0.44% Standard Met: 8.81% Standard Nearly Met: 54.63% Standard Not Met: 36.12%	Fall 2021 CA Dashboard CAASPP Science Standard Exceeded: 0.44% Standard Met: 8.81% Standard Nearly Met: 54.63% Standard Not Met: 36.12%	Fall 2022 CA Dashboard CAASPP Science Standard Exceeded: 3.14% Standard Met: 13.87% Standard Nearly Met: 61.21% Standard Not Met: 21.77%	Fall 2023 CA Dashboard CAASPP Science Standard Exceeded: 3.39% Standard Met: 13.59% Standard Nearly Met: 61.58% Standard Not Met: 21.44%	PUSD will want to continue with the progress that it is making: Decreasing Standard Not Met, while increasing Standard Met or Exceeded and Standard Nearly Met by 1% in the CAASPP Science

## 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.

Almost all of the actions were fully implemented, allowing PUSD to continue to make progress towards the goal of expanding access to the academic state standards, including supporting students academically and in their language development.

Successes in implementation included:

- Implementation of the AVID program at the comprehensive high schools and two academies (G4A1 Advancement Via Individual Determination–AVID),
- Support from Literacy Coaches and English Teachers in secondary schools allowed for more support with intervention in both reading and writing (G4A3 Content Disciplinary Literacy),
- Continued summer and saturday school programs for K-3 students (G4A4 Summer and Saturday School),
- Technology support at all schools(G4A5 Maintaining Technology),
- Teachers using online literacy tools resulted in improved literacy skills of English Learners (G4A6 Literacy Intervention),
- Prioritizing data analysis at the district and site level in order to determine student academic needs (G4A7 Data Analysis, G4A9 Data Analysis by Staff),

- Teacher Specialists supporting all schools and implementing pilot programs (G4A8 Technology Support and Services),
- Teacher Specialists and Teachers on Assignment being able to support sites with Designated ELD Implementation (G4A10 English Language Development Support),
- Counselor and Mental Health Clinician were able to provide additional services for the growing number of Foster Youth students (G4A11 Well Being of Foster Youth),
- Teacher Specialists providing support for Math and ELA teachers on curriculum implementation and strategies (G4A12 Math Support, G4A13 English Language Arts Support),
- Sustainability of ongoing literacy programs and professional learning via Literacy Coaches (G4A14 Elementary Level Literacy Coaches),
- An increase in academic support via field trips (G4A15 Academic Contextualization),
- Fully-staffed resource teachers at all school sites throughout the school year (G4A19 Elementary Resource Teachers, G4A20 Secondary Resource Teachers).
- Site support via small group instruction from Student Interns (G4A24 Secondary Student Interns) and Intervention Teachers (G4A22 Elementary Intervention Teachers, G4A23 Secondary Intervention Teachers).

Challenges in implementation were mainly due to vacancies, especially among Paraeducators (G4A21 Paraeducators for English Learners), Intervention Teachers (G4A22 Elementary Intervention Teachers, G4A23 Secondary Intervention Teachers) and student interns (G4A24 Secondary Student Interns). Declining enrollment in the AVID Excel program made it difficult to fully implement all sixth-period assignments meant to support English Learners (G4A2 AVID Excel).

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

Material differences between budgeted and estimated actual expenditures were due to salary increases, vacancies, and unspent funds in special assignment hours, sixth period assignments and materials and supplies. There were needs to provide special assignment hours for conferences, and a need to adjust due to an increase in salaries (G4A1 AVID). Vacancies made it difficult to have sixth period assignments for AVID Excel courses (G4A2 AVID Excel) and provide intervention for students during the school day (G4A22 Elementary Intervention Teachers, G4A23 Secondary Intervention Teachers). There is a high need for Paraeducators for English Learners at all school sites, especially to support the progress of Long-Term English Learners. Regardless, a significant amount of positions remained vacant throughout the school year (G4A21 Paraeducators for English Learners).

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

PUSD made progress towards this goal in several ways, from increased participation in professional development opportunities and improved student performance on District Interim Assessments (DIAs) in ELA and Math.

- Increased participation at the AVID Summer Institute in Summer 2023 and there are ongoing efforts to grow the AVID program at the elementary level (G4A1 AVID).
- Increase in reclassification rates amongst AVID Excel students which was 24% in comparison to the district reclassification rate of 13.79% (G4A2 AVID Excel).
- Increase in Lexile scores among all secondary grade levels (Lexile scores represent a student's reading ability on the standard Lexile scale and is used as a measure of reading improvement) and increases in ELA DIA assessment percentages in 6th, 8th, 9th, and 10th grade (G4A3 Content Disciplinary Literacy).
- Higher participation in Summer literacy programs (GA4 Summer and Saturday School).
- Quick turn-around service to student chromebooks and increased efficiency in tech support for teachers (G4A5 Maintaining Technology),
- Better understanding of the impact of literacy intervention software and services at the school sites and a clearer picture of activity completion rates at all of the sites, as measured by improved ELA DIA scores for English Learners (grades K, 1st, 2nd, 3rd, 4th, 5th, 6th, 8th, 9th, 10th) (G4A6 Literacy Intervention),
- There were improvements in ELA DIA scores across multiple grade levels, and educators were able to analyze multiple data reports to implement the

necessary tiered systems of support (G4A7 Data Analysis),  
 -Improved feedback on Technology Support Services and improvement on ELA District Interim Assessments (DIAs) districtwide (G4A8 Technology Support and Services),  
 -Teachers were able to collaborate and construct effective instruction based on the analysis of student data, leading to improvement in both ELA and Math District Interim Assessments–DIAs (G4A9 Data Analysis by Staff).  
 -Professional Learning for Social Science Teachers on Explicit Language Instruction in Secondary Settings (G4A10 English Language Development Support),  
 -Ongoing support for foster youth in response to an increase in their needs, and an overall improvement in ELA (10.7 point increase, Math (9.3 point increase), and Graduation rate (19.4 point increase) based on the Dashboard (G4A11 Well being of Foster Youth),  
 -Increased coaching opportunities from Teacher Specialists for ELA and Math teachers, and additional support for principals requesting more site visits, resulting in an improvement on the ELA (K, 2nd, 3rd, 4th, 6th, 8th, 9th, 10th) and Math (2nd, 3rd, HS Math I) District Interim Assessments–DIAs (G4A12 Math Support and G4A13 English Language Development Support)  
 -Improvement in reading levels among third-grade students and improved ELA DIA scores for grades K, 2nd, 3rd, 4th and 6th (G4A14 Elementary Level Literacy Coaches),  
 -Exposure to cross-curricular activities led elementary students to improve on the ELA (K, 2nd, 3rd, 4th, 6th) and Math (2nd, 3rd) District Assessments (G4A15 Academic Contextualization).  
 -Kindergarten teachers were able to take student data to improve instruction and see improvements in Kinder ELA District Assessments (G4A16 Kindergarten Teaching Staff).  
 -Support with 21st Century Learning led to improvements in both UC/CSU and CTE completion rates (38.4% Graduates meeting UC/CSU requirements, 125 CTE completers) (G4A17 Computer and Technology Support for the District).  
 -Education Specialists meeting to discuss individual student goals led to a slight improvement in district Math (up 0.2 points) and Chronic Absenteeism (down 4.7 points) according to the CA Dashboard (G4A18 Special Education Teams).  
 -Improvement in English Learners showing academic progress in Systematic ELD Unit Assessments, improvement on the ELA DIA Benchmarks, and a reclassification rate of 13.78% (G4A19 Elementary Resource Teachers, G4A20 Secondary Resource Teachers),  
 -Improvements in the classroom learning environment through increased paraeducator support in English Learner classrooms and ongoing small-group instruction (G4A21 Paraeducators for English Learners),  
 -Support from Student Interns via small-group instruction showed Improvement in District Interim Assessments for ELA in the fall semester in grades K, 1st, 2nd, 3rd, 4th, 5th, and 6th 8th, 9th, and 10th) (G4A22 Elementary Intervention Teachers and G4A23 Secondary Intervention Teachers).

While staffing challenges continue within several of the actions under this goal, students still made positive gains in their assessments, and staff learning and classroom environments continue to move forward towards improving student achievement.

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.

There will be significant changes to the actions within this goal in the upcoming school year 2024-25.  
 -Adapt a new AVID elementary program at Cortez Magnet, and additional sixth period assignments to avoid having to close AVID sections (G4A1 AVID).  
 -Adopt a new position, Application Specialist (added to the existing action) in order to support the work of Technology Staff (G4A5 Maintaining Technology).  
 -Adopt new positions, 46 Math Teacher Leads–MTLs (added to the existing action) to provide coaching and training for math teachers at the elementary schools (G4A12 Math Support).  
 -Adapt a few Literacy Coaches from G4A3 (Content Disciplinary Literacy) to coach teachers on improving instructional strategies (G4A13 English Language Arts Support).  
 -Adapt five (5) Resource Teachers to be placed at school sites identified for additional support: 3 elementary and 2 secondary (G4A19 and G4A20 Resource Teachers, Elementary and Secondary, respectively).  
 -Adapt Teacher on Assignment (TOA) positions to work with Intervention Teachers at all middle and high schools to support with small group targeted instruction (G4A23 Secondary Intervention Teachers).

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.

## Goal

Goal #	Description
5	Goal 5: (Broad) Attendance rates will be monitored and opportunities for students to engage and participate in their course of study will be supported to promote high graduation rates for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rates- EduCLIMBER	2020-21 Attendance Rate- 96%	2021-22 Period Attendance EduCLIMBER 80.27%	2022-23 Period Attendance EduCLIMBER 72.18%	2023-24 Period Attendance EduCLIMBER 82.8%	Goal is to maintain or increase to 97.5%
Chronic Absenteeism- Local data from Pupil Resources	11.8%	CALPADS Report 14.1 (2021) 15.73%	CALPADS Report 14.1 (2022) 27.54%	CALPADS Report 14.1 (2023) 22.79%	10.0%
Suspension Rate- Local data from Pupil Resources	2.4%	2020-21 Suspension Rate (Data Quest) 0.0%	2021-22 Suspension Rate (Dashboard) 4.0% Status = Medium	2021-22 Suspension Rate (Dashboard) 4.3% Status = Medium	1.0%
Expulsions- Local data from Pupil Resources	0%	2020-21 Expulsions- Local data from Pupil Resources 0%	2021-22 Expulsions- Ed Data 0%	2022-23 Expulsions- Ed Data 0%	0%
Graduation Rates- CALPADS Report 15.1	83.1%- Four-Year Adjusted Cohort Outcome	2020-21 Graduation Rates- Data Quest 88.40%	2021-22 Graduation Rates- Data Quest 90.20%	2022-23 Graduation Rates- Data Quest 86.30%	91.2%- Four-Year Adjusted Cohort Outcome indicates a 1% growth

Advance Placement (AP)- AP Score Reports for Educators-- College Board Passage of AP Exam with score of 3 or higher	Score 3- 19.7% Score 4- 14.1% Score 5- 7.4%	2020-21 Advance Placement (AP)- AP Score Reports for Educators-- College Board Passage of AP Exam with score of 3 or higher: Score 3- 19.7% Score 4- 14.1% Score 5- 7.4%	2021-22 Advance Placement (AP)- AP Score Reports for Educators-- College Board Passage of AP Exam with score of 3 or higher: Score 3- 55.4% Score 4- 29.0% Score 5- 15.5%	2021-22 Advance Placement (AP)- AP Score Reports for Educators-- College Board Passage of AP Exam with score of 3 or higher: Score 3- 51.4% Score 4- 27.0% Score 5- 13.2%	Score 3- 56.4% Score 4- 30.0% Score 5- 16.5% AP Scores indicate 1% growth
Middle School Dropout Rate (CALPADS 1.12 Report)	CALPADS Report (2018-19) Rate- 0.02%	Middle School Dropout Rate (CALPADS 1.12 Report) CALPADS Report (2020-21) Rate- 0.00%	Middle School Dropout Rate (CALPADS 1.12 Report) CALPADS Report (2021-22) Rate- 0.00%	Middle School Dropout Rate (CALPADS 1.12 Report) CALPADS Report (2022-23) Rate- 0.00%	CALPADS Report 1.12 should show less than: Rate- 0.01%
High School Drop Out Rate: CALPADS Report 15.1	CALPADS Report (2019-20) Rate- 8.20%	CALPADS Report (2020-21) Rate- 4.84%	CALPADS Report (2021-22) Rate- 5.39%	CALPADS Report (2022-23) Rate- 2.12%	CALPADS Report 15.1 Rate = maintain or reduce to 5.0%
Graduation Rate CALPADS Report 15.1	2019-20 Graduation Rate 9.2%	Graduation Rate CALPADS Report 15.1 2020-21 Graduation Rate 88.4%	Graduation Rate CALPADS Report 15.1 2021-22 Graduation Rate 62.5%	Graduation Rate CALPADS Report 15.1 2022-23 Graduation Rate 71.2%	Graduation data for Park West should be at 68.0%

## 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.

Most of the actions in this goal were fully implemented, with the exception of a few actions being partially implemented, to ensure students engage and participate in their course of study to increase attendance and graduation rates.

The successes in implementation were seen in the following actions:

- The number of credits for both original and recovering credits doubled between the 2022-23 school year and 2023-24 school year (G5A1 Online Academic Credit Recovery),
- Increase in the number of visits to the health office and the number of referrals between 2022 and 2023 resulting in more students receiving services (G5A3 Healthy Services),
- Decrease in chronic absenteeism by 7.5% district-wide (G5A4 Monitor Attendance Patterns),
- Increase in direct services to students, decrease in student-to-school counselor ratio, and increase in college/ career readiness workshops in middle and highschool (G5A5 Counselors Elementary School and G5A7 Counselors Secondary Schools), and
- Increase in the number of professional development topics to build capacity of teachers and staff (G5A6 Professional Development).

The challenges in implementation were seen in the following actions which were partially implemented due to vacancies (G5A2 Crisis Intervention Team, G5A8 Support for Chronic Absenteeism, G5A10 Social Emotional Support-High School), and time of recruitment (G5A11 Trauma Informed). Recruitment for vacancies continues in an effort to ensure full implementation of these actions.

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

Material differences between budgeted expenditures and estimated actual expenditures were evident in several actions. The material differences in G5A2 Crisis Intervention Team, G5A8 Support for Chronic Absenteeism, and G5A10 Social Emotional Support-High School were due to vacancies, and the differences in G5A7 Counselors-Secondary Schools and G5A11 Trauma Informed were due to salary increases and the addition of Student Support Specialists positions in response to the increase in caseload of students waiting to receive services for experienced trauma.

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

Overall, most of the actions were effective in ensuring that students engage and participate in their course of study to increase attendance and graduation rates:

- More students earned and recovered credits with online learning licenses as indicated in the Graduation Rate (CALPADS Report 15.1) (G5A1 Online Academic Credit Recovery),
- More LVN positions were filled in 2023 resulting in an increase of students receiving services and an increase in number of referrals (G5A3 Healthy Services),
- Attendance specialists provided more services and support to decrease chronic absenteeism by 7.5% district-wide as indicated in the Chronic Absenteeism-Local Data from Pupil Resources (G5A4 Monitor Attendance Patterns),
- College/careers visits increased and a decrease in student-to-school counselor ratio led to more direct services to students and workshops in the middle and high schools which led to an increase in engagement and attendance as measured by the Attendance Rates-EduClimber, Middle School Dropout Rate (CALPADS 1.12 Report) and High School Dropout Rate (CALPADS Report 15.1) (G5A5 Counselors-Elementary School and G5A7 Counselors-Secondary Schools),
- Teacher Specialists and select classroom teachers provided more professional development topics to build capacity of teachers and staff (G5A6 Professional Development),
- Attendance clerks at elementary sites provided additional services to families to help increase engagement and attendance as measured by the Attendance Rates-EduClimber and Chronic Absenteeism- Local Data from Pupil Resources (G5A8 Support for Chronic Absenteeism),
- Paraeducators supported student engagement by assisting students academically, socio-emotionally, and behaviorally with evidence-based practices, strategies, and interventions (G5A9 Paraeducators),
- The opening of four (4) Wellness Centers had over 3,000 visits in the first semester (G5A10 Social Emotional Support-High School), and
- Student Support Specialists provided support to students in classrooms as well as individually with behavioral services and support plans to help mitigate the impact on their academic achievement as measured by the Attendance Rates-EduClimber (G5A11 Trauma Informed).

The one action, G5A2 Crisis Intervention Team, was partially effective due to vacancies in the family service caseworkers and mental health clinician positions. Recruitment for vacancies continues in an effort to ensure effectiveness of these actions, and interviews for the hiring of these positions have been in process.

#### 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 reflection, the goal, metric, and desired outcomes will be maintained for the 2024-25 LCAP with changes to several actions based on student data and



needs, and educational partner input:

- Adopt a new position, Program Assistant Administrative Support (added to the existing action) to help with the growth of the Student and Family Support Services department in response to the increase of emotional/behavioral needs (G5A2 Crisis Intervention Team),
- Abandon a select number of elementary co-teaching positions and adopt a new position, Elementary Science Teacher Specialist (added to the existing action) to support with ongoing and job-embedded professional development and training to teachers (G5A6 Professional Development),
- Adapt support at schools by adding 6 more School Site Specialist positions, one for each elementary school, to support the enhancement of student attendance and rapport, and decrease chronic absenteeism (G5A4 Monitor Attendance Patterns), and
- Adopt a new Focus Goal for Kellogg using Equity Multiplier funding to decrease overall chronic absenteeism rate including Students with Disabilities (SWD) and English Learners.

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

## Goal

Goal #	Description
6	Goal 6: (Broad) Behavioral support and academic counseling will be made available to students to increase their connectivity to school and improve school culture.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
California Healthy Kids Survey (CHKS) 2019-20	The results of the survey show that in 2020: -85% of fifth graders, 78% of 7th graders, 68% of 9th graders, 65% of 11th graders and 69% of NT (non-traditional students) felt that adults at school had high expectations of them. -Parents and staff perceptions were much	2021-22 CHKS Results: the results of the survey show that in the four focus areas of the survey: -School Connectedness (Percentage of students and parents and staff that feel connected to the school) Grade 5 Students- 65% Grade 7 Students- 52% Grade 9 Students- 45%	2022 CHKS Results: the results of the survey show that in the three focus areas of the survey: -School Connectedness (Percentage of students and parents and staff that feel connected to the school) Students: 5th- 77% 7th- 51%	2024 CHKS Results: the results of the survey show that in the three focus areas of the survey:  School Connectedness (Percentage of students and parents and staff that feel connected to the school) Students: 5th- 73% 7th- 55%	Moving forward, PUSD would like to see the percentages listed in the baseline : -Increase/decrease by 5% (as appropriate) -PBIS surveys will be used to monitor school climate as the SCS will be administered to all 3-12 graders, as well as parents and caregivers -The focus will be improving



<p>lower</p> <p>-38% of parents strongly agreed that the adults at the school has high expectations for all students</p> <p>-51% of teachers strongly agreed</p> <p>Cal-SCHLS was also able to measure the perceptions of caring adults in school:</p> <p>-77% of 5th graders felt that there were caring adults in schools</p> <p>-the percentages decreased as the grade levels increased (7th grade = 66%; 9th grade = 55%; 11th grade = 52%)</p> <p>-63% of NT students felt like they had high levels of caring adults in schools. Only 39% of parents strongly agreed that there were caring adults in schools, while 47% of staff felt the same</p> <p>In examining school safety, 82% of elementary school students reported, "I feel safe at school"</p> <p>-75% of middle school students and 72% of high school students felt safe at school</p> <p>-85% of elementary school students reported, "There is an adult at my school that will help me if I need it"</p> <p>-77% middle school students and 77% high</p>	<p>Grade 11 students- 48%</p> <p>Parents- ES- 37% MS- 44% HS- 33%</p> <p>Teachers- ES- 29% MS- 32% HS- 33%</p> <p>-Caring Adults (Percentage of students and parents and staff that feel students are surrounded by caring adults)</p> <p>Grade 5 Students- 64%</p> <p>Grade 7 Students- 53%</p> <p>Grade 9 Students- 48%</p> <p>Grade 11 students- 56%</p> <p>Parents- ES- 38% MS- 45% HS- 42%</p> <p>Teachers- ES- 41% MS- 46% HS- 40%</p> <p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>Grade 5 Students- 72%</p> <p>Grade 7 Students- 53%</p> <p>Grade 9 Students- 40%</p> <p>Grade 11 students- 50%</p> <p>Parents- ES- 39% MS- 47% HS- 31%</p> <p>Teachers- ES- 35% MS- 46%</p>	<p>9th- 47%</p> <p>11th- 55%</p> <p>NT- 63%</p> <p>Adults:</p> <p>5th-94%</p> <p>7th- 89%</p> <p>9th-81%</p> <p>11th- 55%</p> <p>Non Traditional- 100%</p> <p>-Caring Adults (Percentage of students and parents and staff that feel students are surrounded by caring adults)</p> <p>5th- 65%</p> <p>7th-52%</p> <p>9th- 45%</p> <p>11th- 48%</p> <p>NT- 51%</p> <p>Adults (Staff and Parents):</p> <p>5th-33%</p> <p>7th- 34%</p> <p>9th-38%</p> <p>11th- 28%</p> <p>NT- 60%</p> <p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>5th- 67%</p> <p>7th-53%</p> <p>9th- 45%</p> <p>11th- 47%</p> <p>Non Traditional- 50%</p>	<p>9th- 49%</p> <p>11th- 57%</p> <p>NT- 60%</p> <p>Adults:</p> <p>5th-95%</p> <p>7th- 88%</p> <p>9th-79%</p> <p>11th- 65%</p> <p>Non Traditional- 91%</p> <p>-Caring Adults (Percentage of students and parents and staff that feel students are surrounded by caring adults)</p> <p>5th- 75%</p> <p>7th-60%</p> <p>9th- 49%</p> <p>11th- 44%</p> <p>NT- 54%</p> <p>Adults (Staff and Parents):</p> <p>5th-40%</p> <p>7th- 45%</p> <p>9th-41%</p> <p>11th- 42%</p> <p>NT- 65%</p> <p>-School Safety (Percentage of students and parents and staff that feel that the school site is a safe place)</p> <p>5th- 67%</p> <p>7th-55%</p> <p>9th- 46%</p> <p>11th- 45%</p> <p>Non Traditional- 57%</p>	<p>student perception of school safety</p> <p>-Perception of school safety and connectedness will be a focus area for the work of PBIS coaches and teams as they implement the action plans</p>
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	school students felt that they had a caring and supportive adult at their school.	<p>HS- 31%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or harassed at the school site)</p> <p>Grade 5 Students- 36%</p> <p>Grade 7 Students- 37%</p> <p>Grade 9 Students- 28%</p> <p>Grade 11 students- 21%</p> <p>Parents- ES- 17%</p> <p>MS- 14%</p> <p>HS- 21%</p> <p>Teachers- ES- 29%</p> <p>MS- 18%</p> <p>HS- 57%</p>	<p>Adults (Staff and Parents): ES- 40%</p> <p>MS- 27%</p> <p>HS- 22%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or harassed at the school site)</p> <p>Grade 5th- 32%</p> <p>Grade 7th- 33%</p> <p>Grade 9th- 21%</p> <p>Grade 11th- 21%</p> <p>Non Traditional- 35%</p> <p>Adults (Staff and Parents): ES- 13%</p> <p>MS- 15%</p> <p>HS- 21%</p>	<p>Adults (Staff and Parents): ES- 45%</p> <p>MS- 30%</p> <p>HS- 32%</p> <p>-Experienced Any Bullying or Harassment (Percentage of students and parents and staff that feel students are bullied or harassed at the school site)</p> <p>Grade 5th- 31%</p> <p>Grade 7th- 32%</p> <p>Grade 9th- 25%</p> <p>Grade 11th- 22%</p> <p>Non Traditional- 37%</p> <p>Adults (Staff and Parents): ES- 11%</p> <p>MS- 12%</p> <p>HS- 19%</p>	
College and Career Indicator CALPADS 15.1 Report-CTE Pathway Completion DataQuest - A-G Requirement	111- Number of Concentrators and Completers	College and Career Indicator: 2020-21 CALPADS 15.1 Report-CTE Pathway Completion CTE Pathway Completers: 2020/21 = 197 Both a-g/CTE Completers - 2020/21 = 111	College and Career Indicator: 2021-22 CALPADS 3.19 Report-CTE Pathway Completion CTE Pathway Completers -2021/22 = 164 Both a-g/CTE Completers - 2021/22 = 71	College and Career Indicator: 2022-23 CALPADS 3.19 Report-CTE Pathway Completion CTE Pathway Completers -2022-23 = 74 Both a-g/CTE Completers - 2022-23 = 34	115- Number of Completers growing by 3%

## 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.**

All of the actions within this goal were fully implemented. This is an improvement from last school year, where challenges in filling vacant positions resulted in partial implementation of G6A6 (Elementary Campus Supervisors). This year, only six positions remained vacant throughout all 24 elementary school sites.

The actions within this goal were successful due to:

- Providing over 100 students with leadership training (G6A1 Positive School Climate),
- More support from School Climate Safety Officers resulted in a reduction in suspension rates and maintaining zero expulsions (G6A2 Restorative Justice),
- Higher student participation rates in extracurricular activities, which encouraged students to maintain a high GPA (G6A3 Extracurricular Activities),
- Park West no longer meeting the criteria for CSI due to an increase in its graduation rates (G6A4 Individualized Student Academic and Emotional Support),
- Providing training for teachers who support with PBIS (G6A5 Positive Behavior Intervention and Support), and
- Increased staff support at elementary schools to support a positive school climate (G6A6 Elementary Campus Supervisors).

Some of the challenges experienced in implementation dealt with the need to calibrate with schools in regards to suspension and discipline (G6A1 Positive School Climate), filling vacant positions (G6A4 Individualized Student Academic and Emotional Support), providing more collaboration time for PBIS teams due to substitute teacher shortages (G6A5 Positive Behavior Intervention and Support), and finding sufficient time to provide training for campus supervisors (G6A6 Elementary Campus Supervisors).

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

There were no material differences for these actions in the 2023-2024 school year.

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

Overall, the actions were effective in making progress towards the goal. The percentage of students that feel connected to their school mostly increased based on data from the CHKS Survey. There was growth in other metrics, and as evidenced by:

- The reduction in the suspension rate at three of our four comprehensive high schools (Garey HS-All Students group, Ganesha HS-All Students group, Pomona HS-Socioeconomically Disadvantaged group) and maintaining zero expulsions district-wide (G6A2 Restorative Justice)
- The graduation rate increased at the continuation high school (G6A4 Individualized Student Academic and Emotional Support)
- There was an improvement in school connectedness (G6A3 Extracurricular Activities) and
- There was an improvement in school climates overall due to higher attendance rates, the implementation of PBIS practices and increased staff support (G6A1 Positive School Climate, G6A5 Positive Behavior Intervention and Support–PBIS, G6A5 Elementary Campus Supervisors)

**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.**

The goal and metrics will continue on into the 2024-25 school year with the following changes:

- Adopt a new position, Board Certified Behavior Analyst–BCBA (added to the existing action) to support the social-emotional needs of students in general education programs in need of Tier II and Tier III behavioral interventions (G6A5 Positive Behavior Interventions and Support).
- Adapt funds to support an increase in consultant contract fees, overtime for bus drivers, and the needs for transportation (G6A1 Positive School Climate, G6A4 Individualized Student Academic and Emotional Support, G6A3 Extracurricular Activities).

- Adopt metrics addressing PUSD Attendance Rates, Suspension Rate, Chronic Absenteeism, A-G Completion, CTE Pathway Completion, and Park Wests Graduation Rate based on the California Dashboard. These metrics will help measure school climate across various actions and any disparities in outcomes between student groups.

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

## Goal

Goal #	Description
7	Goal 7: (Maintenance) Students will have opportunities to enroll in a broad course of study to support them as they become ready for post secondary education and careers of their choice.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Question 1: Access to Broad Course of Study- Self-Reflection Tool The extent to which all students have access to, and are enrolled in, a broad course of study	-Pomona Unified School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings from our course catalog in Q -Our student information system, and the CDEs Subject Course Areas Report -Use of our data systems to help disaggregate course access by ethnicity, Language Proficiency, Family Dynamic (Homeless,	In 2021 PUSD continues to recover from the learning loss due to COVID and track progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings from our course catalog in Q -Our student information system, and the CDEs Subject Course Areas Report -Use of our data systems to help disaggregate course access by ethnicity, Language	In 2022 PUSD continues to recover from the learning loss due to COVID and track progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings from our course catalog in Q -EdTech maintains an Online Learning Program updated course list from, year to year, based on what courses will be made available from the courseware provider. -Zangle reports of	2023-PUSD continues to track progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings from our course catalog in Q -Our student information system, and the CDEs Subject Course Areas Report -Use of our data systems to help disaggregate course access by ethnicity, Language Proficiency, Family Dynamic (Homeless, Foster) and Students with Disabilities	PUSD will continue to track progress in meeting Priority 7 standards by: - Undertaking a qualitative and quantitative review of course offerings from our course catalog in Q -Use our student information system, and the CDEs Subject Course Areas Report -Use our data systems to help disaggregate course access by ethnicity, Language Proficiency, Family Dynamic (Homeless, Foster) and Students with Disabilities

	Foster) and Students with Disabilities	Proficiency, Family Dynamic (Homeless, Foster) and Students with Disabilities	<p>enrollment</p> <p>-Continuous reviews of site's course offerings in Q (PUSD's Student Information System), PUSD Course Catalog, PUSD Curriculum Committees minutes, student course requests, CALPADS Course Section Enrollment reports.</p> <p>-Our computer science and robotics curriculum has two component: coding and robotics. Together, they are designed for all students to learn computational thinking, problem-solving, and engineering concepts. We currently offer computer science and robotics TK-12.</p> <p>-Our student information system, and the CDEs Subject Course Areas Report</p> <p>-Use of our data systems to help disaggregate course access by ethnicity, Language Proficiency, Family Dynamic (Homeless, Foster) and Students with Disabilities</p>		-Continue with all policies and procedures that ensure students continue to have access to all that PUSD offers in its board course of study.
Question 2: Access to Broad Course of Study- Self-Reflection Tool	For the 2019-20 school year, 100% of Pomona Unified School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i): -All elementary schools	2021 PUSD continued this school year, with 100% of Pomona Unified School District's students having full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i): -All elementary schools	2022 PUSD continued this school year, with 100% of Pomona Unified School District's students having full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i): -To ensure a broader	2023- PUSD continues with 100% of students having full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i): -All elementary schools offer access and enrollment in the seven areas identified as a broad course of studies for	PUSD will continue to provide 100% of the district's students full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i).

<p>offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-6</p> <p>-Elementary students can access some courses, such as visual and performing arts, both within and outside of the regular school day</p> <p>-Secondary students have access to a broad course of studies within their school offerings</p> <p>-Secondary students are free to attend schools within the district that offer courses within their area of interest</p> <p>-Our After School Education &amp; Safety Program, known as The Learning Connection (TLC) offers a variety of engaging curriculum. Students experience, science experiments, agricultural projects, Visual and Performing Arts, civic engagement</p> <p>-At the High school level we have increased the Participation in AP courses and in DUAL enrollment course via our partnership with our local community college (Mount San Antonio College).</p>	<p>offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-6</p> <p>-Elementary students can access some courses, such as visual and performing arts, both within and outside of the regular school day</p> <p>-Secondary students have access to a broad course of studies within their school offerings</p> <p>-Secondary students are free to attend schools within the district that offer courses within their area of interest</p> <p>-Our After School Education &amp; Safety Program, known as The Learning Connection (TLC) offers a variety of engaging curriculum. Students experience, science experiments, agricultural projects, Visual and Performing Arts, civic engagement</p> <p>-At the High school level we have increased the Participation in AP courses and in DUAL enrollment course via our partnership with our local community college (Mount San Antonio College)</p>	<p>course of study, the District funds online digital libraries offered through the Online Learning Program, such as Enhanced CTE and Elective courses through the courseware provider.</p> <p>-Zangle reports of enrollment</p> <p>- Mount St. enrollment records</p> <p>- Elementary have access to additional opportunities inside and outside the school day. Enrollment records. (i.e. Dance, Music, etc.)</p> <p>-All elementary schools offer access and enrollment in computer science and robotics broad course of studies for grades TK-6</p> <p>-Elementary students can access some courses, such as Lego Robotics and Coding both within and outside of the regular school day</p> <p>-Secondary students are free to attend schools within the district that offer courses within their area of interest</p> <p>-Our After School Program also offers Robotify for robotics and coding.</p> <p>-Although the district has a broad course of study that students have access in which to enroll, sites may be unable to offer some courses as they must ensure that they have an</p>	<p>grades 1-6</p> <p>-Elementary students can access some courses, such as visual and performing arts, and STEM courses both within and outside of the regular school day</p> <p>-Secondary students have access to a broad course of studies within their school offerings as well as opportunities before and after school</p> <p>-Secondary students are free to attend schools within the district that offer courses within their area of interest</p> <p>-High school students have access to and can enroll in PUSD's Online Learning Program for Credit Recovery &amp; Acceleration, which provides all high school students with access to additional core and elective courses.</p> <p>-Our After School Education &amp; Safety Program, known as The Learning Connection (TLC) offers a variety of engaging curriculum. Students experience, science experiments, agricultural projects, Visual and Performing Arts, civic engagement</p> <p>-At the High school level we have increased the Participation in AP courses and Dual Enrollment courses via our partnership with our local colleges (Mount San Antonio College and Cal Poly Pomona)</p>
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appropriately  
authorized/credentialed  
teacher assigned to teach  
each course. Therefore,  
there is a difference in  
course offerings across  
school sites and student  
groups. However,  
secondary students are  
free to attend schools  
within the district that offer  
courses within their area of  
interest.

-All elementary schools  
offer access and  
enrollment in the seven  
areas identified as a broad  
course of studies for  
grades 1-6

-Elementary students can  
access some courses,  
such as visual and  
performing arts, both  
within and outside of the  
regular school day

-Secondary students have  
access to a broad course  
of studies within their  
school offerings

-Secondary students are  
free to attend schools  
within the district that offer  
courses within their area of  
interest

-Our After School  
Education & Safety  
Program, known as The  
Learning Connection  
(TLC) offers a variety of  
engaging curriculum.  
Students experience,  
science experiments,  
agricultural projects, Visual  
and Performing Arts, civic  
engagement



			-At the High school level we have increased the Participation in AP courses and in DUAL enrollment course via our partnership with our local community college (Mount San Antonio College)		
Question 3: Access to Broad Course of Study- Self-Reflection Tool	<p>As to what are some of the barriers preventing PUSD from maximizing broad course of study:</p> <ul style="list-style-type: none"> <li>-Offerings to all students include a lack of time during the regular school day</li> <li>-PUSD has offered several other courses to students before and after school using a Zero Period or through clubs</li> <li>-A barrier that prevent from developing a robust CTE/ROP program is the lack of credentialed teachers in the various fields. This issue is compounded by overall declining enrollment</li> <li>-Regular analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7.</li> </ul>	<p>2021 what are some of the barriers preventing PUSD from maximizing broad course of study:</p> <ul style="list-style-type: none"> <li>-Offerings to all students include a lack of time during the regular school day</li> <li>-PUSD has offered several other courses to students before and after school using a Zero Period or through clubs</li> <li>-A barrier that prevent from developing a robust CTE/ROP program is the lack of credentialed teachers in the various fields. This issue is compounded by overall declining enrollment</li> <li>-Regular analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7</li> </ul>	<p>2022 what are some of the barriers preventing PUSD from maximizing broad course of study:</p> <ul style="list-style-type: none"> <li>-At the secondary level, the current barriers to offering a broader course of study is related to teacher credentialing, finding space within the exiting master schedule and funding restrictions.</li> <li>- Staff available to provide additional options</li> <li>- Adding FTEs</li> <li>A barrier is the lack of appropriately authorized/credentialed teachers available to teach some courses of study, the lack of time during the instructional day to more than the allotted courses, .</li> <li>-Offerings to all students include a lack of time during the regular school day</li> <li>-PUSD has offered several other courses to students before and after school using a Zero Period or through clubs</li> <li>-A barrier that prevent from developing a robust robotics/computer science program is the lack of</li> </ul>	<p>2023--Offerings to all students include a lack of time during the regular school day</p> <ul style="list-style-type: none"> <li>-PUSD has offered several other courses to students before and after school using a Zero Period or through clubs</li> <li>-A barrier that prevents PUSD from developing a robust CTE/ROP program is the lack of credentialed teachers in the various fields. This issue is compounded by overall declining enrollment</li> <li>-Regular analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7</li> </ul>	<p>PUSD will continue to minimize and eliminate barriers that from provide access to a broad course of study for all students.</p>

			<p>credentialed teachers in the various fields.</p> <p>-Offerings to all students include a lack of time during the regular school day</p> <p>-PUSD has offered several other courses to students before and after school using a Zero Period or through clubs</p> <p>-A barrier that prevent from developing a robust CTE/ROP program is the lack of credentialed teachers in the various fields. This issue is compounded by overall declining enrollment</p> <p>-Regular analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7</p>		
Question 4: Access to Broad Course of Study- Self-Reflection Tool	<p>PUSD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters:</p> <p>-This includes support for additional STEM coursework and materials for the Academy Programs (Engineering and Design, Medical Professions and Multimedia)</p> <p>-PUSD is seeking to increase the CTE</p>	<p>In 2021 PUSD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters:</p> <p>-This includes support for additional STEM coursework and materials for the Academy Programs (Engineering and Design, Medical Professions and Multimedia)</p> <p>-PUSD is seeking to</p>	<p>In 2022 PUSD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters:</p> <p>-EdTech is considering working with secondary school site administrators to hire teachers in the future, to be able to offer computer science courses for all students.</p> <p>- Review funding to identify possible additions</p> <p>-The district is committed</p>	<p>2023- PUSD continues to increase the number of options students have in selecting courses that meet the broad course of studies parameters:</p> <p>-This includes support for additional STEM coursework and materials at various schools</p> <p>-PUSD continues to increase the CTE offerings and AP/ Dual Enrollment offerings at the comprehensive high schools.</p>	<p>PUSD will continue to increase the number of options students have in selecting specific courses that meet the broad course of studies parameters.</p>

	offerings and AP/ Dual Enrollment offerings at the comprehensive high schools.	increase the CTE offerings and AP/ Dual Enrollment offerings at the comprehensive high schools.	to increase their efforts in recruiting teachers that can support and sustain access to a broad course of study for all students, has increased the number of course offerings of Advanced Placement and Dual Enrollment/Early College course offerings, is seeking to increase the number of CTE Pathways offered to high school students. -PUSD has increased the number of options students have in selecting specific courses that meet the broad course of studies parameters: -This includes support for additional STEM coursework and materials for the Academy Programs (Engineering and Design, Medical Professions and Multimedia) as well as continuing to look for additional options in robotics and coding. -PUSD is seeking to increase the CTE offerings and AP/ Dual Enrollment offerings at the comprehensive high schools.		
College and Career Indicator CALPADS Report 51.1	111- Number of Concentrators and Completers	2020-21 College and Career Indicator CALPADS Report 15.1 CTE Pathway Completers - 2020/21 = 197 Both a-g/CTE Completers - 2020/21 = 111	2021-22 College and Career Indicator CALPADS Report 3.14 CTE Pathway Completers - 2021/22 = 164 Both a-g/CTE Completers - 2021/22 = 71	2021-22 College and Career Indicator CALPADS Report 3.14 CTE Pathway Completers - 2022-23 = 74 Both a-g/CTE Completers - 2022-23 = 34	115- Number of Completers growing by 3%

CTE Courses are High Quality by being A-G approved based on UC website.	2019-20 PUSD had 20 courses that were A-G approved	2020-21 PUSD had 50 courses that were A-G approved	2021-22 PUSD continues to have 50 courses that were A-G approved	2022-23 PUSD continues to have 50 courses that were A-G approved	In 3 years all CTE courses will be A-G approved. There are 60 courses that will be A-G approved as High Quality.
CTE courses articulated with Community Colleges based on CC website making this a High Quality CTE program.	2019-20 PUSD had 4 CTE courses articulated with CC.	2020-21 PUSD had 4 CTE courses articulated with CC.	2021-22 PUSD continues to have 4 CTE courses articulated with CC.	2022-23 PUSD continues to have 4 CTE courses articulated with CC.	Growth of CTE courses articulated with CC should grow about 1% with about 5 more courses added.
Work Experience course are High Quality by being Articulated Community College	2020-21 PUSD has 9 Work Experience classes that are articulated with CC.	2020-21 PUSD has 9 Work Experience classes that are articulated with CC.	2021-22 PUSD continues to have 9 Work Experience classes that are articulated with CC.	2022-23 PUSD continues to have 9 Work Experience classes that are articulated with CC.	In 3 years all Articulated Work Experience courses will improve by adding additional learning opportunities by 1% with industry approved short term certifications for students

## 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.

All the actions were fully implemented, except for one being partially implemented (G7A7 Career Technical Education–CTE) to allow students the opportunities to enroll in a broad course of study and better prepare for post secondary education and their career choices.

The actions within this goal were successful in:

- Providing elementary and secondary VAPA (visual and performing arts) teachers with professional development (G7A2 Visual and Performing Arts Secondary),
- Increasing the numbers of students participating in the Robotics programs (G7A3 Career & Technical Education–CTE–Science, Technology, Engineering, and Mathematics–STEM),
- Increasing the hours of support provided by Science Teacher Specialist (G7A4 Science Support),
- Increasing trainings to classroom teachers to widen access to student-centered learning experiences with hands-on robotic kits (G7A5 Robotics Computer Science Program),
- Increasing participation in arts and music programs (G7A6 Arts & Music Elementary Schools),
- Increasing numbers of students participating in college and career ready opportunities (G7A8 College and Career Equity)
- Providing students with opportunities to attend field trips that align to content standards and real-life experiences (G7A9 College and Career Exposure), and
- Increasing the percentage of students from academy schools to attend courses beyond the core curriculum (G7A10 Academy School Supports)

Challenges were seen in hiring college interns in G7A1 Dual Language Programs and teacher vacancies in G7A7 Career Technical Education (CTE).

Recruitment efforts are continuing to ensure full implementation of these actions.

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

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures were due to increases in salary and contracts, (G7A2 Visual and Performing Arts Secondary, G7A6 Art & Music Elementary Schools, G7A8 College and Career Exposure), increase in funds for materials & supplies (G7A3 Career & Technical Education–CTE–Science, Technology, Engineering, and Mathematics–STEM), and vacancies with student interns (G7A1 Dual Language Programs) and vacancies with CTE teachers (G7A7 Career Technical Education (CTE)).

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

Most of the actions in this goal were effective to provide students with a well-rounded education and expand their post secondary career options as evidenced by:

- The amount of professional developments for both elementary and secondary VAPA teachers, as well as instructional aides, doubled from the prior year which provided more extracurricular and summer enrichment to students through art instruction, performance, competition, and practice opportunities as indicated by the director overseeing G7A2 and measured by Question 2: Access to Broad Course of Study-Self Reflection Tool (G7A2 Visual and Performing Arts Secondary),
- The number of students participating in the Robotics programs increased with over 650 student participation throughout the district as indicated by the director overseeing G7A3 and measured by Question 2: Access to Broad Course of Study-Self Reflection Tool (G7A3 Career & Technical Education–CTE–Science, Technology, Engineering, and Mathematics–STEM),
- Professional development and coaching opportunities provided by Science Teacher Specialist increased from 117 to 153 hours to build teachers' capacity and enrich students' learning through engaging hands-on activities during instruction as indicated by the director overseeing G7A4 and measured by Question 4: Access to Broad Course of Study-Self Reflection Tool (G7A4 Science Support),
- Classroom teachers were trained on how to incorporate more student-centered learning experiences with hands-on robotic kits and experiments as indicated by the director overseeing G7A5 and measured by Question 1: Access to Broad Course of Study-Self Reflection Tool (G7A5 Robotics Computer Science Program),
- The number of students receiving arts and music instruction increased from 5,956 students in the prior year to 10,310 students in 2023-2024 as indicated by the director overseeing G7A6 and measured by Question 2: Access to Broad Course of Study-Self Reflection Tool (G7A6 Arts & Music Elementary Schools),
- Students participating in college and career ready opportunities increased, with 180 students who participated in the Rising Scholars program offered by Mt. San Antonio College and over 300 students who attended college expos as indicated by the director overseeing G7A8 and measured by the College and Career Indicator (CALPADS Report 15.1) (G7A8 College and Career Equity),
- Students attended field trips that aligned to content standards, and exposed them to real-life experiences and post-secondary college and career options as measured by the College and Career Indicator (CALPADS Report 51.1) and Work Experience course (High Quality by being Articulated Community College) (G7A9 College and Career Exposure), and
- The percentage of students from academy schools who attended courses beyond the core curriculum increased to 29% as indicated by the director overseeing G7A310 and measured by CTE Courses are High Quality by being A-G approved based on UC website (G7A10 Academy School Supports).

The actions that were ineffective were seen in G7A1 Dual Language Programs with vacancies in college intern positions, and in G7A7 Career Technical Education (CTE) with vacancies in teacher positions. Recruitment for vacancies continues in an effort to ensure effectiveness of these actions. Additionally, the salary schedule of CTE teachers in G7A7 Career Technical Education (CTE) will be restructured to help with recruitment and retention.

### 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 reflection, the goal, metric, and desired outcomes will be maintained for the 2024-25 LCAP with changes to a few actions:

- Adopt new 6th period assignments (added to the existing action) at K-8 elementary sites to give K-8 students an opportunity to take an elective class or extracurricular activity (G7A6 Art & Music Elementary Schools), and
- Adapt/restructure salary for CTE teachers to help with recruitment and retention of staffing, increase budget for conferences to allow CTE teachers the opportunities to continue building their capacities, and add 5 more teachers to expand the CTE program with an aviation pathway, construction pathway, and medical pathway classes (G7A7 Career Technical Education–CTE).

In addition, there will be a new focus goal in Priority 7 to address the needs of Park West Continuation High School and Pomona Alternative School (PAS) both of which have been identified for Equity Multiplier fundings due to their nonstability rates in enrollment and low performance in College/Career Indicator (CCI) on the California School Dashboard. With educational partner input, review of data, and comprehensive needs assessments, the focus goal for Park West Continuation High School and Pomona Alternative School (PAS) will help expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students, expand their post secondary career options, and improve graduation rate.

**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.**

### Goal

Goal #	Description
8	Goal 8: (Broad) CSI Schools meeting the criteria for Comprehensive Support and Improvement (CSI) will be supported using evidence-based resources that best align with the findings of the comprehensive needs assessment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate: CALPADS Report 15.1	2019-20 Graduation date: 9.3%	Graduation Rate: CALPADS Report 15.1 2020-21 Graduation Rate: 88.4%	Graduation Rate: CALPADS Report 15.1 2021-22 Graduation Rate: 62.5%	Graduation Rate: CALPADS Report 15.1 2022-23 Graduation Rate: 71.2%	Graduation Data for Park West should be at: 68.0%

### 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.

The action was fully implemented as planned. The action extended the school day and provided additional learning opportunities for students. Park West no longer meets the criteria for Comprehensive Support and Improvement (CSI) and will be exiting CSI for the 2024-25 school year.

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures were due to the increase in cost of special assignment hours, increases in salaries, and the increase of cost for transportation.

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

This goal and action (G8A1 Credit Recovery and Acceleration) was effective in providing evidence-based support to students as determined by:  
-Teachers received training on the best ways to support students who had graduation credit deficiencies resulting in a Graduation Rate increase to 71.2%.

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.

While the goal itself will remain, the actions within this goal will change and align to PUSD's newly identified schools in need of Comprehensive Support and Improvement (CSI):

- Lincoln Elementary School: Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.
- Marshall Middle School: Teachers will receive professional development in the areas of Math, Chronic Absenteeism, and Suspension Rate to implement effective instructional practices, evidence-based strategies such as tutoring and intervention to increase academic achievement, and strengthen partnerships with families to increase attendance rate and decrease suspension rate.
- Pomona High School: Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.

The metrics that will be included within this goal will measure progress of students in ELA and Math District Interim Assessments (DIAs) and the CAASPP for Lincoln Elementary School, Marshall Middle School, and Pomona High School. These metrics and actions for these schools will ensure evidence-based practices and support services are implemented at the schools to improve overall academic performance. Site-based educational partner input and comprehensive needs assessments will also be included as metrics to inform the effectiveness of this goal and its actions. In implementing these services, we anticipate that students will improve their academic performance and will no longer need CSI funding at the end of the three-year LCAP cycle.

**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
Pomona Unified	Lilia Fuentes Deputy Superintendent, Educational Services	Lilia.Fuentes@pusd.org 909.397.4800 ext. 23821

## Plan Summary 2024-2025

### General Information

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

Pomona Unified School District (PUSD) serves the communities of Pomona and Diamond Bar in eastern Los Angeles county. Pomona has a Hispanic population of 71.4% and a poverty rate of 14.8%. Diamond Bar has a Hispanic population of 19% and a poverty rate of 8.6% (U.S. Census Bureau, 2023). The school district employs 1,423 certificated staff and 1,475 classified staff, and has approximately 20,078 students from transitional kindergarten through 12th grade across 36 schools. The schools include 18 elementary schools, 5 K-8 schools, 4 middle schools, and 7 high schools, as well as 2 charter schools. Within the district, independent studies are offered at one of the elementary school sites to students who qualify to help maintain academic achievement and attendance.

The current student population is 86.7% Hispanic, 3.50% African American, 4.10% Asian, 2.60% White, 0.20% American Indian, 1% Filipino, 0.20% Pacific Islander, and 0.90% two or more Races. The special populations include 27.8% English Learners, 13.9% Students with Disabilities, 15.5% Homeless students, 90.8% Socioeconomically Disadvantaged, and 0.9% Foster Youth (California School Dashboard, 2023). Additionally, 90.9% of PUSD students are eligible for free or reduced-price lunch.

In 2023, schools with nonstability rates and percentage of socioeconomically-disadvantaged students were identified for Equity Multiplier fundings. These schools are Kellogg Elementary, Pomona Alternative School (PAS), and Park West Continuation High School. Pomona Alternative School (PAS) is identified for nonstability in enrollment due to their unique circumstance to support students with involuntary transfers and students in home & hospital instruction. Park West Continuation High School is identified for nonstability in enrollment and lowest performance in College and Career Indicator (CCI) on the California School Dashboard. Kellogg is identified for nonstability in enrollment and lowest performance in Pupil Engagement- Chronic Absenteeism for Students with Disabilities on the California School Dashboard. To support these schools identified with Equity Multiplier fundings, the district has collaborated with site administrators and educational partners to develop focused goals to address the nonstability rates and lowest performance areas.

Some of the challenges the district continues to face include the increase in homelessness, rise in inflation, and social and economic uncertainties. These challenges have influenced how the district responded to students' needs in academic learning, academic enrichment, social-emotional needs, and parent involvement. The district continues to collaborate with educational partners to prioritize academic instruction and students' social-emotional wellbeing in an effort to increase and improve student academic outcomes.

### Reflections: Annual Performance

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

PUSD consistently works alongside its educational partners (teachers, local bargaining units, other school personnel, SELPA administrators, principals/administrators, students, parents/community members, district committees, and Equity Multiplier schools) to discuss student performance data, students' academic and social-emotional needs, overall district goals and outcomes, and professional needs of educators to meet the needs of students.

PUSD state and local data showed some SUCCESES in overall student performance for 2023-2024.

- Chronic Absenteeism improved amongst all students in 2023. The work of Community School staff (G3A1 Community Schools), Health Services staff (G5A3 Health Services), Counselors (G5A5 Counselors Elementary -Schools, G5A7 Counselors Secondary), Attendance Specialists (G5A4 Monitor Attendance Patterns), Consultants (G6A1 Positive School Climate), and other school staff (G6A4 Individualized Student Academic and Emotional Support, G7A2 Visual and Performing Arts) resulted in almost all students groups showing improvement in Chronic Absenteeism on the Dashboard.

- Students showed improvements across grade levels in English Language Arts (ELA), including English Learners.

- Grades Kinder, 2nd, 3rd, 4th, 6th, 8th, 9th, and 10th graders showed improvements between DIA Benchmarks I and II.

- English Learners in grades Kinder, 2nd, 3rd, 4th, 5th, 6th, 8th, 9th, and 10th improved from Benchmark I to Benchmark II.

- Actions within the LCAP allowed Resource Teachers (G4A19, G4A20), Intervention Teachers (G4A22, G4A23), Student Interns (G2A14, G4A24), and Paraeducators (G4A21) to provide direct services to students in the classroom.

- Literacy Coaches (G4A3 Content Disciplinary Literacy, G4A14 Elementary Literacy Coaches), Teacher Specialists (G4A13 English Language Arts Support), Teachers on Assignment (G4A10 English Language Development Support), Professional Development Opportunities (G2A8 Support for Classroom Instruction), and Technology Teacher Leads (G2A5) provided classroom teachers the coaching and support they needed in order to improve instructional practices.

- Foster Youth no longer has a need for Differentiated Assistance for Suspension Rate. Work from Counselors (G5A5 Elementary School Counselors, G5A7 Secondary School Counselors) and Mental Health Clinicians (G4A11 Well Being for Foster Youth) helped create stable learning environments and social emotional support systems to meet Foster Youth students' individual circumstances.

While there were improvements in student performance, some CHALLENGES and areas of need were identified. The areas of need indicated below are based on data from the California Dashboard and PUSD Local Assessments.

### California School Dashboard for PUSD 2023-2024

One of the clear challenges this year was the release of the California Dashboard data for 2023 and the number of schools that need support to improve student outcomes. Many schools and student groups within those schools were identified in the RED for academic performance (ELA, Math, EL Progress), engagement (Chronic Absenteeism), and school climate (Suspension Rate). An analysis of PUSD Dashboard data is included below.

The release of the California School Dashboard Data for PUSD in 2023 indicated several points of significance for student groups in PUSD:

- Multiple student groups are showing very low performance in both ELA (English Learners, Students with Disabilities) and Math (English Learners, Homeless Youth, Students with Disabilities, African-American Students).

- English Learners making progress in English Learner Progress decreased 5.7%, from 53.9% to 48.1%.

- Chronic Absenteeism decreased across almost all student groups,

- Suspension Rate increased across almost all student groups, although Foster Youth and African-American students are still showing very low performance (red category) and higher suspension rates.

- While changes in the Graduation Rate vary, Foster Youth saw an increase in Graduation Rate, and English Learners saw a decline to 75.7% Graduation Rate.

Performance of Student Groups in PUSD according to the California Dashboard:

- English Learners and Students with Disabilities have the most categories in the red or lowest bar (indicating very low performance), and those categories include English Language Arts, Mathematics, and College and Career Readiness.

- African American students are at the lowest performance level (red category) in Math and Suspension Rate.

- Foster Youth are at the lowest performance level in Suspension Rate.

- Homeless Youth are lowest-performing in Mathematics.

- Filipino students and White students are lowest-performing in Chronic Absenteeism.

Performance of Schools and their Student Groups according to the Dashboard:

The following elementary schools received the lowest performance level (red category) on the California School Dashboard for the following indicators:

- Alcott: ELA (English Learners, Homeless Youth), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
- Allison: ELA (English Learners)
- Arroyo: ELA (Homeless Youth, Students with Disabilities) and Math (English Learners, Homeless Youth, Students with Disabilities)
- Barfield: Math (English Learners), Suspension Rate (African-American), and Chronic Absenteeism (Students with Disabilities)
- Cortez: Chronic Absenteeism (All Students, English learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
- Decker: ELA (Students with Disabilities) and Math (Students with Disabilities)
- Golden Springs: Suspension Rate (Socioeconomically Disadvantaged, Hispanic)
- Harrison: ELPI (English Learners), ELA (English Learners), Math (English Learners, Socioeconomically Disadvantaged, Students with Disabilities), Suspension Rate (Homeless Youth, African-American), Chronic Absenteeism (English Learners, Students with Disabilities)
- Kellogg (Equity Multiplier): Chronic Absenteeism (Students with Disabilities)
- Kingsley: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
- Lexington: ELPI (English Learners), ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Homeless Youth)
- Lincoln: ELPI (English Learners), ELA (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
- Lopez: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
- Madison: ELA (Students with Disabilities), Math (Students with Disabilities)
- Pantera: Chronic Absenteeism (Socioeconomically Disadvantaged)
- Philadelphia: ELPI (English Learners), ELA (Students with Disabilities), Math (Homeless Youth)
- Ranch Hills: Math (Students with Disabilities), Chronic Absenteeism (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
- Roosevelt: Math (Students with Disabilities), Suspension Rate (English Learners)
- San Jose: ELPI (English Learners), ELA (English Learners, Students with Disabilities), Math (English Learners), Suspension Rate (African-American), Chronic Absenteeism (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
- Vejar: Suspension Rate (English Learners, Homeless Youth)
- Washington: ELA (Homeless Youth), Math (Homeless Youth)
- Westmont: Chronic Absenteeism (English Learners, Homeless Youth)

The following middle schools received the lowest performance level (red category) on the California School Dashboard for the following indicators:

- Emerson: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Suspension Rate (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (English Learners, Students with Disabilities)
- Lorbeer: ELA (English Learners), Math (English Learners, Homeless Youth), Suspension Rate (English Learners), Chronic Absenteeism (English Learners)
- Marshall: ELA (English Learners, Students with Disabilities), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities)
- Simons: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities), Suspension Rate (All Students, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)

The following high schools and academies received the lowest performance level (red category or one purple bar) on the California School Dashboard for the following indicators:

- Diamond Ranch: ELPI (English Learners), Suspension Rate (African-American), College/Career (Students with Disabilities)
- Fremont Academy: ELA (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Chronic Absenteeism (English Learners)
- Ganesha: ELA (All Students, Homeless Students, Socioeconomically Disadvantaged), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
- Garey: Math (English Learners), Suspension Rate (Students with Disabilities), College/Career (English Learners, Students with Disabilities)
- Pomona: ELPI (English Learners), ELA (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (English Learners, Homeless Youth, Students with Disabilities), Graduation Rate (English Learners), College/Career (English Learners, Students with Disabilities)
- Village Academy: Math (Hispanic), Suspension Rate (English Learners, Students with Disabilities)

PUSD Local Data: District Interim Assessments (DIAs)

PUSD students take two district interim assessments every year: Benchmark I and Benchmark II. The following points are a summary for the 2023-2024 school year of increases and decreases in students meeting the standard in both ELA and Mathematics; they are listed by grade level.

English Language Arts:

- Kinder: There was a 5% increase in kinder students meeting the standard between Benchmarks I and II. There was a 7% increase in English learners meeting the standard between Benchmarks I and II.
- First Grade: There was a 2% decrease in first-grade students meeting the standard between Benchmarks I and II. There was a 3% decrease in English learners meeting the standard between Benchmarks I and II.
- Second Grade: There was a 6% increase in second-grade students meeting the standard between Benchmarks I and II. There was a 4% increase in English learners meeting the standard between Benchmarks I and II.
- Third Grade: There was a 4% increase in third-grade students meeting the standard between Benchmarks I and II. There was a 4% increase in English learners meeting the standard between Benchmarks I and II.
- Fourth Grade: There was a 7% increase in fourth-grade students meeting the standard between Benchmarks I and II. There was a 6% increase in English learners meeting the standard between Benchmarks I and II.
- Fifth Grade: There was a 2% decrease in fifth-grade students meeting the standard between Benchmarks I and II. There was a 2% increase in English learners meeting the standard between Benchmarks I and II.
- Sixth Grade: There was a 7% increase in sixth-grade students meeting the standard between Benchmarks I and II. There was a 10% increase in English learners meeting the standard between Benchmarks I and II.
- Seventh Grade: There was a 6% decrease in seventh-grade students meeting the standard between Benchmarks I and II. There was a 2% decrease in English learners meeting the standard between Benchmarks I and II.
- Eighth Grade: There was a 4% increase in eighth-grade students meeting the standard between Benchmarks I and II. There was a 7% increase in English learners meeting the standard between Benchmarks I and II.
- Ninth Grade: There was a 9% increase in ninth-grade students meeting the standard between Benchmarks I and II. There was a 7% increase in English learners meeting the standard between Benchmarks I and II.
- Tenth Grade: There was a 6% increase in tenth-grade students meeting the standard between Benchmarks I and II. There was a 9% increase in English learners meeting the standard between Benchmarks I and II.
- Eleventh Grade: There was a 14% decrease in eleventh-grade students meeting the standard between Benchmarks I and II. There was a 9% decrease in English learners meeting the standard between Benchmarks I and II.

Mathematics:

- Kinder: There was a 4% decrease in kinder students meeting the standard between Benchmarks I and II. There was a 10% decrease in English learners meeting the standard between Benchmarks I and II.
- First Grade: There was a 7% decrease in first-grade students meeting the standard between Benchmarks I and II. There was a 8% decrease in English learners meeting the standard between Benchmarks I and II.
- Second Grade: There was a 7% increase in second-grade students meeting the standard between Benchmarks I and II. There was a 5% increase in English learners meeting the standard between Benchmarks I and II.
- Third Grade: There was a 4% increase in third-grade students meeting the standard between Benchmarks I and II. There was a 3% increase in English learners meeting the standard between Benchmarks I and II.
- Fourth Grade: There was a 7% decrease in fourth-grade students meeting the standard between Benchmarks I and II. There was a 8% decrease in English learners meeting the standard between Benchmarks I and II.
- Fifth Grade: There was an 8% decrease in fifth-grade students meeting the standard between Benchmarks I and II. There was a 9% decrease in English learners meeting the standard between Benchmarks I and II.
- Sixth Grade: There was a 4% decrease in sixth-grade students meeting the standard between Benchmarks I and II. There was a 2% decrease in English learners meeting the standard between Benchmarks I and II.
- Seventh Grade: There was a 9% decrease in seventh-grade students meeting the standard between Benchmarks I and II. There was a 5% decrease in English learners meeting the standard between Benchmarks I and II.
- Eighth Grade: There was a 1% decrease in eighth-grade students meeting the standard between Benchmarks I and II. There was a 3% decrease in English learners meeting the standard between Benchmarks I and II.

the standard between Benchmarks I and II.

-High School Math I: There was a 4% increase in High School Math I students meeting the standard between Benchmarks I and II. There was a 2% increase in English learners meeting the standard between Benchmarks I and II.

-High School Math II: There was a 13% decrease in High School Math II students meeting the standard between Benchmarks I and II. There was a 9% decrease in English learners meeting the standard between Benchmarks I and II.

-High School Math III: There was a 3% increase in High School Math III students meeting the standard between Benchmarks I and II. There was an 11% increase in English learners meeting the standard between Benchmarks I and II.

English Learner Progress from the California Dashboard and Reclassification:

Based on the California Dashboard, there were 4,320 English Learners in PUSD in 2022-2023. Of those students, 48.1% made progress towards English Language Proficiency, a decline of 5.7% from last year's Dashboard data.

The following ELPI data for PUSD shows that:

43.9% of English Learners PROGRESSED at least one ELPI level,

4.4% MAINTAINED an ELPI Level 4,

32.7% MAINTAINED their ELPI level, and

18.9% DECREASED at least one ELPI level.

In comparison to last year's Dashboard data, more students MAINTAINED their English Learner progress, but the percent of students who showed decline in their English Learner progress increased by 2.9%.

Based on local English-Learner data, PUSD has a total reclassification rate of 18.2% (see Year 3 Annual Update). This is an improvement from a 17.14% reclassification rate in 2022-2023.

Students who received a 4 on the ELPAC Summative Assessment or a 3 on the ELPAC Summative Alternate Assessment were considered as candidates for reclassification. PUSD had 12 schools that reclassified at least 15% of their English Learners for 2023-2024. 33 out of 34 schools had at least a 50% success rate in reclassifying their English Learner Candidates, and 24 out of 34 schools had a 70% success rate.

Elementary: 19 elementary schools were able to reclassify at least 15% of their English Learners and/or had a reclassification success rate above 70% (Alcott, Allison, Armstrong, Arroyo, Barfield, Cortez, Decker, Harrison, Kellogg, Kingsley, Lopez, Madison, Pantera, Philadelphia, Ranch Hills, Roosevelt, Vejar, Washington, and Westmont).

Secondary: 3 middle schools (Emerson, Lorbeer, Marshall), 2 comprehensive high schools (Garey, Pomona), 1 academy school (Village Academy), and the continuation high school (Park West) reclassified at least 15% of their English Learners and/or had a reclassification success rate of over 70%.

PUSD Schools and Student Groups with the Highest Needs:

To support the schools and the student groups with the highest need as identified in the California School Dashboard, the district has decided to make the necessary changes to ADOPT (to add a new action or service), ADAPT (to adjust or modify an action to increase effectiveness towards the Goal or Desired Outcome) and ABANDON (to let go of an action that has not been effective toward the Desired Outcome) actions in order to continue improving and increasing student academic achievement. Actions within the LCAP will address needs for students based on Educational Partner Input on the PUSD LCAP survey and the themes that emerged from their feedback: academic support and resources for students, mental health and emotional support, improvement of facilities and infrastructure, better communication and parent involvement, and improved consideration of all students. Actions are both directly implemented for the benefit of students, as well as supporting instruction to ensure academic improvement.

Academic Support and Resources:

-ADAPT the action for Elementary Student Interns to include Paraeducators (G2A14 Elementary Student Interns and Paraeducators).

-ABANDON 4 Middle School Math Teachers positions (G2A6 Additional Math Learning Opportunities) in order to ADOPT 11 new Math Teaching Teacher Specialists positions to better serve all teachers at the secondary schools.

-ADOPT 46 new Math Teacher Leads for all elementary Schools (G4A12 Math Support)

-ADAPT actions G4A19 and G4A20 to include three additional Resource Teachers to elementary schools with the highest need and two additional Resource Teachers to secondary schools with the highest need (G4A19 Elementary Resource Teachers, G4A20 Secondary Resource Teachers)

-ADOPT 6th Period Assignment to our K-8 schools to give students opportunities to participate in classes normally offered at the middle schools (G7A6 Art and Music)



#### Elementary Schools)

-ADAPT action G8A1 to include new CSI schools Lincoln, Marshall, and Pomona (G8A1 Comprehensive Support and Improvement).

#### Mental Health and Emotional Support:

-ADOPT a new Program Assistant for Administrative Support position to support the Crisis Intervention Team (G5A2 Crisis Intervention Team)

-ADAPT action G5A4 to include six additional School Site Specialists at the elementary schools to support attendance efforts (G5A4 Monitor Attendance Patterns)

-ADOPT a Board Certified Behavior Analyst position to support schools and the PBIS program (G6A5 Positive Behavior Intervention and Support)

#### Improve School Facilities

-ADOPT 4 New Campus Service Worker positions to support the maintenance of campuses

-ADAPT action G6A2 to include 4 additional School Climate Safety Officers to improve school safety at our middle schools and high schools

#### Better Communication and Parent Involvement

-ABANDON action G3A4 for Parent and Student Emotional Support and ADOPT a new action to improve parent involvement. The new action will be G3A4 Educational Partners Learning Walks.

-ADAPT the previous action G2A13 Orientation for Kindergarten students to G3A6. Now G3A6 will be Orientation for Elementary Students.

#### Consideration of All Student Groups

The LCAP continues to take into account ALL student groups in its development process, and gives an emphasis on increasing and improving services for English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students.

#### Equity Multiplier Goals (Kellogg, Park West, Pomona Alternative School (PAS))

-ADOPT two new FOCUS GOALS for our Equity Multiplier schools. Each Focus Goal will designate a specific state priority and consider the individual needs of the school (Kellogg, Priority 5 Pupil Engagement; Park West and PAS, Priority 7 Course Access). Each school will also consider the lowest performing indicators for their student groups on the California Dashboard, as well as any teacher needs related to subject matter competency or credentialing.

#### Equity Multiplier Schools:

Three PUSD schools were identified for Equity Multiplier funding - Kellogg Polytechnic, Park West, and Pomona Alternative School. All three schools will continue to review their data and input from educational partners to focus support on areas of low performance according to the Dashboard. Kellogg will address Chronic Absenteeism for its Students with Disabilities, and Park West and Pomona Alternative School will address the College and Career Indicator for All Students, English Learners, Homeless Students, Socioeconomically Disadvantaged Students, and Hispanic students.

#### Differentiated Assistance:

PUSD is still eligible for Differentiated Assistance based on the following Student Groups: English Learners (ELA, Math, College/Career), African-American Students (Math, Suspension Rate), and Students with Disabilities (ELA, Math, College/Career). Further explanation on how PUSD is responding to the needs of its student groups can be found in the section titled Reflections: Technical Assistance.

## Reflections: Technical Assistance

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

PUSD was identified for Differentiated Assistance based on 2023 California Dashboard lowest performance ratings in the areas of:

-English Learner (EL) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math,

-African American (AA) student group in Suspension and CAASPP- English Language Arts and Math, and

-Students with Disabilities (SWD) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math.

As part of receiving technical assistance, our district has worked with the county office to provide support in the following focus areas:

-By 2028, PUSD will implement Multi-Tiered System of Support (MTSS)- Building Whole Child Supports Across Tiers (G5A6 Professional Development and G6A5 Positive Behavior Intervention and Support-PBIS) to help with the screening, progress monitoring, multi-level prevention system, and data-based decision making as measured by the

Schoolwide Integrated Framework for Transformation (SWIFT) in order to strengthen family and community partnerships; provide inclusive academic, behavioral, and social-emotional instruction; and fully integrate organizational structure with a positive, strong district and school culture.

-By 2028, PUSD will implement support for English Language Arts-Every Child Reading by Third Grade (G4A13 English Language Arts Support, G4A13 Elementary Level Literacy Coaches, and G4A22 Elementary Intervention Teacher) to increase percentage of students in grade 3 scoring proficient and above grade level on the California Assessment of Student Performance and Progress (CAASPP) assessment by 50%; decrease percentage of students in grades K-3 scoring below the automatic level cut point on the universal screener assessment Phonological Awareness Screening Test (PAST) by 50%; and decrease the percentage of students in grades K-3 scoring below the benchmark goals on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments by 50%.

-By 2028, PUSD will implement support for Mathematics (G2A6 Additional Math Learning Opportunities and G4A12 Math Support) to have 100% of students in grades K-5 meet the Typical Growth Goal on I-Ready; 50% of students in grades K-5 meet their Stretch Growth Goal on I-Ready; 50% of students in grades 3-5 meet or exceed standard (3 or 4) on Mathematics CAASPP assessments; increase the percentage of 6th, 7th, 8th, and 11th grade students who have met or exceeded standards on CAASPP by 5% each year for a total of a 25%; and 80% will score a level 2 or higher on the mathematics discourse rubric in the teacher role category based off of data collected quarterly from site principals and district administration.

-By 2028, PUSD will implement support for TK-1 Chronic Absenteeism (G2A4 Transitional Kindergarten & All Day Kindergarten Support, G3A6 Orientation for Elementary Students, and G5A4 Monitor Attendance Patterns) in order to establish positive attendance culture, provide supportive services, create a school attendance team, sustain efforts, and celebrate successes.

In addition to the above-mentioned focus areas, our district will provide support to the following students groups:

-To support English Learner students (G4A10 English Language Development Support, G4A19 Resource Teacher Academic Support- Elementary, and G4A20 Resource Teacher Academic Support-Secondary), PUSD will continue to provide school site leadership professional learning on the English Learner Progress Indicator (ELPI); establish ELPI as the leading School Plan for Student Achievement (SPSA) data metric for the English Language Development (ELD) SPSA goal; provide quarterly professional learning for paraeducators who support English Learner students; and introduce the Urgent- Growth- Celebration Data protocol for data interpretation.

-To support African-American students: Suspension Rate & CAASPP Results (G5A4 Monitor Attendance Patterns, G6A1 Positive School Climate and G6A2 Restorative Justice) PUSD will continue enhancing family and community engagement through strong partnerships between schools, families, and communities to create a supportive network; increase support services such as counseling, mentorship, academic support, foster restorative justice practices within schools to address disciplinary issues and empower students with opportunities for conflict resolution, mediation, and community-building activities that help students take responsibility for their actions and repair harm caused; implement culturally responsive practices to increase awareness and understanding of cultural differences and biases that may contribute to disproportionate suspension rates among African American students; and provide academic and behavioral interventions to increase engagement and student academic outcomes.

-To support Students with Disabilities (SWD) (G1A7 Inclusion Staff and G2A14 Partnership Classes), PUSD will continue to increase inclusive practices and provide greater opportunities and accessibility to core academic programs; provide curricular expectations for Tier 3 interventions; provide professional learning for implementation of a structured literacy approach; provide training for site administrators regarding accessibility for opportunities to the least restrictive environment; and continue encouraging mainstreaming and inclusion to increase accessibility to general education programs for students with disabilities.

# 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.

The following schools are eligible for Comprehensive Support and Improvement (CSI): Lincoln Elementary School, Marshall Middle School, and Pomona 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.

The district will support eligible schools—Lincoln ES, Marshall MS, and Pomona HS— by:

- Providing consultations and guidance as CSI cohort group and individually, as needed, between March to June via Zoom to help site administrators and support staff develop comprehensive support and improvement (CSI) plans around targeted goals/ needs using local needs assessment, state and local data such as Dashboard and DIA, and review of evidence-based interventions based on: What Works Clearinghouse, Evidence for ESSA, and Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA (WestED).
- Supporting site administrators and support staff in May with the development of an Educational Partner (Google form)survey for the opportunity to gather input and feedback on how to best utilize CSI funds to support students in the identified low-performing areas as indicated on the California School Dashboard.
- Supporting site administrators and support staff with the review of survey responses, sharing resource inequity resources, and revision of School Plan for Student Achievement (SPSA) in May and June via Zoom to address resource inequities such as student supports & intervention, interactive activities, and empowering, rigorous content with more college and career experiences in addition to developing CSI goals to address identified needs and include improvement strategies.
- Reviewing data with site administrators and support staff through monthly district principal meetings, consultation meetings, and at site advisory meetings to help monitor progress, and effectiveness of evidence-based intervention identified in strategies/ activities.
- Ongoing support throughout the year to schools and site administrators through the various stages of the Cycle of Continuous Improvement to determine effectiveness or ineffectiveness of strategies, and help properly use CSI funds to provide necessary professional learning for staff, tutoring opportunities for students, support graduation pathways for students, provide social emotional counseling and services for students, engage staff in professional learning communities, and workshops for parents focused on the identified needs of each respective school.
- Participating in CSI trainings provided by LACOE to stay informed with current updates and regulations.

The ongoing consultations and communication between the district and schools will take place throughout the year via Zoom and at monthly principal's meetings to help ensure meaningful conversations and support around CSI plans to increase student academic outcomes based on data, educational partner input, root causes issues, evidence-based interventions, and the effectiveness 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.

Collaboration between the district and Comprehensive Support and Improvement (CSI) schools is crucial to the successful implementation of the CSI plan. The district employs a multi-faceted approach to monitoring academic progress, analyzing data, tracking attendance patterns, and engaging in ongoing dialogues with educational partners such as parents, teachers, and staff. A collaborative team of leaders and staff at the school sites oversees the School Plan for Student Achievement (SPSA), implementation of instructional routines, student engagement, small group instruction, and overall student wellness. Additionally, administrators, teachers, and staff regularly review data to ensure meaningful conversations around targeted goals for improving academic achievement in English Language Arts (ELA) and Mathematics, and boosting attendance rates for graduation. The collaboration between staff at the school sites help prevent student regression and provide timely academic and social-emotional support.

Throughout the CSI implementation process, the district maintains an active advisory role, providing guidance and oversight. The effectiveness of the plan is carefully monitored and evaluated through the sharing of data with educational partners at school site advisory meetings such as School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), and leadership, and through consultation meetings and trainings at the district level to help schools meet critical targets. These critical targets include expanding parent and staff training opportunities in the academic areas of ELA and Math, increasing access to family resources, and enhancing social-emotional support services. Ongoing two-way communication between the district and school sites remains a top priority, as PUSD works to build capacity, foster collaboration, engage in meaningful conversations around targeted goals and student needs, and ultimately boost graduation rates while cultivating a more positive and supportive learning environment for all students.

## Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>PUSD has an ongoing practice of seeking input from teachers on the effectiveness of professional development opportunities, which occur at various points throughout the school year. As part of the LCAP development process, PUSD sought input through the LCAP survey in January-February 2024, and received 345 responses from teachers. PUSD District Administrators and staff also consult with Resource Teachers every month, who work exclusively at their respective school sites, and their input is consistent with the needs, conditions, and circumstances of English Learners and Low Income students in the LCAP.</p> <p>Teacher responses indicated that additional academic support is needed for students, especially in reading, writing, and mathematics. Teachers indicated that academic support is needed through tutoring and through ongoing support for English Learners. Teachers also indicated that counselor support is most important for improved student engagement, and also indicated that ongoing professional development and coaching is a high need for teachers.</p>
Local Bargaining Units	<p>PUSD District staff met with both bargaining units (APT and CSEA) every month throughout the school year to consult on professional development needs, and overall school and district needs. Consultation topics included conversations on the role of different positions within the LCAP, the role of LCFF in supporting all students, how state and federal funds support various services in PUSD, and the LCAP survey.</p> <p>LCAP Survey responses from 17 respondents indicated that additional academic support services are needed to help English Learners, Foster Youth, and Low-Income students. They indicated that students need Crisis Intervention Support Services in order to improve student engagement and to meet their social emotional needs. They indicated that students need access to arts, music, and career education in order to improve overall student outcomes.</p>
Other School Personnel	<p>Our district engaged other school personnel such as classified staff- custodians, student interns, paraprofessionals, campus supervisors, and clerks through districtwide invitations to the Parent Advisory Committee (PAC) meetings, which occurs 5 times throughout the school year to collaborate and provide feedback on the LCAP and through the LCAP Annual Survey.</p> <p>There were 94 responses from Other School Personnel on the annual LCAP survey, and the feedback indicated that students need</p>

	<p>academic support such as intervention, summer school and tutoring, as well as more reading, writing, and math support to improve academic achievement. Other school personnel also expressed the needs for mental and social-emotional support, and parental involvement in order to engage students and families and increase attendance.</p>
Special Education Local Plan Area (SELPA)	<p>Our district engaged in consultations with the SELPA administrator several times a year, at the district's Instructional Leadership Team (ILT) meeting on a weekly basis and at the LCAP SELPA consultations in November and April. The consultations provided input in the development of the LCAP and feedback to ensure that the exceptional needs of students were supported and identified in both the LCAP and the SELPA Local Plan.</p> <p>The consultations discussed the needs to provide a more inclusive and least restrictive learning environment for students. They also informed the district that the need for a more robust Multi-Tiered System of Support (MTSS) for students and a system where they are being provided with support and resources remain pivotal in the development of the new three-year cycle of the LCAP. Additionally, the consultations and responses from the LCAP survey indicated the continued need for an intervention system that provides partnerships between general education and special education teachers that would result in differentiated and student-centered learning focused on individualized student needs, and the alignment of systems necessary for students' academic, behavioral, and social success.</p>
Principals/ Administrators	<p>Our district engaged Principals/ Administrators through district Instructional Leadership Team (ILT), summer administrative institutes, monthly principal meetings, and directors' meetings to have meaningful conversations around the LCAP services/ actions and to gather feedback/input to ensure the Cycle of Continuous Improvement. Meetings were held in November and January with directors and administrators responsible for their respective goals and actions within the LCAP to discuss the levels of implementation of the goals/ actions, effectiveness or ineffectiveness of the goals/actions, and plans for changes or improvement to the goals/ actions. The ongoing collaboration with directors and administrators informed the LCAP Midyear Reporting in addition to the development of the new 2024-2024 LCAP.</p> <p>There were 25 responses from Principals/ Administrators on the annual LCAP survey along with ongoing collaborations that indicated the need for students to receive more academic support such as intervention, summer school, tutoring; professional development for teachers on effective instructional strategies, integration of technology and state standards; mental and behavioral support; school counselors support; and college and career exposures.</p>
Students (Grades 7th-12th)	<p>Our district engaged students in various ways throughout the school year. The district's establishment of the Superintendent Student Advisory Committee (SSAC) allowed elected students from grades 9th-12th to represent their respective school sites and partake in the four meetings held by the Superintendent to incorporate more student voice, gain more understanding of student needs, and provide opportunities for input and feedback on the LCAP to increase student engagement and academic achievement. Students were given opportunities to provide input, feedback, and suggestions on the development of the annual LCAP survey as well as the LCAP at the SSAC meetings and through a shared Google form. Additionally, students in grades 7th-12th were given the opportunity to take the annual LCAP survey which was pushed out on their Chromebooks.</p> <p>There were a total of 774 LCAP responses from students in grades 7th-12th. This was an increase of 348 more responses compared to 2023-2024. The results of the LCAP survey responses indicated that students would like more direct academic support such as intervention, tutoring, and summer school as well as college and career readiness support. Students also indicated the need for mental health services and support for English Learner/ Multilingual Learners.</p>
Parents/ Community Members	<p>PUSD continuously interacts with parents and the community through district and school-level parent committee meetings, Coffee with the Principal at the school sites, Coffee with the Superintendent, start-of-the-school-year parent orientations, back-to-school nights, open houses, parent conferences, and through the Parent Center at the District Office. Although PUSD gathers parent input through all of these interactions, the LCAP survey, alongside the parent involvement survey, are the main sources of input on the services provided in the LCAP.</p> <p>This school year, there were 625 total responses on the PUSD LCAP survey from parents and community members. They indicated that academic support is highly needed for all student groups. They expressed that there is a high need for improvement in parent support and involvement, math support for students through after-school tutoring, counselor support for improved student engagement and overall school climate, and a need for more emphasis on Science and Technology programs across all grade levels.</p>
District Advisory Groups	<p>PUSD participates alongside parents and community members in a number of District advisory groups, including the Parent Advisory Committee (PAC), the District English Learner Advisory Committee (DELAC), and the District Advisory Committee (DAC). DELAC and DAC consist of parent representatives from each school, and they learn about Title I programs and academic support programs for all</p>

students, including services for English Learners and Long-Term English Learners. All three committees discuss the overall implementation and effectiveness of state and federal programs in PUSD schools. Members of district-level advisory groups also provided input through the LCAP survey. They also gave input on the LCAP survey itself and its effectiveness, and DELAC and DAC gave input separately on the needs for academic remediation in order to close student achievement gaps for English Learners, Foster Youth, and Low-Income students.

District Advisory Groups indicated that the most important needs are academic support, professional development for teachers on effective instructional strategies, counseling services, and English Language Development (ELD) support.

-PAC met five times throughout the school year, and was composed of DAC members, DELAC members, and community members. PAC members learn about the eight state priorities and LCAP metrics, and see examples of the LCAP in-action at the schools. District staff presented the 2023-2024 LCAP to the committee in October, and encouraged all to seek out implementation of the LCAP at their schools. On January 26, 2024, PUSD hosted an LCAP Survey Kick-Off that coincided with the second PAC meeting in order to encourage the PUSD community to participate in the annual survey. PAC was given the opportunity to learn about and analyze the CA School Dashboard and search for their school and performance data prior to taking the survey. Posters, instant messages, marquee messages, flyers, and brochures were made and distributed in order to inform the community on what the LCAP is and why it is important. Community members had access to the survey via QR codes and the PUSD web homepage. The LCAP survey was open for a total of four weeks to all educational partners. In March, District staff presented the LCAP survey results and shared updates on CSI schools and Equity Multiplier schools. In April, PAC received the Parent Involvement survey results and proposed actions that would be adopted, adapted, or abandoned for 2024-2025. Finally, in May 2024, PAC received a proposed Budget Overview for Parents (BOP) and an updated proposed LCAP for 2024-2025. Throughout the year, PAC participants were asked to provide ongoing input on the meetings and the LCAP. Their ongoing input and support informed much of the Goals and Actions within the LCAP. Within the last two meetings, PAC members had the opportunity to ask Questions to the Superintendent prior to the Public Review meeting on June 12, 2024.

-PUSD District Staff consulted with District English Learner Advisory Committee (DELAC) parent representatives at their April 12, 2024 meeting. Parents submitted input on a Google Form after a review of the current actions in the LCAP that focus on services for English Learners. Parent representatives indicated that more Resource Teachers were needed at the school sites, more support for Resource Teachers is needed, transportation for students, and tutoring services.

-PUSD District Staff consulted with the District Advisory Committee (DAC) and shared which actions within the LCAP are currently focused on academic support and intervention. Parents were asked to provide feedback on what continues to be a high priority district-wide and at their school sites in order to close achievement gaps. Parents participated in group discussions where they focused on the needs of their schools as they relate to academic support and intervention. Within parent discussions, parents emphasized the need for parent spaces at their school sites that give them access to parent workshops, resources, and information needed to support students' academic success.

-The Superintendent presented the proposed LCAP for 2024-2025 to the Parent Advisory Committee (PAC) in May 2024 and parents had the opportunity to ask Questions to the Superintendent prior to the LCAP Public Review Board Meeting on June 12, 2024. PUSD posted a public notice to the community on Friday, June 7, 2024 regarding their right to make public comments and questions on the 2024-2025 Proposed LCAP.

#### Consultation for Equity Multiplier

Once the district was notified of the three schools identified for Equity Multiplier funding—Kellogg Elementary, Pomona Alternative School (PAS), and Park West Continuation High School—a plan of action was put in place:

- 1.) The district notified the respective schools and site administrators.
- 2.) The district scheduled an initial consultation to meet with the three schools to discuss the nonstability rates and the lowest performance areas as indicated on the California School Dashboard.
- 3.) The follow up consultation meeting for Kellogg Elementary School included collaboration with district staff such as the Director of Elementary Support, Director of Educational Technology, Deputy Superintendent of Educational Services, the State and Federal Programs staff, site administrator, and site support staff. Together, the team reviewed Dashboard and local data and discussed the low performance area in Chronic Absenteeism, specifically with the Students with Disabilities (SWD) and English Learner student groups in order to create a focus goal in the LCAP under Priority 5- Pupil Engagement. Additionally, the district team supported Kellogg with the



development of an Educational Partner (Google form) survey to share with parents/ guardians, and certificated/classified staff for the opportunity to gather input and feedback on how to best utilize Equity Multiplier funds to support students in the nonstability rates and in the identified lowest performance areas. The Educational Partner survey was shared with educational partners at the school site via Remind. Once the survey window closed, Kellogg's site administrator and support staff, along with district staff reviewed the responses and feedback to draft a focus goal and strategies to support students in the identified areas. The site administrator and site support staff met with their leadership team and school site council (SSC) to share the focus goal, educational partner survey responses, and provided additional opportunity for feedback/ input.

4.) The follow up consultation meeting for PAS/ Park West Continuation High School included collaboration with district staff such as the Director of Secondary Support, Deputy Superintendent of Educational Services, the State and Federal Programs staff, site administrators, and site support staff. Together, the team reviewed Dashboard and local data and discussed the low performance area in College and Career in order to create a focus goal in the LCAP under Priority 7-Course Access to expose students to more Career Technical Education (CTE) courses and opportunities to motivate students, expand their post secondary career options, and improve graduation rate. Additionally, the district team supported PAS/ Park West with the development of an Educational Partner (Google form) survey to share with parents/ guardians, certificated/classified staff, and students for the opportunity to gather input and feedback on how to best utilize Equity Multiplier funds to support students in the nonstability rates and in the identified lowest performance areas. The Educational Partner survey was shared with educational partners at the school site via Remind. Once the survey window closed, PAS/ Park West site administrators and support staff, along with district staff reviewed the responses and feedback to draft a focus goal and strategies to support students in the identified areas. The site administrators and site support staff met with their leadership team and school site council (SSC) to share the focus goal and provided additional opportunity for feedback/ input.

5.) At the district committee meetings–PAC, DAC, and DELAC–information about Equity Multiplier fundings and eligible schools were presented. Parents/ community members were given opportunities to provide feedback or ask questions in the development of the Equity Multiplier focused goals.

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

**Engagement:** The district's development of the 2024-25 LCAP was significantly shaped by the review of data along with the valuable input and insights provided by our educational partners throughout the year. We are committed to ensuring that the voices of our educational partners – students (grades 7-12th), teachers, other school personnel, parents/ community members, principals/ administrators, local bargaining units, SELPA administrators, and parent advisory committees are actively involved in informing our district's goals and actions within the LCAP and help with the evaluation of the Cycle of Continuous Improvement.

**Equity Multiplier/ Focus Goal:** One of the key areas influenced by our engagement process was the inclusion of our two new Focus Goals found in Priorities 5 and 7 aimed to support the schools–Kellogg and Pomona Alternative School/ Park West–eligible for Equity Multiplier funding to address the enrollment instability, chronic absenteeism among students with disabilities, and college and career readiness as indicated on the California Dashboard. To support with the development of the Equity Multiplier Focus Goal, a Google form was created to provide an opportunity to gather input and feedback from Educational Partners such as parents/ guardians, certificated/classified staff, and secondary students (PAS/ Park West) on how to best utilize Equity Multiplier funds to support students in the nonstability rates and in the identified lowest performance areas. Opportunities were also given to educational partners at site leadership meetings, SSC meetings, and district DAC, DELAC, and PAC meetings. The survey responses were reviewed by both site and district staff to align suggested support with identified needs based on Dashboard data.

Dashboard data analysis revealed that Kellogg's students with disabilities experienced the highest rates of chronic absenteeism and enrollment fluctuations, which contributed to achievement gaps and disparities in educational outcomes. Local data analysis revealed that Kellogg's English Learner student group also experienced a high rate of chronic absenteeism and needed support to improve attendance. Additionally, data revealed that Pomona Alternative School (PAS) had nonstability in enrollment and students at Park West experienced the need for college and career readiness in order to increase engagement, attendance, and graduation rates. In response, the Equity Multiplier fundings will be used to help address the areas of low performance as indicated in the focus goals found in Goals 9 and 10 within the LCAP.

**Other Actions:** Additionally, a recurring theme across the feedback from various educational partners was the need to strengthen and increase parent involvement and engagement in supporting student academic outcomes. Adaptations and adoptions of actions can be found in:

- G3A4 Educational Partners Learning Walks, adoption of new action to engage educational partners in meaningful walkthroughs at school sites to learn about the services within the LCAP to help increase parent involvement and student academic achievement, and
- G2A13 Orientation for Kindergarten Students, adaptation of action, move from Priority 2 to Priority 3 Parent Involvement as G3A6 Orientation for Elementary Students to

support students and families due to the expansion of the Transitional Kindergarten (TK) program and enrollment of elementary students. This adaptation will support families and students who transition from home and/or PreK/ TK to the Kindergarten Program, and help students acclimate to their new school.

Other themes such as more academic support and resources, mental health and emotional support, and improved school facilities emerged from feedback provided by educational partners to help increase student academic achievement and well-being. The adaptation and adoptions of actions can be found in:

- G1A3 Custodial Staff-Vandalism, adoption of new Campus Service Worker positions (within the action) to help maintain school grounds,
- G2A6 Additional Math Learning Opportunities, adoption of Math Teaching Teacher Specialist positions (within the action) to train teachers and provide support to strengthen math skills at middle and high schools,
- G2A14 Elementary Student Interns, adaptation of paraeducators to work with student interns to provide academic support and minimize staff-to-student ratios,
- G4A12 Math Support, adoption of Math Teacher Leads (MTL) (within the action) at elementary schools to train teachers and provide support to strengthen math skills,
- G4A19 Resource Teacher Academic Support- Elementary, adaption of additional Resource Teachers to support with English Learners,
- G4A20 Resource Teacher Academic Support- Secondary, adaption of additional Resource Teachers to support with English Learners,
- G5A2 Crisis Intervention Team, adoption of a new position, Program Assistant- Administrative Support (within the action) to help with the growth of the Student and Family Support Services department in response to the increase of emotional/ behavioral needs,
- G5A4 Monitor Attendance Patterns, adaptation of additional School Site Specialists to support elementary schools to enhance student attendance and decrease chronic absenteeism,
- G6A2 Restorative Justice, adaptation of additional School Climate Safety Officers to support with facilitating restorative justice practices and help students problem solve and minimize behavior incidents and suspensions,
- G6A5 Positive Behavior Intervention & Support (PBIS), adoption of Board Certified Behavior Analyst (BCBA) position (within the action) to support with the social-emotional needs of students, and
- G7A6 Art & Music Elementary School, adoption of 6th period assignments (within the action) at K-8 schools to give students an opportunity to take an elective class or extracurricular activity.

Metrics: The feedback from educational partners also influenced the continuation and selection of specific metrics to monitor our progress in improving academic achievement, attendance, engagement of students, and parent involvement. In addition to state required metrics, local metrics were incorporated to help measure the effectiveness and ineffectiveness of actions in order to support the Cycle of Continuous Improvement. These metrics emphasize the importance of a holistic approach to support the diverse needs of all students.

Proposed Expenditures: Based on the analysis of data and educational partners input, funds were allocated to continue professional development opportunities to enhance teachers and staff capacities, focus on low performance areas such as ELA, Math, College and Career, and Chronic Absenteeism as indicated on the California School Dashboard, and support schools eligible for CSI (G8A1 Comprehensive Support and Improvement) and Equity Multiplier (Goal 5 Equity Multiplier- Kellogg and Goal 7 Equity Multiplier-PAS/ Park West). The district is committed to allocating resources that are targeted towards services and evidence-based strategies to address the needs of all students, with an emphasis of increasing and improving services for English Learner, Foster Youth, and Low Income students.

Moving forward, we will continue to engage our educational partners in the development of the LCAP, regularly analyze the effectiveness of our goals and actions, and make the necessary adjustments to ensure increased and improved services for our student groups.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Goal 1 (Broad): All students will be taught by appropriately assigned and fully credentialed teachers and have access to standards-aligned instructional materials and facilities that are in good repair.	Broad Goal



State priorities address by this goal.

1, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need access to high quality staff, proper instructional materials and well-maintained facilities in order to develop the educational foundations needed to succeed in school and move towards graduation. The metrics identified in this goal will measure 1) the extent to which students will be taught by appropriately assigned and fully credentialed teachers, 2) the extent to which students will have access to standards-aligned instructional materials, 3) the extent to which students will have access to facilities in good repair, and the impact that these components will have on student attendance and student academic achievement in ELA and Math.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest-TAMO Report All students will be taught by appropriately assigned and fully credentialed teachers	2021-22 TAMO Report 87.8%			90.0%	
2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation All students will have access to facilities that are in good repair.	2023-24 FIT Report 100%			100%	

3	Sufficiency of Materials Report All students will have access to standards-aligned instructional materials	2023-24 Materials Report 0%			0%	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
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1	Support with Staff Recruitment and Hiring	The Human Resources clerk and Teacher Specialist will support the recruitment, hiring, and placement of the staff that are to be assigned in order to increase or improve support for English Learners, Foster Youth, and Low-income students as described in the plan, and ensure prompt access to services for our students.	\$111,748.00	Yes
2	Teacher Support	Veteran teachers will support beginning teachers through the credentialing process. Special assignment hours, stipends, materials & supplies, and professional development management systems will allow veteran teachers to work with beginning teachers outside of contracted time. This will enable them to better meet the academic and social emotional needs of our English Learners and Low-income students.	\$394,277.00	Yes
3	Custodial Staff - Vandalism Crew	Custodial staff and Campus Service Workers will be assigned to comprehensive high schools with the highest concentration of Low-income students to complete repairs, maintain school grounds, and clean-up vandalism in order to maintain a safe and positive learning environment.	\$413,631.00	Yes
4	Teaching and support Staff	Properly credentialed teachers, administrators and other educational support staff will provide a quality educational experience for all students leading to career and college readiness.	\$129,685,486.00	No
5	General Custodial Staff	District properties will be maintained in clean condition by the custodial staff in order to sustain a safe and positive learning environment.	\$9,202,375.00	No
6	Custodial Staff	Custodians will work to provide safe and clean learning environments for Low-Income students and English Learners who benefit from designated learning spaces for intervention and specialized instruction.	\$1,900,400.00	Yes
7	Inclusion Staff	PUSD's Inclusion Specialists will promote least restrictive environment and inclusive practices by utilizing itinerant education specialists to support the inclusion program. Inclusion specialists will consult and collaborate with general education teachers and paraeducators to allow students receiving special education services access to participate in the general education classroom throughout the school day with accommodations, modifications, and support to meet their needs.	\$739,214.00	No

# Goal

Goal #	Description	Type of Goal
2	Goal 2: (Broad) State adopted standards will be implemented throughout the district and they will be supported with professional development, materials and opportunities for staff to collaborate to ensure students have access to them.	Broad Goal

State priorities address by this goal.

2, 4, 5, 6
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An explanation of why the LEA has developed this goal.

We developed this goal because our students need additional services put in place that address their academic and behavioral needs in order to access the state academic standards, and in order to graduate and be college and career-ready. The metrics identified in this goal will measure 1) The LEA's Rating on how it is implementing policies and programs for students to access content standards, 2)The LEA's Rating on Professional Development and Teacher Support, 3) Reading and Math Readiness of Transitional Kindergarten and Kindergarten students, and 4) Enrollment data in order to measure the impact on student academic achievement and college and career readiness.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LEA Rating-Implementing policies or programs Rubric Scale 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool ELA - 3 ELD - 3 Math - 3 NGSS - 3 HSS - 3			ELA - 4 ELD - 4 Math - 4 NGSS - 4 HSS - 4	

2	LEA Rating- Professional learning, teacher needs, and teacher support Rubric Scale 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool PD - 4 Teacher Needs - 3 Teacher Support - 3			PD - 5 Teacher Needs - 4 Teacher Support - 4	
3	Educational Software for Guiding Instruction (ESGI) Transitional K Report Reading Readiness and Math Readiness	2023-24 District TK Report Reading Readiness: 67% Math Readiness: 75%			Reading Readiness: 69% Math Readiness: 78%	
4	Student Enrollment Report CA Dashboard	2023 CA Dashboard EL-27.8% FY-0.9% HL-15.5% LI-90.8% SWD-13.9%			EL-27.8% FY-0.9% HL-15.5% LI-90.8% SWD-13.9%	

5	DataQuest Enrollment by Subgroup	2023- 24 DataQuest All - 21,633 EL- 96.2% FY- 91.8% HL- 95.6% SWD- 92.5% LI- 92.3%			All - 21,633 EL- 96.2% FY- 91.8% HL- 95.6% SWD- 92.5% LI- 92.3%	
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Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Library Support	Library Clerks will provide students access to elementary school libraries. Training for the library	\$1,109,315.00	Yes

		clerks will be offered to increase their ability to support English Learners and Low-income students. This will help increase the students' literacy skills and encourage their interest in reading which will support our PUSD reading initiative.		
2	Media Center Support	Teacher Specialists and Media Technicians will provide support in research, literacy, and media skills to English Learners and Foster Youth students by creating and maintaining the learning environments in the middle and high school libraries, including providing literacy events. Materials and supplies and transportation to literacy events will be provided. Digital Libraries will be available in order to encourage and support student's academic success.	\$1,304,545.00	Yes
3	Combination Class Reduction Elementary and K-8	Additional Teachers at elementary and K-8 sites will help to reduce class size and the number of combination classes to better serve the Low-income students and English Learners who need interventions in order to increase scores on state and local assessments.	\$3,672,613.00	Yes
4	Transitional Kindergarten & All Day Kindergarten Support	Teachers, classified staff, and student interns will provide access to the standards-based curriculum while students are in Transitional and All-day Kindergarten. These programs will provide early access to education for English Learners and Low-income students who otherwise would begin school in first grade. Materials and supplies including technology licenses will be utilized. Academic and social foundational skills will be established in order to increase literacy.	\$4,188,928.00	Yes
5	Technology Teacher Leads	Technology Teacher Leads (TTLs) will train classroom teachers to engage English Learners and Low-income students by integrating technology with the support of contracted services in order to think critically, problem solve, communicate, and collaborate, resulting in higher college and career readiness.	\$115,830.00	Yes
6	Additional Math Learning Opportunities	Teaching Teacher Specialists at the Middle and High School level will provide support in the area of mathematics to English Learners and Low-income students. Additionally, classified and certificated staff will provide support to the summer programs in order to extend the educational year for English Learners, and Low-income students.	\$1,604,632.00	Yes
7	National Board Certified Strategies to Support Classroom Instruction	National Board Certified Teachers will implement high impact and evidence-based strategies during instruction that support Low-Income students. A Teacher Specialist will provide support with recruitment and resources to teachers that seek to become National Board Certified.	\$836,310.00	Yes
8	Support for Classroom Instruction	Certificated staff will receive professional development and ongoing coaching to support classroom instruction for Foster Youth and Low-income students. The professional development for certificated staff will include the integration of technology, State Standards, and the use of positive behavior strategies to increase college and career readiness.	\$3,256,621.00	Yes
9	Multi-Tiered Systems of Support (MTSS) Interventions	Teacher Specialists will coach classroom teachers on strategies and interventions for students at the highest levels of the Multi-Tiered Systems of Support (MTSS) to improve behavior and academic achievement of English Learners, Foster Youth, and Low-income students. These targeted strategies and interventions will increase student achievement.	\$165,099.00	Yes
10	Improve Student Achievement	Certificated and classified staff will coordinate and manage services for English Learners, Foster Youth and Low-income students in order to increase and improve student academic achievement and socio-emotional wellbeing. Staff will attend conferences designed to maintain compliance of designated services. Materials and supplies will be provided to maintain support services.	\$1,088,637.00	Yes
11	Kindergarten Teachers	Kindergarten teachers will provide 180 minutes of instruction per day in order to implement the core Kindergarten Program for all Kinder students in the district.	\$5,404,139.00	No
12	Program Specialists	Program Specialists will provide training, coaching, resources, and support for school staff to develop high-quality, standards-based goals for students' individualized education plans.	\$824,937.00	No
13	Elementary Paraeducators and Student Interns	Paraeducators and Student Interns will be placed at elementary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and	\$143,205.00	Yes

		minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress.		
14	Partnership Classes	General Education Teachers and Education Specialists will provide a co-teaching model for students with disabilities allowing access to educational opportunities alongside general education peers, creating a least restrictive, inclusive environment for students.	\$536,586.00	No



# Goal

Goal #	Description	Type of Goal
3	Goal 3: (Broad) Parents and Guardians will be invited to participate in the implementation and evaluation of programs designed to benefit students.	Broad Goal

State priorities address by this goal.

3, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because strong family-school partnerships lead to improved student academic achievement, increased student engagement and attendance, decreased suspension, and increased parent involvement in the educational decisions that benefit student outcomes. The metrics identified in this goal will measure 1) the extent of communication and resources for parent and family engagement, 2) the extent of parent and family engagement at the school and district levels, 3) students' academic progress on state and local assessments, and 4) students' engagement in order to enhance and increase parent involvement and student achievement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Communication -Parent and Family Engagement Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in two- way communication Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool 5- 40.56% 4-23.78% 3- 22.38% 2- 8.39% 1- 4.90%			5- 43.56% 4- 27.78% 3- 21.38% 2- 5.39% 1- 1.90%	
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2	<p>Resources- Parent and Family Engagement Rate PUSD's progress in providing families with information and resources to support student learning and development in the home. Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>2023-24 Self Reflection Tool 5- 31.58% 4- 24.81% 3- 26.32% 2- 11.28% 1- 6.02%</p>			<p>5- 34.58% 4- 28.81% 3- 25.32% 2- 8.28% 1- 3.02%</p>	
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3	Engagement- Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool 5- 30.95% 4-13.49% 3- 32.54% 2- 15.08% 1- 7.94%			5- 33.95% 4-17.49% 3- 31.54% 2- 12.08% 1- 4.94%	
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## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Schools	Community Schools Clerk, Liaisons, Coordinators, and Caseworkers will offer a wide range of social services and resources to support the specific needs of Low-income students, and their families at each comprehensive High School. They will use materials and supplies, special assignment hours, and attend conferences to guide the development of systematic and targeted protocols to determine priorities, best practices, and engagement strategies to increase graduation rates, improve student attendance, reduce suspensions, and increase family engagement.	\$466,636.00	Yes
2	Parent Training on Student Data	The Director of State and Federal Programs, alongside Teacher Specialists and Classified Staff, will work with parents and community members in the evaluation of student data. Parents and community members will participate in the decision-making process in order to advocate for Foster Youth, English Learners, and Low-Income students, and receive training on strategies for academic success and legal rights to support meaningful engagement.	\$701,891.00	Yes
3	Parent Support and Involvement	The Director of Pupil and Community Services will coordinate the work of the Community School Liaisons, Family Service Caseworkers, and other classified staff as they support English Learners, Foster Youth and Low-income students. The Parent Center staff will provide assistance and training for parents and community members. Conferences and special events will be available to parents and staff to support the academic achievement of students.	\$379,545.00	Yes

4	Educational Partners Learning Walks	Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents, SELPA administrator, and secondary students) will engage in school walkthroughs to learn about LCAP supports and services, and to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions to increase parental involvement and student academic achievement.	\$9,095.00	Yes
5	Community Advisory Committee (CAC)	The Community Advisory Committee (CAC) will meet five times annually to learn, discuss, and provide input to the Special Education Department regarding the local education plan and become familiar with resources from Pomona's partner agencies. Materials and supplies will be provided to members of the committee.	\$500.00	No
6	Orientation for Elementary Students	Teachers and support staff will provide orientation to English Learners, Foster Youth and Low-income students entering Transitional Kindergarten/Kindergarten and newly enrolled students in order to build rapport with incoming families and improve students' transition into school.	\$19,511.00	Yes

# Goal

Goal #	Description	Type of Goal
4	Goal 4: (Broad) Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access English only content and prepare students to participate in post-secondary education and pursue career pathways.	Broad Goal

State priorities address by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need interventions and programs that will help them improve academically and on state and local assessments. English Learners need services that will address their language acquisition and literacy needs, while Foster Youth need academic and social emotional support to be on par with all students in accessing the standards and improving in academic achievement. The metrics identified in this goal will measure 1) progress on state and local assessments, 2) English Learner progress, 3) CTE, A-G, and AP completion, and 4) Lexile and Phonological awareness in order to monitor overall student academic achievement and college and career readiness.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DIA ELA Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 53.28 54.64 ELs: 40.09 43.26 LI: 52.30 53.73 FY: 45.58 48.31			All: 55.28 57.64 ELs: 43.09 46.26 LI: 55.30 56.73 FY: 48.58 51.31	
2	DIA Math Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 55.90 52.99 ELs: 48.81 45.10 LI: 54.73 51.92 FY: 49.08 48.83			All: 58.90 55.99 ELs: 51.81 48.10 LI: 57.73 54.92 FY: 52.08 51.83	

3	Reclassification Rates Percent of ELs Reclassifying by school type	2023-24 District Reclassification Report Elementary: 8.9% Middle: 23.7% High: 35.6% District Total: 18.2%			Elementary: 11.9% Middle: 26.7% High: 38.6% District Total: 21.2%	
4	EL Progress on Language Proficiency The percentage of ELs at each level Beginning to Develop Somewhat Developed Moderately Developed Well Developed	2023 CA Dashboard 18.9% 32.7% 4.4% 43.9%			15.9% 30.7% 5.4% 45.9%	
5	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers Percent of students with both A-G/CTE Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3% Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%			CTE Pathway Completers All: 5.8% ELs: 4% LI: 5.8% FY: 4%  Both A-G/CTE Completers All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	



6	College and Career Readiness Dashboard The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2023 CA Dashboard All- 31.6% EL- 9.2% FY- 13.8% HOM- 18.6% LI- 30.8% SWD- 6.8% HI- 29.0%			All- 31.6% EL- 9.2% FY- 16.8% HOM- 21.6% LI- 33.8% SWD- 9.8% HI- 31.0%	
7	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%			All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	
8	EAP-ELA: Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 13.36% All Conditionally Ready: 23.58%  EL Ready: 0.36% EL Conditionally Ready: 5.09%  LI Ready: 18.4% LI Conditionally Ready: 28.36%  FY Ready: 18.18% FY Conditionally Ready: 36.36%			All Ready: 15.36% All Conditionally Ready: 25.58%  EL Ready: 3.36% EL Conditionally Ready: 8.09%  LI Ready: 18.4% LI Conditionally Ready: 31.36%  FY Ready: 18.18% FY Conditionally Ready: 39.36%	

9	EAP-Math Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 8.20% All Conditionally Ready: 13.30%  EL Ready: 0.00% EL Conditionally Ready: 0.36%  LI Ready: 3.09% LI Conditionally Ready: 9.75%  FY Ready: 0.00% FY Conditionally Ready: 9.09%			All Ready: 11.20% All Conditionally Ready: 16.30%  EL Ready: 3.00% EL Conditionally Ready: 3.36%  LI Ready: 6.09% LI Conditionally Ready: 11.75%  FY Ready: 0.00% FY Conditionally Ready: 9.09%	
10	CAASPP ELA Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All -37.9 PBS EL -80.5 PBS LI -44.5 PBS FY -76.3 PBS SWD- 111.6 PBS HI- 43.7 PBS HOM- 63.9 PBS			All -34.9 PBS EL -77.5 PBS LI -41.5 PBS FY -73.3 PBS SWD -108.6 PBS HI- 40.7 PBS HOM- 60.9 PBS	
11	CAASPP Math Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All- 85.0 PBS EL -116.9 PBS LI -91.6 PBS FY -123.2 PBS SWD - 152.3 PBS AA - 118.0 PBS HOM - 108.1 PBS HI- 91.6 PBS			All- 82.0 PBS EL -113.9 PBS LI -89.6 PBS FY -120.2 PBS SWD - 149.3 PBS AA - 115.0 PBS HOM - 105.1 PBS HI- 89.6 PBS	

12	CAASPP Science CA Dashboard Science (CAST) California Science Test data Percentage of students moving toward meeting their grade level Distance from Standard (DFS)	2023 CA Reporting Site All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Met: 61.58% All Standard Not Met: 21.44%  EL Standard Exceeded: 0.00% EL Standard Met: 1.78% EL Standard Nearly Met: 54.44% EL Standard Not Met: 43.78%  LI Standard Exceeded: 2.73% LI Standard Met: 12.47% LI Standard Nearly Met: 62.52% LI Standard Not Met: 22.28%  FY Standard Exceeded: 0.00% FY Standard Met: 9.68% FY Standard Nearly Met: 54.84% FY Standard Not Met: 35.48%			All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Met: 60.58% All Standard Not Met: 19.44%  EL Standard Exceeded: 1.00% EL Standard Met: 2.78% EL Standard Nearly Met: 55.44% EL Standard Not Met: 42.78%  LI Standard Exceeded: 3.73% LI Standard Met: 13.47% LI Standard Nearly Met: 63.52% LI Standard Not Met: 20.28%  FY Standard Exceeded: 1.00% FY Standard Met: 10.68% FY Standard Nearly Met: 55.84% FY Standard Not Met: 32.48%	
13	Achieve 3000 Average Level set	2023-24 Achieve 3000 District Report All: 692 Level Set EL: 382 Level Set FY: 544 Level Set LI: 676 Level Set			All: 699 Level Set EL: 391 Level Set FY: 554 Level Set LI: 685 Level Set	

14	PAST Phonological Awareness Screening Test All-Highest Achievement Level	2023-24 DnA PAST Report NOT PASSED- 2717 A3k- 560 D- 2072 D1- 5 D2- 4 E- 1165 E2- 4 E3- 1 F- 578 G- 547 H- 234 I- 335 J- 250 K- 56 L- 94 M- 230 PASSED- 1			NOT PASSED- 2617 A3K- 560 D-2072 D1- 5 D2- 4 E- 1165 E2- 4 E3- 1 F- 578 G- 547 H- 234 I- 335 J- 250 K- 56 L- 94 M- 230 PASSED-1 0	
15	PAST Phonological Awareness Screening Test Highest Achievement Level- EL	2023-24 DnA PAST Report NOT PASSED- 1030 A3k- 10 D- 606 D1- 1 D2- 1 E- 295 E2 - 2 E3- 1 F- 148 G- 111 H- 62 I- 49 J- 43 K- 8 L- 9 M- 26 PASSED-1			NOT PASSED- 1000 A3k-10 D- 606 D1- 1 D2- 1 E- 295 E2- 2 E3-1 F- 148 G- 111 H- 62 I- 49 J- 43 K- 8 L- 9 M- 26 PASSED- 10	

16	PAST Phonological Awareness Screening Test Highest Achievement Level- FY	2023-24 DnA PAST Report NOT PASSED- 17 A3k- 2 D-11 D1- 0 D2- 0 E- 8 E2- 0 E3- 0 F- 1 G- 6 H- 1 I- 1 J- 1 K- 2 L- 1 M- 1 PASSED- 0			NOT PASSED- 10 A3k- 2 D- 11 D1- 0 D2- 0 E- 8 E2- 0 E3- 0 F- 1 G- 6 H- 1 I- 1 J- 1 K- 2 L- 1 M- 1 PASSED- 5	
17	PAST Phonological Awareness Screening Test Highest Achievement Level- LI	2023-24 DnA PAST Report NOT PASSED- 2222 A3k- 442 D- 1744 D1- 5 D2- 4 E- 1014 E2- 4 E3- 1 F- 473 G- 450 H- 199 I- 276 J- 198 K- 49 L- 79 M- 196 PASSED- 1			NOT PASSED- 2122 A3k- 442 D- 1744 D1- 5 D2- 4 E- 1014 E2- 4 E3- 1 F- 473 G- 450 H- 199 I- 276 J- 198 K- 49 L- 79 M- 196 PASSED- 10	

18	Advance Placement (AP)- AP Score Reports for Educators-- College Board Percent of students passing AP Exam with score of 3 or higher	2023-24 College Board Report Score 3- 51.4% Score 4- 27.0% Score 5- 13.2%			Score 3- 54.4% Score 4- 30.0% Score 5- 15.2%	
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Goal Analysis for 2024-2025

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

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	AVID	Advancement Via Individual Determination (AVID) trained District Personnel will support Low-income elementary and secondary school students by providing additional academic preparation using materials and supplies, which include AVID Weekly subscriptions and membership fees. Staff will attend conferences and training sessions to ensure they are using and sharing the latest research-based strategies with classroom teachers and students. Also, AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness.	\$553,844.00	Yes
2	AVID Excel	Teachers and tutors will use AVID Excel membership and curriculum to provide English Learners support with developing the skills necessary to mastering the English language. Materials and supplies will also be used during the AVID Excel Summer Bridge to provide instruction to selected students during the summer prior to the school year starting. Teachers at the sites implementing AVID Excel will be given 6th period assignments to conduct data analysis to improve language coaching and instruction to engage students in order to improve and advance their language acquisition.	\$127,884.00	Yes
3	Content Disciplinary Literacy	Literacy Coaches in middle schools will provide content disciplinary reading and writing for English Learners, Foster Youth, and Low-income students. Classroom teachers will be provided to supplement the master schedule to better serve these students who are in need of interventions. Materials and supplies will be purchased as needed. District personnel will coordinate student interns and teacher special assignment hours, in order to increase scores on state and local assessments leading to graduation.	\$2,450,668.00	Yes
4	Summer and Saturday School	Teachers will be supported by a Clerk, Campus Supervisor, Teacher Specialist and Literacy Coaches to provide extended learning opportunities during the summer to English Learners, Foster Youth, and Low-income students enrolled in grades K-3rd who are struggling with foundational literacy skills. Materials and supplies will be made available.	\$5,000.00	Yes
5	Maintaining Technology	The Network and Systems Supervisor and the Application Specialist will support Computer Technicians and coordinate services to ensure each school receives timely support. Computer Service Technicians support Low-Income students by maintaining technology to decrease the technology access gap thus providing access to career and post-secondary education. Staff receive training in their field to ensure they keep up-to-date with current practices.	\$3,363,049.00	Yes
6	Literacy Intervention	Teachers will use online services to provide small group and one-to-one intervention during the regular school day to support English Learners, Low-income, and Foster Youth students in all grades in order to accelerate proficiency in reading comprehension, develop foundation literacy skill, and provide access to a grade-level curriculum.	\$21,846.00	Yes
7	Data Analysis	Accountability and Assessment Team Members will work with consultants to establish and revise the data systems that serve as the infrastructure for creating a responsive system of support (Multi-tiered Systems of Support). The system will be used to monitor the progress of English Learners, Foster Youth, and Low-income students. The tools implemented will support the use of real-time data that allows teams to interpret, plan, and communicate student progress and success.	\$291,068.00	Yes
8	Technology Support and Services	Educational Technology (EdTech) administrators, teacher specialists, clerical and technology staff will attend conferences to stay current on teaching strategies and technology tools, enabling them to provide professional learning to classroom teachers who will design rigorous and relevant	\$2,151,313.00	Yes

		learning opportunities for Foster Youth and Low-income students in order to equip students to use technology actively and enhance students academic growth. Materials, supplies, computer software, communication and computer related services are provided.		
9	Data Analysis by Staff	Classroom teachers will use a full-day session and extra hours at the beginning of each semester to analyze the academic and behavior data of English Learners, Foster Youth, and Low-income students to guide their use of research-based practices and to prepare the learning environments to support the academic and social-emotional needs of students.	\$1,691,054.00	Yes
10	English Language Development Support	The Director of Curriculum and Instruction and the Program Administrator will coordinate professional development, provide teacher special assignment hours, and monitor student progress in order to support classroom teachers as they ensure consistent implementation of ELD programs. Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD). Teachers on Assignment will work with Long-Term English Learners and families in order to accelerate English Language Acquisition and Reclassification.	\$2,305,911.00	Yes
11	Well Being of Foster Youth	School Counselors, Mental Health Clinician, and outside providers will collaborate to address the needs of Foster Youth by providing social-emotional supports, small group learning sessions, and ongoing progress monitoring. Contracted Service providers will support students and families by providing tutoring and mentoring services. These services will create a stable learning environment to increase their college and career readiness.	\$473,993.00	Yes
12	Math Support	Teacher Specialists will work with classroom teachers and Math Teacher Leads (MTL) to provide job-embedded coaching and support to improve instructional strategies for Low-Income students in the area of mathematics. Materials and supplies and transportation to math events will be provided.	\$770,373.00	Yes
13	English Language Arts Support	Teacher Specialists with staff support will work with classroom teachers to provide job-embedded coaching and support to improve instructional strategies for English Learners, Foster Youth and Low-income students in the area of English Language Arts. Materials and supplies and transportation to literacy events will be provided.	\$843,800.00	Yes
14	Elementary Level Literacy Coaches	Literacy Coaches will work with classroom teachers to model and facilitate the most effective literacy teaching strategies. Teachers will be provided with time to collaborate and identify best strategies for Low-income students, English Learners, and students who may have experienced interrupted schooling such as Foster Youth. Contracted services, materials, and supplies will be purchased as needed. This will result in a balanced reading program to support our literacy initiative of all students reading at grade level by 3rd grade.	\$3,148,777.00	Yes
15	Academic Contextualization	School staff will work in cross curricular teams to provide enriched academic experiences for Low-income students by coordinating fieldtrips aligned to the content standards and real-life experiences in order to increase the academic needs of Elementary students and support grade level academic achievement and a career and college going culture. Transportation will be provided.	\$769,242.00	Yes
16	Kindergarten Teaching Staff	Staff will monitor progress in order to make instructional decisions using a variety of achievement measures. This data will guide instructional strategies to ensure all students are able to access the content standards. State assessments will be administered and site support will be provided to analyze State data. Local assessments will be developed and discussed during parent conferences. Materials will be purchased as needed.	\$2,565,244.00	No
17	Computer and Technology Support for the District	Staff will support a technology rich learning environment for all students in order to promote 21st Century learning and provide access to career and technical fields and increase graduation rates.	\$644,836.00	No
18	Special Education Teams	Education Specialists at each school site will meet at least annually for each student receiving	\$21,842,172.00	No



		special education services to review and discuss student's progress toward meeting goals outlined in the student's individualized education plan and to ensure accommodations and support services are established, implemented, and aligned with student's present level needs.		
19	Resource Teacher Academic Support-Elementary	Resource Teachers will be placed at each elementary school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	\$3,381,107.00	Yes
20	Resource Teacher Academic Support-Secondary	Resource Teachers will be placed at each secondary level school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	\$1,732,745.00	Yes
21	Paraeducators for English Learners	Paraeducators will work with English Learners to ensure they have access to core content and receive academic support with English Language Development. This will result in English Learners gaining English proficiency to be academically successful and reclassify.	\$1,106,402.00	Yes
22	Elementary Intervention Teachers	Intervention Teachers will be placed at each elementary school site to analyze student data and work with students in small groups to close the educational gaps for Low Income, Foster Youth and English Learners that have been identified by the data.	\$1,038,591.00	Yes
23	Secondary Intervention Teachers	Intervention Teachers and Teachers on Assignment (TOAs) will be placed at each secondary level school site to analyze student data and work with students in small groups to close the educational gaps that Low Income, Foster Youth and English Learners that have been identified by the data. Materials and supplies will be provided to facilitate the work.	\$259,511.00	Yes
24	Secondary Student Interns	Student Interns will be placed at secondary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress.	\$123,300.00	Yes

# Goal

Goal #	Description	Type of Goal
5	Goal 5: (Broad) Attendance rates will be monitored and opportunities for students to engage and participate in their course of study will be supported to promote high graduation rates for all students.	Broad Goal

State priorities address by this goal.

4, 5, 6, 7
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An explanation of why the LEA has developed this goal.

We developed this goal because our students need to feel connected to school in order to be more motivated and engaged in their academic achievement. The metrics identified in this goal will measure 1) attendance and graduation rates, 2) chronic absenteeism, 3) middle and high school dropout rates, 4) progress on local and state assessments, and 5) CTE Completion in order to monitor students' outcomes through attendance and engagement.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rates Pupil Resources Report Percent of students absent more than 10% of the year	2023-24 District Report All: 25.15% ELs: 26.89% FY: 23.90% LI: 25.70%			All: 23.15% ELs: 24.89% FY: 21.90% LI: 23.70%	
2	Chronic Absenteeism (Dashboard) Percentage of students who are chronically absent	2023 CA Dashboard All-36.2% EL-34.8% LI-37.7% FY-39.0% FI- 22.1% WH- 44.8% HI- 36.9% HOM- 43.6% SWD- 45.0 %			All-34.2% EL-32.8% LI-35.7% FY-37.0% FI- 19.1% WH- 41.8% HI- 33.9% HOM- 40.6% SWD- 42.0 %	

3	Graduation Rates- CA Dashboard Percentage of students who received a high school diploma within four or five years of entering ninth grade	2023 CA Dashboard All Rate= 89.5% EL Rate= 75.7% LI Rate= 89.6% FY Rate= 78.8%			All Rate= 91.5% EL Rate= 78.7% LI Rate= 91.6% FY Rate= 81.8%	
4	Middle School Dropout Rate (CALPADS 1.12 Report) Percent of students dropping out of grade 8	2023-24 CALPADS Report All All Rate- 0.00% EL Rate- 0.00% FY Rate- 0.00% LI Rate- 0.00%			All All Rate- 0.00% EL Rate- 0.00% FY Rate- 0.00% LI Rate- 0.00%	
5	High School Drop Out Rate: Ed Source Report percentage of students in the four-year cohort who dropped out of school	2022-23 Ed Source Report All- 6.3% EL- 13.0% FY- 11.8% LI- 6.3%			All- 5.3% EL- 12.0% FY- 10.8% LI- 5.3%	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Online Academic Credit Recovery	Teachers trained to use online learning licenses, will support the extended day credit recovery and acceleration program, so that students from Foster Youth and Low-income households are able to fill academic gaps and increase the number of students eligible to graduate with their designated four-year cohort. Materials and Supplies will be provided.	\$389,693.00	Yes
2	Crisis Intervention Team	Crisis intervention team, Program Assistant Administrative Support, and mental health support staff will deploy to sites and assist English Learners, Foster Youth, and Low-income students in order to meet their emotional/behavioral needs. Training will be provided to the staff to address the needs of the targeted population. Contracted services, materials and supplies will be used and provided as needed.	\$4,413,093.00	Yes
3	Health Services	The Director of Health Services, Administrative Secretary, School Nurses, Classified Nurses and Health Services Assistants will support Foster Youth and Low-income students by coordinating access to basic medical care through Medi-Cal referrals for health, mental health and substance abuse services that improve health outcomes leading to improved school attendance and completion. Special assignment and in-service will be provided for learning outside of the contracted time. Materials, supplies, and contracted services will be used to support the program.	\$3,289,360.00	Yes
4	Monitor Attendance Patterns	The Attendance Specialists along with School Site Specialists will use contracted services to monitor attendance patterns to identify and support Foster Youth and Low-income students who are chronically absent and who are at-risk of becoming chronic absentees in order to enhance overall student attendance, build rapport, and decrease chronic absenteeism.	\$2,915,263.00	Yes
5	Counselors Elementary School	Elementary School Counselors will support Foster Youth, English Learners, and Low income students by providing individual and small group counseling addressing the social-emotional needs of our students. Materials and supplies will be utilized to provide targeted lessons and an environment to increase academic achievement, improve attendance rates while decreasing	\$3,284,418.00	Yes

		behavior referrals and raise college and career awareness.		
6	Professional Development	Teacher Specialists and selected classroom teachers provide ongoing and job-embedded professional development (i.e. training, coaching one-on-one) to administrators, teachers, and parents, in order to build the capacity of adult learners in the system to transform teaching and learning to meet the various needs of English Learners, Low-income and Foster Youth students. Special assignment and in-service will be provided for learning outside of the contracted time. Program administrators and other classified staff will help to coordinate these services. Materials, supplies, professional development management systems, communication services, and mileage will be provided to facilitate and support professional development.	\$910,888.00	Yes
7	Counselors Secondary Schools	Secondary School Counselors will support English Learners, Foster Youth, and Low Income students by providing targeted interventions using materials and supplies during individual and small groups sessions that address both academic and social-emotional needs of students. Secondary counselors will work with elementary school counselors in transitioning incoming secondary students by providing direct supports throughout the school year. Counselors will collaborate with educational partners (i.e. parents, teachers, community agencies/partners) in an effort to increase student engagement, graduation rates, financial aid completion rates, and college/career readiness.	\$3,563,461.00	Yes
8	Support for Chronic Absenteeism	Kindergarten and first grade teachers will develop lessons to bridge academic gaps in content knowledge for Low-income students who experienced chronic absenteeism in order to ensure students will be able to access grade level content standards. Attendance Clerks will support at identified schools with high rates of Chronic Absenteeism in monitoring attendance and communicating with families in order to improve student engagement and attendance.	\$1,740,733.00	Yes
9	Paraeducators	Paraeducators will be trained to support student engagement by assisting students academically, socio-emotionally, and behaviorally with evidence-based practices, strategies, and interventions.	\$18,527,016.00	No
10	Social Emotional Support-High School	Mental Health Clinicians will provide direct social emotional support to our Foster Youth and Low-income students at our four comprehensive high schools and two of our Academies focusing on those who have experienced a high degree of trauma and continue to experience challenges. Students will be provided with services and/or referrals based on the particular case of the student case, as well as supporting students who are returning to school after hospitalizations. This will lead to higher academic achievement and graduation rates.	\$276,620.00	Yes
11	Trauma Informed Services	Student Support Specialists will alleviate the increased caseload of students waiting to receive services for experienced trauma. Trauma-informed behavioral approach services and personalized support plans will be provided in a timely manner to Foster Youth and Low-income students. This service will be imperative to the student's mental well-being and mitigate the impact on their academic achievement.	\$421,827.00	Yes

# Goal

Goal #	Description	Type of Goal
6	Goal 6: (Broad) Behavioral support and academic counseling will be made available to students to increase their connectivity to school, reduce suspension rates, and improve school safety and culture.	Broad Goal

State priorities address by this goal.

4, 5, 6
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An explanation of why the LEA has developed this goal.

We created this goal because there is a need to address school climate for our students and to put systems in place that will be conducive to improving school environments and fostering students' sense of belonging. The metrics identified in this goal will measure 1) connectedness and safety according to the California Healthy Kids Survey, 2) Suspension and Expulsion rates, and 3) and graduation rates for our Continuation High School in order to see progress in perceptions of school climate and improved student outcomes.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CHKS-Connectedness California Healthy Kids Survey (CHKS) Percentage of students, staff and parents that feel School Connectedness	2023-24 CHKS Survey Students Elementary- 61% most of the time Secondary - 38% are satisfied Staff Strongly Agree-36% Agree- 44% Disagree- 15% Strongly Disagree- 5%  Parents Strongly Agree- 36% Agree- 48% Disagree- 6% Strongly Disagree- 3%			Students Elementary- 65% most of the time Secondary - 45% are satisfied  Staff Strongly Agree-39% Agree- 47% Disagree- 12% Strongly Disagree- 2%  Parents Strongly Agree- 39% Agree- 51% Disagree- 3% Strongly Disagree- 1%	

2	CHKS- Safety California Healthy Kids Survey (CHKS) Percent of students, staff and parents that feel safe at school	2023-24 CHKS Survey Students Elementary- 88% Secondary - 51%  Staff Strongly Agree-33% Agree- 52% Disagree- 12% Strongly Disagree- 3%  Parents Strongly Agree- 34% Agree- 50% Disagree- 9% Strongly Disagree- 7%			Students Elementary- 91% Secondary - 55%  Staff Strongly Agree-38% Agree- 58% Disagree- 9% Strongly Disagree- 1%  Parents Strongly Agree- 37% Agree- 53% Disagree- 6% Strongly Disagree- 4%	
3	Suspension Rate (Dashboard) Percentage of students who were suspended at least once	2023 CA Dashboard All- 4.3% ELs- 4.8% LI- 4.5% AA- 10.0% FOS- 10.9% HI-4.3% HOM- 4.5% SWD- 6.5%			All- 1.3% ELs- 1.8% LI- 1.5% AA- 7.0% FOS- 7.9% HI-1.3% HOM- 1.5% SWD- 3.5%	
4	Expulsions-Local data from Pupil Resources	2022-23 Expulsions- Ed Data 0% All: 0% ELs: 0% LI: 0% FY: 0%			Expulsion Rate- maintain at 0% All: 0% ELs: 0% LI: 0% FY: 0%	
5	Park West- Grad Rate CA Dashboard	2023 CA Dashboard 72.7%			75.7%	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Climate	Consultants will provide leadership opportunities for Foster Youth and Low-income students in order to increase student participation in extracurricular activities, school attendance, and academic achievement.	\$66,400.00	Yes
2	Restorative Justice	School Site Administrators and classified staff will provide support to Foster Youth, English Learners, and Low-income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions in order to increase their college and career readiness.	\$1,603,846.00	Yes
3	Extracurricular Activities	Athletic Coordinators, Activity Directors, and Walk-on coaches at secondary schools will receive stipends to design, instruct, and facilitate engaging sports and other extra-curricular activities for Low-income students during the school year and summer in order to promote student, family, community, and school connectedness. Materials, supplies, and transportation will be provided as needed.	\$844,065.00	Yes
4	Individualized Student Academic and Emotional Support	Teachers, a Mental Health Supervisor, and a Counselor at the continuation high school will provide academic and emotional support to Foster Youth and Low-income students who are deficient on credits for graduation. Services from an outside consultant will provide additional support to the students to alleviate other barriers to school attendance and increase graduation rates.	\$813,138.00	Yes



5	Positive Behavior Intervention and Support (PBIS)	Positive Behavior Intervention and Support (PBIS) Administrators, teachers, and Board Certified Behavior Analyst (BCBA) will use the Schoolwide Information System (SWIS) behavior management system and Social-Emotional Learning techniques to meet the social-emotional needs of English Learners, Foster Youth, and Low-income. Teacher Specialists, BCBA, selected classroom teachers, and classified staff will provide professional development, training, coaching, and one-on-one supports to school site staff. Consultants, materials, supplies, and contracts are used to support the implementation and delivery of services in order to build the capacity of adult learners to transform teaching and learning for student academic success.	\$1,997,362.00	Yes
6	Elementary Campus Supervisors	Elementary Campus Supervisors will assist Low-income students with behavior and social skills to increase a positive school environment and improve school culture.	\$747,381.00	Yes
7	Evidence-Based Positive Behavioral Supports	Coordinators that are Board Certified Behavior Analysts will provide ongoing training, collaboration, and consultation for staff to develop evidence-based, positive behavioral supports to address students with challenging behaviors.	\$591,350.00	No

# Goal

Goal #	Description	Type of Goal
7	Goal 7: (Broad) Students will have opportunities to enroll in a broad course of study to support them as they become ready for post-secondary education and careers of their choice.	Broad Goal

State priorities address by this goal.

4, 5, 7
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An explanation of why the LEA has developed this goal.

We developed this goal because our students need a well-rounded education that enables them to access a broad course of study and expand their post-secondary career options. The metrics identified in this goal will measure 1) progress on local and state assessments, 2) attendance and graduation rates, 3) chronic absenteeism, 4) CTE completion and A-G requirements rates in order to ensure students have access to a broad course of study to support and prepare them for post-secondary education and career options, and 5) average ratio of elementary students to robotics kits per classroom.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3%			CTE Pathway Completers All: 5.8% ELs: 4% LI: 5.8% FY: 4%	
	Percent of students with both A-G/CTE Completers	Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%			Both A-G/CTE Completers All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	

2	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%			All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	
3	Robotics Kits Per Classroom- Average ratio of elementary students to robotics kits Source: District Internal Report (Ed. Technology)	2023-24 Ratio of Elementary Students to Robotics Kits 3.9 : 1			2 : 1	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Programs	Teachers will implement a Dual Language Immersion (DLI) program, with the support of Student Interns, Teachers on Assignments, and contracted services to provide English Learners and Low-income students at elementary and secondary grades an opportunity to develop academic biliteracy, grade level proficiency, and cultural awareness. School staff will provide opportunities for parents to learn how to support their students in the DLI program. Materials and supplies will be provided.	\$2,452,859.00	Yes
2	Visual and Performing Arts & Physical Education (PE)-Secondary	Teachers and Paraeducators will provide extracurricular and summer enrichment to Foster Youth and Low-income students by incorporating Arts instruction, physical education (PE), performance, competition, and practice opportunities. Uniforms, repairs, and maintenance will allow students access to cultural and artistic resources using materials, supplies and transportation in order to promote school connection, school spirit, academic achievement, and attendance.	\$986,081.00	Yes
3	Science, Technology, Engineering, and Mathematics (STEM)	Science, Technology, Engineering, and Mathematics (STEM) teachers and staff, will receive special assignment hours to provide elementary and middle school Foster Youth and Low-income students with hands-on learning experiences during extended learning time to create projects in preparation for competition. Materials, supplies, and competition fees will be provided to support students in the program in order to develop their skills and academic interest in the STEM field.	\$146,207.00	Yes
4	Science Support	Science Teacher Specialist, will provide professional development, and coaching opportunities to teachers who will engage English Learners, Foster Youth and Low-income students in hands-on activities during instruction using updated technology software, licenses, materials and supplies to ensure interventions for students are effectively facilitated and data analysis is used to increase student understanding of the curriculum.	\$484,836.00	Yes
5	Robotics Computer Science Program	Classroom teachers will ensure Low-income students have access to student-centered learning experiences using materials and supplies for hands-on robotics kits, experiments, and computer science during classroom instruction in order to ensure the students will have problem solving skills needed for college and career readiness.	\$351,962.00	Yes
6	Art, Music, and Physical Education (PE)-Elementary	Teachers will provide Foster Youth and Low-income students an opportunity to participate in art, music, physical education (PE), and extracurricular programs at the elementary level. A Teacher Specialist will collaborate with contract services and support staff to coordinate events to provide students the opportunity to compete and explore their talents. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills. Materials, supplies, and transportation to events will be provided as needed to support the program.	\$3,589,719.00	Yes

7	Career Technical Education (CTE)	Career Technical Education teachers and Career Center Techs will strengthen career technical education (CTE) connections in the community and provide the contracted services opportunities of internships to English Learners, Foster Youth, and Low-income students. Students will have opportunities to explore careers, receive certifications, and earn community college credits. College and career readiness support will be provided by career technicians to assure students have the greatest opportunity for college and career readiness success. Students will benefit from field trips to local colleges and industries. Transportation will be provided for trips. Materials and supplies will be purchased to support the program.	\$3,449,130.00	Yes
8	College and Career Equity	School staff receive special assignment and overtime hours to provide equitable college and career ready opportunities for Low-income students who have been underserved in college and careers attainment. Staff, students, and parents will have an opportunity to attend conferences to strengthen their knowledge of college and career options. Contracted services, materials and supplies will be provided in order to provide equitable college and career readiness.	\$634,849.00	Yes
9	College and Career Exposure	School staff provide enriched academic experiences for Low-income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to support them as they become ready for post secondary education and careers of their choice. Transportation will be provided.	\$795,534.00	Yes
10	Academy School Supports	Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support to address the needs of Low-income students in order to promote their academic achievement by ensuring students complete the A-G requirements and become College and Career ready. Additional teachers at these academies will provide students the opportunities to take courses beyond the core curriculum such as Project Lead the Way, NAF, and CTE classes. Materials and supplies will be provided.	\$1,863,359.00	Yes

# Goal

Goal #	Description	Type of Goal
8	CSI Schools meeting the criteria for Comprehensive Support and Improvement (CSI) will be supported using evidence-based resources that best align with the findings of the comprehensive needs assessment in order to increase student academic achievement and increase graduation rates.	Broad Goal

State priorities address by this goal.

4, 5, 6, 8
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An explanation of why the LEA has developed this goal.

We developed this goal in order to address the needs of our schools who met the criteria for Comprehensive Support and Improvement—Lincoln Elementary School, Marshall Middle School, and Pomona High School. Their needs are aligned to the areas of low performance on the California Dashboard. The metrics for this goal will measure progress on 1) state and local academic assessments for all three schools and 2) suspension and chronic absenteeism for Marshall Middle School in order to ensure that all three schools are showing improvement on the Dashboard red indicators and overall student academic achievement.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Lincoln- DIA District Interim Assessments English Language Arts and Mathematics BM 1 and BM2	2023-24 DnA District Report ELA 45.80 52.23 Math 53.72 49.33			ELA 48.80 55.23 Math 58.72 51.33	
2	Lincoln- ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 97.3 PBS			92.3 PBS	

3	Lincoln- Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 117.5 PBS			112.5 PBS	
4	Lincoln ELPI- English Learner Progress CA Dashboard Percent of students at each Level	2023 CA Dashboard Progressed 1 Level- 31.1% Maintained Level 4- 2.7% Maintained Levels 1-3- 33.8% Decreased 1 Level- 32.4%			Progressed 1 Level- 33.1% Maintained Level 4- 3.7% Maintained Levels 1-3- 34.8% Decreased 1 Level- 30.4%	
5	Marshall- DIA District Interim Assessments Mathematics BM1 and BM2	2023-24 DnA District Report 58.72      51.63			61.72      54.63	
6	Marshall Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 120.3 PBS			117.3 PBS	
7	Marshall Chronic Absenteeism CA Dashboard Percentage of students who are chronically absent	2023 CA Dashboard Report 36.4%			33.4%	
8	Marshall Suspension CA Dashboard Suspension Rate Percentage of students who have been suspended for at least one day	2023 CA Dashboard Report 15.5%			13.5%	

9	Pomona High DIA Report Districtwide Assessments English Language Arts and Mathematics BM1 and BM2	2023-24 DnA District Report ELA 53.04 48.20 Math 43.62 42.11			ELA 55.04 51.20 Math 46.62 45.11	
10	Pomona High ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 62.2 PBS			58.2 PBS	
11	Pomona High CAASPP Mathematics CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 139.1 PBS			121.1 PBS	
12	Pomona High ELPI-English Learner Progress  CA Dashboard Percentage of students at each level	2023 CA Dashboard Progressed 1 Level- 33.0% Maintained Level 4- 2.4% Maintained Levels 1-3- 42.9% Decreased 1 Level- 21.7%			Progressed 1 Level- 36.0% Maintained Level 4- 5.4% Maintained Levels 1-3- 43.9% Decreased 1 Level-19.7%	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Lincoln E.S: Comprehensive Support & Improvement	Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	\$139,581.00	No
2	Marshall M.S: Comprehensive Support & Improvement	Teachers will receive professional development in the areas of Math, Chronic Absenteeism, and Suspension Rate to implement effective instructional practices, evidence-based strategies such as tutoring and intervention to increase academic achievement, and strengthen partnerships with families to increase attendance rate and decrease suspension rate.	\$121,602.00	No
3	Pomona H.S: Comprehensive Support & Improvement	Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	\$246,801.00	No

# Goal

Goal #	Description	Type of Goal
9	Goal 9: (Equity Multiplier Focus Goal): By June 2025, Kellogg will decrease its overall chronic absenteeism rate including Students with Disabilities (SWD) by 6% and English Learners by 3.5%, with the implementation of a comprehensive multi-tiered system that addresses root causes for absenteeism, improves school climate, boosts student and family engagement, provides training to staff on attendance best practices, and reviews attendance data, as measured by the Chronic Absenteeism Indicator on the California Dashboard.	Equity Multiplier Focus Goal

State priorities address by this goal.

5

An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the California School Dashboard data that identified Kellogg Polytechnic Elementary School with nonstability rates and the lowest-performing in the area of Chronic Absenteeism among the Students with Disabilities group. The metrics identified in this goal will measure chronic absenteeism in order to increase students' attendance.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Kellogg Chronic Absenteeism CA Dashboard	2023 Dashboard Report All - 38.4% EL - 34.0% FY - 0 LI - 39.7% SWD - 53.3%			All - 35.4% EL - 31.0% FY - 0 LI - 36.7% SD - 50.3%	

## Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Kellogg Elementary School (aligned with Priority 5)	By June 2025, Kellogg will decrease its overall chronic absenteeism rate including Students with Disabilities (SWD) by 6% and English Learners by 3.5%, with the implementation of a comprehensive multi-tiered system that addresses root causes for absenteeism, improves school climate, boosts student and family engagement, provides training to staff on attendance best practices, and reviews attendance data, as measured by the Chronic Absenteeism Indicator on the California Dashboard.	\$513,674.00	No

# Goal

Goal #	Description	Type of Goal
10	Goal 10: (Equity Multiplier Focus Goal): By June 2025, Pomona Alternative School (PAS) and Park West will increase attendance rates by 3% and expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students and increase attendance, expand their post secondary career options, and improve graduation rate, a measured by Graduation Rate and the College and Career Indicators on the California Dashboard.	Equity Multiplier Focus Goal

State priorities address by this goal.

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An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the California School Dashboard data that identified both Pomona Alternative School (PAS) and Park West Continuation High School with nonstability rates and Park West with the lowest-performing in the area of College and Career Indicator. The metrics identified in this goal will measure 1) attendance for both PAS and Park West and 2) graduation rate at Park West in order to increase students' attendance through the exposure of broad course access such as Career Technical Education (CTE).
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Pomona Alternative School (PAS)/Park West Pupil Resources Report Attendance Rate	2023-24 Pupil Resources Report Pomona Alternative School (PAS) Rate- 90.48%  2023-24 Pupil Resources Report Park West Rate- 68.67%			Pomona Alternative School (PAS) Rate- 93.48%  Park West Rate- 71.67%	
2	Park West CA Dashboard Graduation Rate	2023 CA Dashboard Park West Graduation Rate 72.7%			Park West Graduation Rate 75.7%	

# Goal Analysis for 2024-2025

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	By June 2025, Pomona Alternative School (PAS) and Park West will increase attendance rates by 3% and expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students and increase attendance, expand their post secondary career options, and improve graduation rate, as measured by Graduation Rate and the College and Career Indicators on the California Dashboard.	\$379,467.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$88,854,327.00	\$11,588,320.00

## 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
42.15%	0.77%	\$1,695,143.12	42.92%

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 #(s)	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
G1 A1 Support with Staff Recruitment and Hiring	<p>Our English Learners, Foster Youth, and Low-Income students need timely services and qualified personnel to provide academic and social-emotional support, especially given their unique needs such as having language barriers and lacking academic support at home as English Learners, lacking stability with housing and care as Foster Youths, and lacking resources and adult support due to some parents having to work multiple jobs to make ends meet as Low-Income students. These unique needs are reflected with CAASPP ELA data which indicates that English Learners are 80.5 points below the standard, Foster Youths are 76.3 points below the standard, and Low-Income students are 44.5 points below the standard. Additionally, CAASPP Math data indicates that English Learners are 116.9 points below the standard, Foster Youths are 123.2 points below the standard, and Low-Income students are 91.6 points below the standard.</p> <p>Through outreach with parents/ guardians, students, and teachers, we learned that many of our English Learner, Foster Youth, and Low-Income students lack stability and resources at home which impact our students' academic performance and social well-being.</p>	<p>Our district will continue to have a human resources clerk and teacher specialist focused on the recruitment and hiring process of qualified personnel to ensure that our English Learner, Foster Youth, and Low Income students receive timely services and support at school.</p> <p>This action addresses the timely academic and social-emotional support our English Learner, Foster Youth, and Low Income students need in order to minimize academic gaps and strengthen foundational skills. It will be provided on a LEA-wide basis because all our students will benefit from having qualified staff to increase engagement and academic achievement. In addition, we expect that having staff support with recruitment and hiring will help Students with Disabilities in response to the red indicators in English Language Arts on the California Dashboard, and help Homeless Youth, Students with Disabilities, and African American students in response to the red indicators in Math on the California Dashboard.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DataQuestTAMO Report (G1, Metric 1)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>

G1 A2 Teacher Support	<p>Based on the California School Dashboard, our English Learner students are 80.5 points below the standard in ELA and 116.9 points below the standard in Math, and Low-Income students are 44.5 points below the standard in ELA and 91.6 points below the standard in Math. The California Dashboard data also indicates that English Learner and Low-Income students are low in College and Career Readiness. Our English Learner students struggle with language barriers while our Low-Income students often struggle with not having adults at home to provide academic support due to working parents or other added responsibilities. As a result, English Learner and Low-Income students struggle to meaningfully connect fundamental academic concepts in the curriculum to their own experiences. For this reason, these students need teachers who understand their unique needs and challenges in order to provide effective instructional strategies and teaching modalities to increase engagement and comprehension.</p> <p>The results of data and educational partner feedback informed us that English Learner and Low-Income students need academic support and interventions to increase academic outcomes.</p>	<p>Veteran teachers will support beginning teachers through the teaching credentialing process and help beginning teachers develop instructional pedagogy specific to meeting the needs of English Learners and Low-Income students, like instructional strategies for students with language barriers to promote language acquisition or evidenced-based teaching approaches for students with limited resources in order to increase student engagement and academic outcomes.</p> <p>This action addresses the needs of English Learner and Low-Income students to have beginning teachers that are in touch with their unique academic and social emotional needs. It will be provided on a LEA-wide basis because all students will benefit from having teachers that have effective instructional practices. In addition, we expect that having Teacher Support will help students in response to the red indicators in English Language Arts and Math on the California Dashboard.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DataQuestTAMO Report (G1, Metric 1)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
G1 A3 Custodial Staff - Vandalism Crew	<p>Our Low-Income students live in neighborhoods that are disproportionately exposed to crime, violence, and vandalism. As a result, our comprehensive high schools endure more property damage, graffiti, and vandalism causing these facilities to be less conducive learning environments. The California Dashboard data indicates that 37.7% of Low-Income students are chronically absent. These students need positive learning environments that increase their sense of safety and pride in school.</p> <p>Educational partner feedback from parents and students inform us that students need well-maintained and clean (school) facilities to feel more connected and safe in order to increase school engagement.</p>	<p>To keep our comprehensive high school facilities comparable to other school sites, our district will continue having a vandalism repair crew attend to the needs of the facilities and provide services to maintain a conducive learning environment for students. In addition, Campus Service Worker positions have been adopted to help provide additional support to maintaining school grounds at the comprehensive high schools.</p> <p>This action will address the repair and clean up of vandalism at comprehensive high schools with the highest concentration of Low-Income students. It will be provided on a schoolwide basis to help all students feel safer and more connected to their learning environment and schools.</p>	<p>We will monitor progress Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2)</li> <li>-Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>



G1 A6 Custodial Staff	<p>The California School Dashboard data indicates that our English Learner students are 80.5 points below the standard in ELA and 116.9 points below the standard in Math; Low-Income students are 44.5 points below the standard in ELA and 91.6 points below the standard in Math. In addition, the California School Dashboard indicates that 34.8% of English Learners are chronically absent and 37.7% of Low-Income students are chronically absent. These data highlight the need for our English Learner and Low-Income students to have custodial staff during school hours to maintain a clean conducive learning environment in order to foster a sense of connectedness in addition to opening up instructional areas for small group targeted instruction and interventions to increase academic achievement in the classroom without interrupting instructional time.</p> <p>Educational partner feedback indicated the need and importance of having custodial staff during school and after school to keep schools clean and orderly in order to positively impact the student learning environment and to minimize interruption of instructional time when students need to gather in small groups for targeted instructional support.</p>	<p>Custodial staff at school sites will clean and maintain classrooms to provide conducive learning environments and access to additional workspace for small group instruction and interventions. This will ensure that the physical learning areas in classrooms are maintained to help with student engagement.</p> <p>This action addresses a safe and clean learning environment for English Learner and Low-Income students at school. It will be provided on a LEA-wide basis to help minimize interruptions in instructional time for these student groups, as well as all students, as they transition between learning settings at their school sites.</p>	<p>We will monitor progress English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> <li>-Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>
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G2 A1 Library Support	<p>Many of our English Learner and Low-Income students need access to books and reading materials in order to close the literacy gap since Pomona only has access to one public library, ELA District Interim Assessments (DIAs) continue to indicate that support is needed for English Learners, as they were the lowest-performing group on the DIAs behind Low-Income students, with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. Low-Income students scored 52.30% on Benchmark I and 53.73% on Benchmark II. English Learners also have the lowest performance category (red) on the Dashboard in English Language Arts (ELA), with CAASPP data indicating 80.5 points below the standard. Low-Income students scored 44.5 points below the standard in ELA.</p> <p>In consultation with parents, staff, and other educational partners, Pomona continues to need access to literacy spaces at all elementary schools.</p>	<p>Our district will continue to provide library support for all elementary schools so that English Learners and Low-Income students have access to books and digital texts. Library clerks will continue to support literacy initiatives by extending library hours from 6 to 8 hours, making academic research tools available, and receive ongoing training to best support the academic and literacy needs of English Learners and Low-Income students.</p> <p>This action addresses literacy gaps in our English Learner and Low Income students. It will be provided on a LEA-wide basis at our elementary schools in order for all students to gain access to the state standards. In addition, we expect that Library Support will help Students with Disabilities, in response to the red indicators in English Language Arts on the California Dashboard.</p>	<p>We will monitor progress for English Learner and Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- CAASPP ELA (G4, Metric 9)</li> <li>- Achieve 3000 Lexile (G4, Metric 12)</li> </ul>
G2 A2 Media Center Support	<p>Many of our English Learners and Foster Youth students do not have access at home to research tools and resources that enable them to complete class assignments. English Learners were very-low performing in ELA, as shown by the red indicator at 80.5 points below the standard. Additionally, Foster Youth were low performing in ELA, as shown by the orange indicator at 76.3 points below the standard. In Math, English Learners were very-low performing, as shown in the red indicator at 116.9 points below the standard, and Foster Youth were low performing, as shown by the orange indicator at 123.2 points below the standard.</p> <p>Educational partners indicated that academic support is a high priority for students, specifically in reading, writing, and math.</p>	<p>Media Technicians and Teacher Specialists will provide the space and resources necessary for an optimal learning environment. They will also build the capacity of students to connect them to resources that will enable them to work, think critically, and collaborate with other students. The Media Centers at the middle schools and high schools will continue to provide an environment for students that support literacy and engagement with academic content, which aligns to the state standards.</p> <p>This action addresses the literacy, research, media skills, and academic support needs of our English Learners and Foster Youth. This action will be implemented LEA-wide in order for students to gain equitable access to the state standards.</p>	<p>We will monitor progress for English Learner and Foster Youth students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-Achieve 3000 Lexile (G4, Metric 12)</li> </ul>

<p>G2 A3 Combination Class Reduction Elementary and K-8</p>	<p>Many of PUSD's schools are small and have several combination classes, making it challenging for students to receive the interventions they need, were they to be in a non-combination class. Our English Learners and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction in order to minimize barriers to language acquisition and academic achievement. Based on PUSD's ELA and Math CAASPP Dashboard data, both English Learner and Low-Income students are low-performing. English Learners at several elementary schools are very low-performing in ELA and Math, as shown by the red indicators on the Dashboard. -ELA (Alcott, Allison, Harrison, Lincoln, San Jose) -Math (Alcott, Arroyo, Barfield, Harrison, Lincoln, Lopez)</p> <p>Low-Income students at several elementary schools are also very-low performing in ELA and Math. -ELA (Kingsley, Lincoln, Lopez) -Math (Alcott, Harrison, Lincoln, Lopez)</p> <p>Educational Partners expressed a need for academic support, intervention and tutoring.</p>	<p>The purpose of this action is to provide resources that aid in reducing class sizes and the likelihood of combination classes in elementary schools. Additional teachers at the elementary schools help keep staff-to-student ratios low in order to ensure an optimal classroom environment for English Learners, and it allows teachers to focus more time on grade-level standards. With fewer students, teachers can provide increased differentiated instruction to their students with the highest needs, and ensure academic support where it is needed. Less combination classes allows teachers to focus on language-building pedagogy for English Learners that will minimize the likelihood of having more students become Long-Term English Learners.</p> <p>This action addresses the need for fewer combination classes that would ensure increased intervention and targeted support where it is needed. It will be implemented on a schoolwide basis to all elementary schools to keep staff-to-student ratios low to maximize academic support.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
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G2 A4 Transitional Kindergarten and All Day Kindergarten Support	<p>English Learner and Low-Income students are experiencing achievement gaps as a result of unstable learning environments and teacher vacancies. In response, PUSD has made an effort to put systems in place to ensure that interventions needed are provided as early as possible. The number of TK classes available in PUSD expanded from 11 to 36 during the 2023-24 school year. The efforts in growing the TK and K program resulted in 67% of students showing Reading Readiness and 75% of students showing Math Readiness, according to the ESGI data. While English Learners and Low-Income students showed improvement in ELA District Interim Assessments (DIA), both groups showed a decline in Math on those same assessments. There is currently a waiting list for students to join, and therefore, there is a growing need for TK teachers and staff.</p> <p>Educational partners indicated that academic support and intervention are needed, especially for English Learners and Low-Income students at the early grade levels.</p>	<p>With the addition of teachers in Transitional Kindergarten and Kindergarten classrooms, PUSD teachers and staff will be better prepared to implement small-group instruction, class-size reduction, and the academic interventions needed to see consistent increases in DIA percentages across early grade levels.</p> <p>This action addresses the need for additional staff and resources for English Learner and Low-Income students in the TK and Kinder program. It will be implemented on a schoolwide basis in order to provide early education and intervention. This will give students equitable access to content consistent with the state standards.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-ESGI Transitional K Report - Reading Readiness and Math Readiness (G2, Metric 3)</li> </ul>
G2 A5 Technology Teacher Leads	<p>Many of our English Learners and Low-income students and their families come to school with large gaps in the utilization of technology for learning and monitoring progress. Students need instruction that integrates technology with problem-based learning. Based on the California Dashboard, our English Learners and Low-Income students are low-performing in ELA and Math. They need teachers that are integrating technology in everyday instruction, and that are engaging students in problem-solving and collaborative activities.</p> <p>Educational partners expressed a need for more job-embedded coaching, professional development opportunities where they learn effective instructional strategies, and integration with technology during classroom instruction.</p>	<p>In order for students to receive instruction consistent with the state standards, PUSD incorporates professional development models that allow for peer-coaching and district-led professional development. Technology Teacher Leads, or TTLs, will continue to support their peers with learning about new educational technology tools and will provide support to teachers to use technology in their instruction and in the activities they do with students. This allows teachers to better differentiate student tasks in the classroom for our English Learners and Low-Income students. As a result, Low-Income students will have access to instruction that will allow them to use technology to strengthen their understanding of curriculum, and English Learners will have access to instructional strategies through technology that will help with their language acquisition.</p> <p>This action addresses the need for our English Learner and Low-Income students to receive instruction that integrates technology to raise the rigor and relevance of content activities. It will be implemented LEA-wide in order to support teachers, and to help all students improve their overall academic achievement.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-LEA Rating - Professional Learning, Teacher Needs, and Teacher Support (G2, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math(G4, Metric 10)</li> </ul>

G2 A6 Additional Math Learning Opportunities	<p>Our Low-Income students and English Learners at our middle schools have a wide gap in their academic achievement in mathematics, as evidenced by the red indicators on the Dashboard. Both Emerson and Lorbeer Low-Income students were very-low performing in math (Emerson -131.6 points and Marshall -121.4 points), and English Learners were very-low performing at all four middle schools (Emerson -165.9, Lorbeer -155.6, Marshall -172.4, Simons -150.3). English Learners and Low-Income students need additional opportunities in the summer and the comprehensive high schools to continue interventions.</p> <p>Almost all of our educational partners indicated a need for intervention, academic support, and tutoring, especially for English Learners and Low-Income students in the area of mathematics, in response to DIA results and Dashboard data. Educational Partners have noticed more academic gaps with English Learners and Low-Income students at the secondary level, especially going into high school.</p>	<p>To address the academic achievement gaps in mathematics of English Learners and Low-Income students, our middle schools and comprehensive high schools need more dedicated time for math support, PUSD is going to implement a model of teacher coaching and academic support for students. Math Teaching Teacher Specialists will teach part of the day, and will dedicate the rest of the instructional day coaching teachers, sharing high-impact strategies, and also providing support to students, including English Learners and Low-Income students, during instruction. The Teaching Teacher Specialists will also receive training to support math teachers, and they will incorporate best coaching practices to build the capacity of math teachers at their sites.</p> <p>This action addresses the need for additional math support and opportunities for math comprehension for our English Learner and Low-Income students. This action will be implemented LEA-wide in order for secondary teachers to work and collaborate together on best practices during the school year. There will also be opportunities for English Learners and Low-Income students during the summer, including summer school and other targeted programs, and intervention during the school year in order to minimize achievement gaps in Mathematics at the upper grade levels. In addition, we expect that Additional Math Learning Opportunities will help Homeless Youth, Students with Disabilities, and African American students, in response to the red indicators in Mathematics on the California Dashboard.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA Math(G4, Metric 2)</li> <li>-CAASPP Math(G4, Metric 10)</li> </ul>
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G2 A7 National Board Certified Strategies to support Classroom Instruction	<p>Our Low-Income students experienced learning loss for the last three years. PUSD has had difficulty filling teacher positions, and as a result, Low-Income students have experienced a decline in academic performance. PUSD Low-Income students showed improvement on ELA Local District Interim Assessments (DIAs), but DIA Math data indicated that they scored 49.09% in Benchmark I and 48.83% in Benchmark II, showing a decline throughout the year. Low-Income students need teachers that are implementing additional professional learning and high-impact and evidence-based strategies in order for them to improve their academic performance.</p> <p>Educational partners indicated a need for professional development for teachers on high-impact strategies. They also indicated that teachers need coaching and ongoing support in order to deliver high-quality instruction. This is in response to the disparities in academic achievement for Low-Income students, observed in Dashboard data and DIA results.</p>	<p>PUSD values the efforts of teachers that become National Board Certified because they are high quality teachers who have met national standards for what accomplished teachers should know and be able to do. Low-Income students need these types of high-quality teachers that provide high-impact and evidence-based instructional practices in order to address the achievement gaps in ELA and Math, and for them to have high academic success and access to the state standards. PUSD will improve support to teachers by providing information and resources on how to become National Board Certified.</p> <p>This action addresses the need for our Low-Income students to have access to high-impact instruction for academic success. It will be implemented LEA-wide in order to give all teachers the opportunity to gain resources to become National Board Certified, and therefore improve access to the state standards and student outcomes.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math(G4, Metric 10)</li> </ul>
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<p>G2 A8 Support for Classroom Instruction</p>	<p>Our Low-Income and Foster Youth students continue to experience instability in housing, schooling, and instruction, leading to lower academic achievement. Low-Income students are low-performing in ELA (-44.5 points) and Math (91.6 points), as evidenced by the orange indicators on the Dashboard. Foster Youth are low-performing in ELA (-76.3 points) and Math (-123.2 points) based on the orange indicators on the Dashboard.</p> <p>-ELA (Kingsley, Lincoln, Lopez, Fremont, Ganesha, Pomona) -Math (Alcott, Harrison, Lincoln, Lopez, Emerson, Marshall, Fremont, Ganesha, Pomona)</p> <p>In order to address the discrepancies in student achievement and engagement, we need educators to analyze data and receive professional learning on high-impact practices and social emotional strategies.</p> <p>Our educational partners expressed a need for professional learning for teachers, and to continue providing academic support for Foster Youth and Low-Income students who are in need of high-impact strategies.</p>	<p>Teachers and school staff will receive professional development, participate in coaching and collaborate in Professional Learning Communities (PLCs) during designated professional development days to support the needs of Foster Youth and Low-Income students. Topics will include how to integrate technology during instruction, evidence-based academic and behavior practices, and social-emotional learning.</p> <p>This action addresses the need for Low-Income and Foster Youth students to receive evidence-based instruction that is tailored to their academic, behavior, and social emotional needs. It will be implemented LEA-wide to all schools for all Certificated staff in order to best serve Low-Income students with the greatest needs. and for them to continue to have access to the state standards.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
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<p>G2 A9 Multi-Tiered Systems of Support (MTSS) Interventions</p>	<p>Our English Learner, Foster Youth, and Low-Income students are in need of strategic and intensive levels of intervention due to unstable home environments, unstable learning environments, and, as a result, are lacking resources for academic support. English Learners are very-low-performing in ELA (-80.5 points) and Math (-116-9 points), according to the districtwide red indicator on the Dashboard. Low-Income students at several schools are very-low-performing in ELA and Math, as shown by the red indicators on the Dashboard: -ELA (Kingsley, Lincoln, Lopez, Fremont, Ganesh, Pomona) -Math (Alcott, Harrison, Lincoln, Lopez, Emerson, Marshall, Fremont, Ganesh, Pomona)</p> <p>Additionally, the percentage of all students in 1st, 7th, and 11th grade meeting the benchmark on the local District Interim Assessment (DIA) for ELA decreased. The percentage of students meeting the Math DIA benchmark decreased for grades Kinder, 1st, 4th, 5th, 6th, 7th, 8th, and High School Math II. These identified groups need multi-tiered support that will address their specific circumstances.</p> <p>Educational partner feedback indicated that teachers need additional coaching and professional development to continue learning instructional strategies that will lead to academic achievement. Educational partners also saw that the increased needs of English Learners, Foster Youth and Low-Income students requires teachers to be more prepared to provide that support to those students.</p>	<p>Teacher Specialists will continue to use the Multi-Tiered Systems of Support (MTSS) framework to train and coach teachers on strategies and interventions for students in need of academic and behavioral Tier 2 and Tier 3 support. This will allow teachers to provide quality instruction, intervention, and assessment practices that support the needs of English Learners, Foster Youth, and Low-Income students in order to lead them to success.</p> <p>This action addresses the need for differentiated services that give English Learners, Foster Youth, and Low-Income students access to the academic and social emotional support that they need. It will be implemented LEA-wide in order for all teachers to use high-impact MTSS practices, and give students equitable access to the state standards.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> <li>-Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>-Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>-Suspension Rate (Dashboard) (G6, Metric 3)</li> </ul>
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G2 A10 Improve Student Achievement	<p>Our English Learners, Foster Youth and Low-income students have experienced unstable learning conditions over the last three years, as a result of the COVID learning gap and the number of vacancies in our schools, resulting in a need to increase services to support their academic needs. Dashboard data indicates that Low-Income students are low-performing in ELA and Math, and English Learner Progress (ELPI) decreased for English Learners. Local District Interim Assessments (DIAs) indicate that the number of students meeting the Benchmark decreased in both ELA (1st, 7th, 11th graders), Math (K, 1st, 4th, 5th, 6th, 7th, 8th graders, and HS Math II), and ELPI (English Learners). Students need resources and services that will aid in their academic achievement, and they need staff to manage and monitor those services.</p> <p>Educational Partner feedback indicated a need for academic support, improved services and better communication between schools, the district and the home in order to better support students and families.</p>	<p>In an effort to address the learning loss experienced by English Learner, Foster Youth, and Low-Income students, PUSD Certificated and Classified Staff will coordinate and manage services to support students and families, and improve overall academic achievement, including a focus on social-emotional well-being for students. Classified Staff will receive bilingual stipends in order to support families in need of translation services at all schools. Additional Typist Clerks will be allocated to larger school sites in need of additional direct support to students and families. Certificated Staff will attend conferences to address the unique needs of specific student groups. Program administrators will support schools with program implementation and progress monitoring.</p> <p>This action addresses the need for students to have access to academic support services. It will be implemented LEA-wide so that English Learner, Low-Income, Foster Youth students and all students have access to services that will improve their academic outcomes and have equitable access to the state standards.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
G2 A13 Elementary Paraeducators and Student Interns	<p>English Learners and Low-Income students have a higher need for academic support and tutoring in school. Our students lack access to resources that make it difficult for students to connect with the content outside of the school day. PUSD implements services that provide additional support in the classroom for students with the highest needs. Dashboard data indicated that English Learners and Low-income students were low-performing in ELA and Math. Local Math District Interim Assessments (DIAs) also indicated that fewer English Learners made progress between Benchmark assessments (K, 1st, 4th, 5th, 6th, 7th, 8th, HS Math II).</p> <p>Educational partner input indicated that additional tutoring and intervention is needed for all students.</p>	<p>Paraeducators and Student Interns will work with English Learners and Low-Income students in order to help close academic achievement gaps in English and Math. Students will receive daily support in order to improve their academic progress and close achievement gaps.</p> <p>This action addresses the need for all students, including English Learners and Low-Income students, to have additional support in the classroom in real-time and minimize the staff-to-student ratio. It will be implemented LEA-wide to all elementary schools in order to reduce staff-to-student ratios and for interventions to be classroom and site-specific.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>

G3 A1 Community Schools	<p>Our Low-Income students and families often face many challenges such as lack of resources, housing, and health care. They require the need for a variety of educational, socio-emotional, and physiological support to improve student attendance and increase family engagement.</p> <p>Through outreach and data from the community schools report, many of our families have shared their unique circumstances that have caused limitations to student engagement and academic success.</p>	<p>Personnel at community schools will provide support to students and families so they can access resources such as food, clothing, school supplies, transportation, and housing. The personnel at community schools will connect students and families who need additional mental and health services as well as leveraging and coordinating resources from the community to support and strengthen a positive educational environment for students and families.</p> <p>This action addresses the limited resources of our Low-Income students and families. It will be provided on a schoolwide basis to support families with resources and help increase parent/ family and student engagement.</p>	<p>We will monitor progress for Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Communication -Parent and Family Engagement (G3, Metric 1)</li> <li>-Resources- Parent and Family Engagement (G3, Metric 2)</li> <li>-Engagement- Parent and Family Engagement (G3, Metric 3)</li> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- Graduation Rates- CA Dashboard (G5, Metric 3)</li> </ul>
G3 A2 Parent Training on Student Data	<p>As a district with 90% of socioeconomically disadvantaged students, our students and families have limited resources at home which impacts academic achievement. This is evident in the data shared in the Annual Performance section as our English Learner, Foster Youth, and Low-Income students are low performing in English Language Arts (ELA) and Math. To support these student groups, we need to increase parent involvement in order to increase academic achievement and connectivity to school. The need to bridge the academic gap by providing support and training to parents/ guardians is pivotal in building rapport with families, providing resources, information, and support that may be limited due to their unique circumstances.</p> <p>Educational partner feedback from parents and staff indicated a significant need to increase parental support and involvement at the district and site level to bridge academic gaps.</p>	<p>Our district will continue to have Teacher Specialists and classified staff provide scheduled meetings to engage parents in meaningful conversations to better understand district and site level plans for student academic achievement, provide resources and trainings to understand student data and available services, and inform on support and strategies that can be implemented at home to better support English Learner, Foster Youth, and Low-Income students.</p> <p>This action addresses the engagement of parents/ guardians to become involved in the evaluation of student data and participate in the decision making process to support and advocate for English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase parent capacity and involvement, and access to available resources and information to increase student academic achievement for all students.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Communication- Parent and Family Engagement (G3, Metric 1)</li> <li>-Resources- Parent and Family Engagement (G3, Metric 2)</li> <li>-Engagement- Parent and Family Engagement (G3, Metric 3)</li> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-Attendance Rates Pupil Resources Report (G5, Metric 1)</li> </ul>

G3 A3 Parent Support and Involvement	<p>The needs of our English Learner, Foster Youth, and Low-Income students vary from language barriers and housing instability to limited resources. To better support these students at home, their parents/guardians need assistance, training, and knowledge on how to support their academic achievement and increase academic outcomes.</p> <p>This is evident in the feedback from educational partners at both district and site levels who are concerned with the lack of parent involvement, support, and participation. The feedback indicated the need for continued effort to provide relevant training and workshops for parents/guardians and families to help support student outcomes at both the district and school site level.</p>	<p>The Parent Center will continue to collaborate with parents/guardians and families to provide trainings and workshops to increase parent capacity and awareness to better support students' academic success. This action will give parents/ guardians the opportunity to learn about the academic services and resources available to students and how to support them at home.</p> <p>This action addresses the assistance and trainings for parents/ guardians of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to support all families with a variety of services such as workshops, enrollment support, and content trainings. Efforts are being considered to expand accessible workshops and support to parents/ guardians and families at school clusters with the pilot of Parent University on wheels to further increase parent involvement and participation.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Communication- Parent and Family Engagement (G3, Metric 1)</li> <li>-Resources- Parent and Family Engagement (G3, Metric 2)</li> <li>-Engagement- Parent and Family Engagement (G3, Metric 3)</li> <li>-Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> </ul>
G3 A4 Educational Partners Learning Walks	<p>Parents and families of English Learners, Foster Youth, and Low-Income students may often lack understanding and knowledge about district and site plans that are aimed at closing the achievement gap. Collaboration among educational partners is key to student academic success, increase family and student engagement and rapport, enhance communication, and increase knowledge of district and school site plans and initiatives to better support students.</p> <p>Our educational partners have expressed the need to better understand district level and site level plans and initiatives to better support student academic outcomes, in addition to increasing parent involvement as noted in comments and suggestions from the annual LCAP survey and Parent and Family Engagement Self-Reflection Tool.</p>	<p>The adoption of this new action will provide Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents/ community members, SELPA administrator, secondary students) the opportunity to engage in meaningful walkthroughs at school sites to learn about the services within the LCAP to increase parental involvement and student academic performance.</p> <p>This action also addresses the engagement of educational partners to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions for English Learner, Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to strengthen educational partner collaborations, and increase parent involvement and understanding of district and school level plans to better support academic achievement for all students.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Communication- Parent and Family Engagement (G3, Metric 1)</li> <li>-Resources- Parent and Family Engagement (G3, Metric 2)</li> <li>-Engagement- Parent and Family Engagement (G3, Metric 3)</li> <li>-DIA ELA(G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> </ul>

G3 A6 Orientation for Elementary Students	<p>Due to limited educational resources available at home, our English Learners, Foster youth, and Low-Income elementary students need to establish a strong home-school connection when they are enrolling in school, whether it is a student entering school for the first time or a student enrolling in a PUSD elementary school for the first time.</p> <p>Educational partners indicated the need to increase parent involvement and academic support through school connectedness by having orientations for students entering school to help build rapport with incoming families and improve students' transition into school.</p>	<p>This action was adapted and moved from Priority 2 to Priority 3 in response to educational partners feedback and the expansion of the Transitional Kindergarten programs. The orientation(s) will help parents better understand the school expectations and academic programs/ services to better support their child at home and increase parent involvement.</p> <p>This action addresses our English Learner, Foster Youth, and Low Income students' connectivity as they transition into school. It will be provided on a LEA-wide basis to help these students, and all students feel welcomed and acclimated to their new school setting which will increase home-school partnership, student engagement, and academic success.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-Communication- Parent and Family Engagement (G3, Metric 1)</li> <li>-Resources- Parent and Family Engagement (G3, Metric 2)</li> <li>-Engagement- Parent and Family Engagement (G3, Metric 3)</li> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> </ul>
G4 A1 AVID	<p>Low-Income students often lack the additional resources needed to succeed academically and to prepare for college and future careers. Low-Income students in all four middle schools were low-performing on the Dashboard in ELA and Math. There was a decrease in 1st, 5th, 7th, and 11th graders meeting the standard on the ELA District Interim Assessment (DIA).</p> <p>Educational partners indicated that students need college and career exposure, and students expressed that they want more support with college and career readiness.</p>	<p>Advancement Via Individual Determination (AVID) trained District Personnel will support Low-Income students in select elementary and secondary schools by providing additional academic support. AVID classrooms continue to promote communication, mentoring, and team building activities. AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness.</p> <p>This action addresses the need for Low-Income students to have college and career opportunities. It will be provided schoolwide at select elementary schools (Cortez, Vejar), middle schools, and high schools (Diamond Ranch, Garey, Ganesha, Pomona, Fremont) in order to close the gaps in college and career readiness and academic achievement.</p>	<p>We will monitor progress for Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-A-G Meeting Requirements Rate Dashboard (G4, Metric 6)</li> </ul>
G4 A3 Content Disciplinary Literacy	<p>English Learners, Low-income, and Foster Youth students need focused support due to lack of access to additional academic support and strategies to help improve their literacy. Dashboard data indicated that the identified student groups were low-performing in ELA. Local District Interim Assessments (DIAs) in ELA improved for the majority of grade levels in 2023, including English Learners.</p> <p>Educational partners indicated that students need additional support in reading and writing to improve their outcomes in coursework and college and career readiness.</p>	<p>Teachers and Literacy Coaches at middle schools will provide support with strategies and evidence-based interventions for English Learners, Foster Youth, and Low-Income students. Teachers will continue to provide targeted support through small-group instruction.</p> <p>This action addresses the literacy needs of English Learners, Foster Youth, and Low-Income students, and will be implemented LEA-wide at the middle schools and select high schools so that students are better prepared for high school in ELA and all high school coursework.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> </ul>

G4 A4 Summer and Saturday School	<p>Our English Learners, Foster Youth, and Low-Income students experience gaps in academic support due to language barriers, working parents, and inconsistencies in housing and school attendance. The identified student groups were low-performing in ELA and Math according to the Dashboard. While English Learners made gains in Local ELA Assessments, they need more support in Mathematics and English Learner progress (ELPI). Also, the percentage of 1st grade students that met the benchmark decreased on local ELA and Math assessments. This indicates a need for intervention services at the lower grade levels in order to see increases in students meeting the standard.</p> <p>Educational partner input indicated that students need additional support, especially in reading and writing. They also showed interest in earlier education, like the TK program and other intervention services for beginning students in order to minimize barriers to academic success.</p>	<p>Teachers, Clerks, Campus Supervisors, Teacher Specialists, and Literacy Coaches will provide extended learning opportunities during the summer for K-3rd English Learners, Foster Youth, and Low-Income students who are struggling with establishing foundational literacy skills. This action will provide the support needed, including materials and supplies, to students and teachers in order to see progress within intervention programs during the school year.</p> <p>This action addresses the intervention and extended learning needs of English Learners, Foster Youth, and Low-Income students in early elementary grade levels. It will be implemented schoolwide for students at select schools in Kinder through 3rd Grade in order to provide students with the early intervention needed for them to not fall behind.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-Achieve 3000 Data (G4, Metric 12)</li> </ul>
G4 A5 Maintaining Technology	<p>Many of our Low-Income students do not have access to technology or Wi-Fi access at home which is necessary to extend their learning and interact with the curriculum in their classrooms. According to the Dashboard, our Low-Income students are low-performing in ELA and Math, and while they showed improvement in local assessments, their performance in math needs improvement. Low-Income students need maintenance and support with their devices in order to address achievement gaps. Educational partner feedback indicated that students need up-to-date resources in order to bridge academic gaps, including technology.</p>	<p>Technology staff will continue to provide support to schools by trouble-shooting technology-related hardware and software issues so that Low-Income students have functioning devices that can be used in the classroom, during extended day learning programs and at home. They will support teachers in making sure that they have the tools they need to implement instruction with the use of technology. This will ensure that we continue to reduce the gap in access to technology for Low-Income students.</p> <p>This action addresses the need for access to technology of our Low-Income students. It will be implemented LEA-wide to ensure that the systems currently in place remain consistent – making sure that students have working devices and that teachers and staff can have consistency in services and access to their technology tools.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-CTE Pathway Completion (G4, Metric 5)</li> <li>-CAASPP (ELA) (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> <li>-Graduation Rates (Dashboard) (G5, Metric 3)</li> </ul>

<p>G4 A6 Literacy Intervention</p>	<p>PUSD students, including English Learners, Foster Youth and Low-Income students enter school with limited access to literacy materials and environments at home and in the community. English Learner, Foster Youth, and Low-Income students showed improvement on their ELA Benchmark assessments last school year. The Dashboard indicated that all three student groups were low-performing in ELA districtwide. The data shows a need for literacy intervention across all grade levels for all students.</p> <p>Educational Partners indicated that English Learners need resources and academic support in order for them to improve their language proficiency. They also indicated the need for more attention to literacy programs and small-group instruction.</p>	<p>Teachers will use online programs for small-group and one-to-one intervention to support English Learners, Foster Youth, and Low-Income students to improve their reading comprehension and literacy skills that are transferable in their other content area classes. These programs will help increase students' reading levels and help them gain equitable access to grade-level curriculum in the classroom and at home.</p> <p>This action addresses the need for literacy intervention for English Learners, Foster Youth, and Low-Income students. It will be implemented LEA-wide so that all schools and all grade level classrooms can benefit from using the same programs and activities to improve literacy. Online programs provide the necessary scaffolding so that students may improve on their local and state assessments. In addition, we expect that Literacy Intervention will help Students with Disabilities, in response to the red indicators in English Language Arts on the California Dashboard.</p>	<p>We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-A-G Meeting Requirements Rate Dashboard (G4, Metric 6)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-Achieve 3000 Data (G4, Metric 12)</li> </ul>
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G4 A7 Data Analysis	<p>All of the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low-Income students require systems for data analysis and response. English Learners have language acquisition goals, Foster Youth need resources to stay in school and monitor their well-being, and Low-Income students need access to learning materials. English Learners, Foster Youth and Low-Income students scored lower on ELA and Math District Interim Assessments in comparison to all students. All three groups had increased scores between Benchmarks I and II for both ELA and Math. Dashboard data showed that English Learners were very low-performing in ELA and Math districtwide, and Foster Youth and Low-Income students were low-performing, as shown by the orange indicators on the Dashboard.</p> <p>Educational partner feedback indicated that there is a need for maintaining and improving multiple services to students, from academic support to social emotional support. In order to manage those services, student data should inform the implementation of services. Educational partners, including SELPA, also expressed a need to reinforce Multi-Tiered Systems of Support (MTSS) across PUSD so that all students receive the interventions that they need, and so that educators can better diagnose student gaps.</p>	<p>Research and Assessment staff will support school and district administrators, teachers, and other certificated staff in analyzing student data and improving upon data infrastructure systems in order to maintain PUSD's Multi-Tiered Systems of Support (MTSS). These systems will ensure that MTSS is ongoing, and that there is always data available to evaluate the effectiveness of programs. They will also assist in monitoring student progress, including English Learners, Foster Youth, and Low-Income students in order for teachers and administrators to interpret, plan, and communicate student academic achievement.</p> <p>This action addresses the need for targeted academic interventions for English Learners, Low-Income, and Foster Youth. It will be implemented LEA-wide in order to ensure that PUSD implements consistent systems for all students to see academic achievement.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> </ul>
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G4 A8 Technology Support and Services	<p>Low-Income students and Foster Youth in PUSD have academic needs that affect their academic performance and college and career readiness resulting in a strong need for high quality instruction. Access to high-quality instruction and technology enhances learning opportunities, improves engagement and connects classroom experiences to the real world. Low-Income students also face academic challenges due to lack of resources and learning loss, and the learning instability that Foster Youth experience requires enhanced learning opportunities. Low-income students show improvement in meeting the benchmark on ELA District Interim Assessments (DIAs) – with the exception of 1st, 5th, 7th, 11th graders. Dashboard data also indicated that several schools have Low-Income and Foster Youth students low-performing in ELA and Math.</p> <p>Educational partners expressed a need for academic support – in particular services for intervention because students are struggling with ELA and Math. They also indicated that Low-Income students and Foster Youth need access to curriculum that give them real-world experiences and skills.</p>	<p>Educational Technology (EdTech) Staff will continue to provide professional development to teachers in order to support Foster Youth and Low-Income students in their academic growth and college and career readiness. EdTech support will enable teachers to create and implement interactive lessons that are rigorous and relevant.</p> <p>This action will address the need for academic support that enhances learning opportunities through the use of educational technology tools and other services for our Foster Youth and Low-Income students. It will be implemented LEA-wide in order to bring professional learning opportunities to educators that are relevant, timely and improve academic achievement for all students.</p>	<p>We will monitor progress for Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-A-G Meeting Requirements Rate Dashboard (G4, Metric 6)</li> </ul>
G4 A9 Data Analysis by Staff	<p>Our English Learners, Foster Youth, and Low-Income students have unique conditions like low attendance and low achievement that requires our school district to keep accurate data. Our Low-Income students face various challenges that impact attendance, like unstable housing, unreliable transportation and lack of access to healthcare. All three identified groups show improvement on ELA Local Assessments and a decrease in Math Local Assessments. Dashboard data indicates that all three identified groups were low-performing in ELA and Math.</p> <p>In looking at Educational Partner feedback, educational partners indicated that students need academic support in all areas and additional services that address student well-being.</p>	<p>Teachers will continue to use full-day sessions to analyze student data on academic performance and behavior, including for English Learners, Foster Youth, and Low-Income students. This analysis will continue to allow teachers to adapt their instruction to the needs of students using high-impact strategies and improving their learning environments to support the academic and social emotional needs of students.</p> <p>This action addresses the need for intentional analysis of academic, attendance, and behavioral data in order for all students, including English learner, Foster Youth, and Low-Income students to receive the academic support they need. This action will be implemented LEA-wide so that all teachers can dedicate time looking at student data and collaborating with colleagues on how to respond to that data to meet the needs of students. Correlating services to student data will help improve academic achievement.</p>	<p>We will monitor progress for Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-A-G Meeting Requirements Rate Dashboard (G4, Metric 6)</li> </ul>



G4 A12 Math Support	<p>Math progress continues to be a challenge across all of our PUSD schools. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards and math curriculum. Our Local Math Interim Assessment indicates that only a few grade levels met the standard between Benchmarks I and II (2nd, 3rd, High School Math I, High School Math III). Dashboard data shows Low-Income students were low-performing in Math. Our students need teachers that can implement evidence-based strategies to improve academic outcomes.</p> <p>Educational partner feedback indicated a high need for academic support, especially in Math, and professional development focused on building the capacity of our educators through the use of high-impact instructional strategies.</p>	<p>Teacher Specialists will continue to coach classroom teachers and work with Math Teacher Leads (MTLs) on effective instructional strategies. They will provide support to teachers to improve the overall math performance of our students, including Low-Income students.</p> <p>This action addresses the need for targeted math instruction for our Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in math and in building the capacity of our math teachers to improve math student academic performance.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
G4 A13 English Language Arts Support	<p>Our English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students lack resources that create barriers to them making connections to the English Language Arts (ELA) curriculum. Local ELA Interim Assessment data indicated that Low-Income students and English Learners show improvement between Benchmarks I and II. However, all three identified student groups are low-performing in ELA according to the Dashboard.</p> <p>Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as professional learning for teachers and educators.</p>	<p>Teacher Specialists will continue to provide classroom teachers with supplementary content area coaching and guidance to help with monitoring student progress and to help students make meaningful connections with the ELA curriculum.</p> <p>This action addresses the need for targeted instruction in English Language Arts for all students, including English Learner, Foster Youth, and Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in ELA and in building the capacity of our English teachers to improve students' ELA academic performance.</p>	<p>We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-Phonological Awareness Screening Test (PAST) (G4, Metrics 13-16)</li> </ul>

G4 A14 Elementary Level Literacy Coaches	<p>Our English Learners, Foster Youth, and Low-Income students experience challenges in accessing ELA curriculum due to limited resources. These identified student groups need intervention in academic vocabulary and literacy skills. Our ELA Local Interim Assessment data shows improvement for the three identified student groups. Multiple elementary schools are low-performing on the Dashboard for ELA, and all three identified student groups are low-performing districtwide.</p> <p>Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as continued support for teachers and educators providing services in literacy.</p>	<p>Literacy Coaches will continue to model effective literacy strategies and support teachers with collaboration to improve overall academic achievement of English Learners, Foster Youth, and Low-Income students. Teachers will implement evidence-based interventions for all students.</p> <p>This action addresses the need for professional coaching in literacy interventions and strategies for English Learner, Foster Youth, and Low-Income students. This action will be implemented LEA-wide at all elementary schools to support the district literacy initiative of all students reading at grade level by 3rd grade. Additional support will ensure that upper elementary grade levels are receiving literacy intervention prior to starting middle school and high school.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
G4 A15 Academic Contextualization	<p>Our Low-Income students lack opportunities to experience learning outside the classroom. Our data indicates that our Low-Income students are low performing in English Language Arts (ELA) and Math, therefore they need enriched academic experiences such as field trips to make relevance of what they learn with real-world connections/ applications in order to develop deeper comprehension of ELA and Math content.</p> <p>Feedback from parents and students have shared the need and appreciation for field trips to provide students the opportunity to enhance their learning and engagement.</p>	<p>School staff will work in cross curricular teams to provide academic experiences such as field trips aligned to the content standards and real-life experiences in order to meet the academic needs of our Low-Income students. This will foster a desire to pursue college or post-secondary career options, raise awareness of college experiences, and help Low-Income students make connections to future college and career goals.</p> <p>This action addresses the need for Low-Income students to have access to learning experiences outside of the classroom. This action will be implemented on a LEA-wide basis to integrate field trips into curriculum to enhance students' overall educational experience.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>
G4 A19 & G4 A20 Resource Teacher Academic Support- Elementary/ Secondary	<p>Our English Learner and Low Income students often require additional academic support such as targeted intervention and resources which are limited at home. These students need academic interventions and small- group instruction tailored to their needs to help develop English language proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low-performing on the Dashboard.</p> <p>Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy skills.</p>	<p>Resource Teachers at the elementary and secondary school sites will work with students in small groups and provide support in order to improve academic progress and increase English Language Development and reclassification rates.</p> <p>These actions (G4 A19 and G4 A20) address the support English Learner and Low-Income students need to minimize academic gaps. It will be on a LEA-wide basis to help address the resource gap students face and ensure that all students can access grade-level content.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>-DIA ELA (G4, Metric 1)</li> <li>-DIA Math (G4, Metric 2)</li> <li>-Reclassification Rates (G4, Metric 3)</li> <li>-EL Progress on Language Proficiency (G4, Metric 4)</li> <li>-CAASPP ELA (G4, Metric 9)</li> <li>-CAASPP Math (G4, Metric 10)</li> </ul>

<p>G4 A22 Elementary Intervention Teachers &amp; G4 A23 Secondary Intervention Teachers</p>	<p>Our District Interim Assessment (DIA) and Dashboard data indicates that our English Learner, Foster Youth, and Low Income students are low performing in English Language Arts (ELA) and Math. These student groups lack resources and support at home, therefore they need the academic support and small group targeted intervention at school to help bridge academic gaps.</p> <p>Education partners shared the need for more academic support and resources to help students strengthen foundation literacy and mathematical skills as many do not have the academic support at home.</p>	<p>Intervention Teachers at elementary and secondary school sites will analyze student data and work with English Learner, Foster Youth, and Low Income students in small groups to provide targeted interventions. Teachers on Assignment (TOA) at the secondary sites will also work with Intervention Teachers to determine the areas of academic need to support students.</p> <p>This action addresses the support English Learner, Foster Youth, and Low-Income students need to minimize academic gaps. It will be provided on a LEA-wide basis to ensure that all students have the opportunity to reach their full academic potential with support and early intervention.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- DIA Math (G4, Metric 2)</li> <li>- EL Progress on Language Proficiency (G4, Metric 4)</li> <li>- CAASPP (ELA) (G4, Metric 9)</li> <li>- CAASPP Math (G4, Metric 10)</li> </ul>
<p>G5 A1 Online Academic Credit Recovery</p>	<p>Our Foster Youth and Low-Income students who have experienced trauma from housing instability or challenges with limited resources and added stressors such as the responsibility of taking care of younger siblings are more likely to drop out of school. With a population of 15.5% homeless students, 90.8% socioeconomically disadvantaged, and 0.9% foster youth, our district recognizes the challenges some of these students face and need to support them to recover credits towards graduation.</p> <p>Through outreach with parents and families of Foster Youth and Low-Income students, we've learned the challenges that have contributed to why these students become academically unmotivated and drop out of school. These groups of students need the opportunity to participate in a credit recovery license program where teachers can re-engage them and provide them extra support in order to work towards graduation.</p>	<p>This action will continue to have teachers use online learning licenses to support the extended day credit recovery and acceleration program in order to help motivate Foster Youth and Low-Income students, minimize academic gaps, and increase graduation rates.</p> <p>This action will address the need for Foster Youth and Low-Income students to recover credits. It will be provided on an LEAwide basis to support students who are facing challenges in order to recover credits toward graduation and reduce middle and high school dropout rates.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Graduation Rates- CA Dashboard (G5, Metric 3)</li> </ul>

G5 A2 Crisis Intervention Team	<p>Some of our English Learners, Foster Youth, and Low-Income students come to school with significant Adverse Childhood Experiences (ACEs). Our district aims to create a nurturing environment that addresses the diverse needs of our students. Due to the challenges of these students, it is imperative that they receive early intervention, ongoing support, and a trauma-informed approach to minimize barriers to learning, foster a sense of belonging, and provide the necessary tools to thrive academically, emotionally, and socially.</p> <p>Feedback and outreach from educational partners recognize that these student groups often face additional emotional and behavioral challenges that affect their academic success. They have indicated the need to provide students continued mental and social-emotional support.</p>	<p>The Crisis Intervention Team and Mental Health Support Staff will deploy to school sites to support English Learner, Foster Youth, and Low Income students who need additional emotional or behavioral support, and help them develop coping mechanisms. The adoption of the new Program Assistant Administrative Support position will help provide additional support for students, and provide trainings to staff to address the needs of our student groups.</p> <p>This action addresses the emotional and behavioral needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to help all students navigate emotional and behavioral challenges through a trauma-informed approach to minimize barriers to learning. The support of the Crisis Intervention Team, Program Assistant Administrative Support, and Mental Health Support Staff will provide a safe and supportive environment for students in order to increase student engagement and academic achievement.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- Graduation Rates- CA Dashboard (G5, Metric 3)</li> </ul>
G5 A3 Health Services	<p>As a district with 90.8% socioeconomically disadvantaged students, our Foster Youth and Low-Income students need access to health services beyond required screenings. These student groups and their families have various unmet health needs due to lack of resources, language, and support. For these reasons, the accessibility to Nurses and Health Assistants at school sites ensure equitable access to health services and resources, and minimizes health disparities.</p> <p>Our parents and guardians have shared the importance and impact of prioritizing the health and well-being of our Low Income and Foster Youth students, and the profound impact these services have on students' academic performance and attendance.</p>	<p>The Nurse and Health Assistants in this action will continue to provide health screenings in addition to coordinating access to basic medical care referrals for health and mental health services.</p> <p>This action addresses access to health services beyond required screenings for Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to connect these student groups, along with other students and their families to essential medical care and minimize barriers families may have in order to increase student engagement and attendance.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>

G5 A4 Monitor Attendance Patterns	<p>Although attendance has improved to 82.8% on EduCLIMBER, attendance monitoring still plays a crucial role in supporting the academic success of our Foster Youth and Low-Income students. These student groups often face unique challenges such as housing instability, trauma, and limited access to resources and transportation that can hinder their regular attendance in school. For these reasons, Foster Youth and Low Income students need additional services in place to monitor attendance.</p> <p>Through outreach with parents and families of Foster Youth and Low-Income students, they shared the need for support to help with their unique circumstances in order to better support student attendance.</p>	<p>Attendance Specialists will provide extensive outreach to students and families through ongoing communication and technical assistance. In addition, the adaptation of additional School Site Specialists at each elementary school will help with the implementation of our district's Multi-Tiered System of Supports (MTSS) framework and providing timely interventions to identified at-risk Foster Youth and Low-Income students, including monitoring attendance and behavior patterns, strengthening rapport with students through social-emotional support, check-ins, and implementation of school programs, and decreasing chronic absenteeism.</p> <p>This action addresses the support for Foster Youth and Low-Income students who are chronically absent or who are at-risk of becoming chronic absentees. It will be provided on a LEA-wide basis to increase school attendance for these student groups, as well as all students in order to strengthen students' connectivity to school. In addition, we expect that this Monitor Attendance Patterns action will help our Filipino and White student groups, in response to the red indicators in Chronic Absenteeism on the California Dashboard.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> <li>- Expulsions- Local data from Pupil Resources (G6, Metric 4)</li> </ul>
G5 A5 Counselors Elementary School	<p>Our English Learner, Foster Youth, and Low-Income students come to school with social-emotional needs that impact their academic performance. The California School Dashboard data indicates that 34.8% of English Learner, 39% of Foster Youth, and 37.7% of Low-Income students are chronically absent. These students need a safe and supportive learning environment to not only increase their school connectedness, but also to help them with coping tools and strategies, and developing personal and academic goals, growth mindset, and organization.</p> <p>Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of school counselors continues to positively enhance students' academic and personal growth– enabling them to be safe, supported, and connected to school.</p>	<p>Elementary School Counselors will provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk.</p> <p>This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to address the social-emotional needs of all students as well as increase academic achievement, improve attendance rates, and college and career awareness.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>

G5 A6 Professional Development	<p>The need for teachers to continue with professional development is crucial in helping them stay current with effective instructional practices, content specific pedagogies, and tools/strategies to address the diverse needs of English Learner, Foster Youth, and Low-Income students. The ongoing job-embedded coaching and professional development help teachers better understand how to support these student groups who often face unique challenges such as limited resources, academic support, and unstable home environments.</p> <p>Feedback from teachers and staff who attend professional development share that they gain a deeper understanding of the needs these student groups require, particularly English Learners who have language barriers, enabling them to develop empathy, and being more mindful about their instructional practices to engage students and meet their various needs.</p>	<p>Teacher Specialists and select classroom teachers will provide professional development to build the capacity of teachers and staff in the areas of content specific pedagogy, integration of various learning modalities to strengthen instructional practices, and social-emotional learning in order to address the needs and increase engagement of English Learner, Foster Youth, and Low-Income students.</p> <p>This action addresses the ongoing and job-embedded professional development (i.e. training and coaching one-on-one) that teachers and staff need to transform teaching and learning to meet the various needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase attendance, academic achievement, and engagement, for all students. In addition, we expect that Professional Development will help address the red indicators in English Language Arts for our Students with Disabilities, and the red indicators in Math for our Homeless Youth, Students with Disabilities, and African American students as indicated on the California Dashboard.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</li> <li>- CAASPP ELA (G4, Metric 9)</li> <li>- CAASPP Math (G4, Metric 10)</li> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> </ul>
G5 A7 Counselors Secondary Schools	<p>The transition to secondary school can be very stressful for our English Learner, Foster Youth, and Low-Income students. These students may encounter academic, social, and behavioral challenges as they transition from one familiar school setting to another unfamiliar school setting. For this reason, these students need support and guidance to cope with stress management, academic needs, and social-emotional needs.</p> <p>Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of secondary school counselors continues to positively enhance students' academic and personal growth, enabling them to be safe, supported, and connected to school. Their guidance to stay on path to graduation and post-secondary career options is evident in the dropout rates, which were sustained in middle school (0.00%) and decreased in high school (2.12%).</p>	<p>Secondary School Counselors will continue to provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. Counselors will help increase college and career awareness and post secondary career options. The efforts of Secondary School Counselors will help these students develop resilience, self-confidence, and a growth mindset as they transition and acclimate to secondary school.</p> <p>This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEAwide basis to address social-emotional needs of all students, increase academic achievement, improve attendance and graduation rates, and college and career awareness.</p>	<p>We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> <li>- Expulsions- Local data from Pupil Resources (G6, Metric 4)</li> <li>- CTE Pathway Completion- CA Dashboard (G7, Metric 1)</li> </ul>

G5 A8 Support for Chronic Absenteeism	<p>Many of our Low-Income students enter school with minimal content knowledge and literacy skills, and this disadvantage is exasperated when school attendance is not consistent. Although chronic absenteeism for Low-Income students decreased by 5.4%, the need to continue monitoring attendance remains high in order to strengthen foundational skills, provide early interventions, and minimize academic gaps, especially in Kindergarten and First Grade.</p> <p>As the Transitional Kindergarten program expands in the district, feedback from teachers and administrators expressed the need to provide academic support for students at an early stage to increase academic achievement, and to build rapport with students and families to establish strong home-school partnerships.</p>	<p>Kindergarten and First Grade teachers will continue to develop lessons to bridge academic gaps in content knowledge for Low Income students, and provide guidance and support for families who have limited resources at home.</p> <p>This action addresses the academic gaps in content knowledge for Low-Income students who experienced chronic absenteeism. It will be provided on a schoolwide basis to allow primary teachers to collaborate, create, and provide foundational lessons to strengthen literacy skills and foster a positive home-school partnership for Low-Income students, and all students, in order to increase school engagement and attendance.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>
G5 A10 Social Emotional Support-High School	<p>Our Foster Youth and Low-Income adolescents often face a large amount of social-emotional distress which leads to anxiety, fear, and mental health crisis. The need for these students to feel safe and supported is very important to their overall health and well-being.</p> <p>Through outreach from parents and families of Foster Youth and Low-Income adolescents, they shared a need for these students to have support from staff and a safe place to go to at school to help them navigate their challenges with proper coping strategies/ tools, resilience, and empowerment.</p>	<p>Mental Health Clinicians at our four comprehensive high schools and two academies will provide direct social-emotional support and additional referrals to services for Foster Youth and Low-Income adolescents based on their needs, and/or those who experience a high level of stress, and/ or psychological and emotional trauma.</p> <p>This action addresses the social-emotional distress our Foster Youth and Low-Income students face. It will be provided on a schoolwide basis to help these student groups, as well as all students feel more supported, connected to school, and safe which will lead to higher academic engagement, decrease in dropout rates, and increase in graduation rates.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>

G5 A11 Trauma Informed Services	<p>Our Foster Youth and Low-Income students often face challenges that include significant trauma, which needs to be addressed in a timely manner. It is evident that trauma can have a profound impact on children at a young age, leaving them with many emotions. These students need trauma-informed behavioral approach services to help them heal and overcome the barriers imposed by their traumatic experiences.</p> <p>Through outreach from parents and families of Foster Youth and Low-Income students, they shared the need for continued mental health support to help students feel safe and supported at school in addition to helping students develop healthy coping strategies for their stress.</p>	<p>Student Support Specialists will use trauma-informed behavioral approaches to provide timely service and personalized support plans to address the ever-increasing needs of Foster Youth and Low-Income students while ensuring that students feel safe, valued, and empowered to heal and thrive in school.</p> <p>This action addresses the caseload of Foster Youth and Low-Income students waiting to receive services for experienced trauma. It will be provided on an LEA-wide basis to help Foster Youth and Low-Income students, and any other students referred for support to learn and develop proper coping strategies, emotional regulation techniques, conflict resolution skills, and self-advocacy in order to mitigate the impact trauma may have had on academic achievement, and increase school engagement and attendance.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> </ul>
G6 A1 Positive School Climate	<p>Our Foster Youth and Low-Income students have limited opportunities for academic growth and leadership. Our students have the capability to be successful and to be great leaders; they just need the access and opportunity. Dashboard data indicates that Chronic Absenteeism decreased for our Foster Youth and Low-Income students. However, the graduation rate decreased and the suspension rate increased.</p> <p>Our educational partners expressed concerns about safety and school climate conditions districtwide, but specially at our secondary schools.</p>	<p>PUSD students, especially Foster Youth and Low-Income students, will participate in extracurricular activities, like leadership workshops, that will improve their school attendance and academic achievement. Such activities will help them build relationships with their peers and improve their communication skills in order to help them feel more connected to their school.</p> <p>This action addresses the need for Foster Youth and Low-Income students to have opportunities for leadership and improve communication skills. It will be implemented on a LEA-wide basis at the high schools in order to maximize student engagement and improve overall school climate.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> </ul>



<p>G6 A2 Restorative Justice</p>	<p>Our secondary students, especially our English Learners, Foster Youth, and Low-Income students, have had behavioral challenges in and out of the classroom during the last three years due to unstable learning environments and adverse conditions in their community. These behavioral challenges have led to an increase in suspensions for Foster Youth, and an increase in suspensions for both English Learners and Low-Income students, according to the Dashboard. English Learners (Pomona High) and Low-Income students (Diamond Ranch) saw increases in Suspension Rate at the high schools, which is concerning because we know that students with high rates of suspension are less likely to be college and career ready. The Dashboard also indicated several high schools (Diamond Ranch, Garey, Pomona, Park West Continuation HS) as Very-Low Performing in College and Career Readiness Based on this data, students need behavior strategies and coping skills that will improve their overall engagement in school and minimize behavior incidents.</p> <p>Our educational partners have expressed concerns about safety and school climate conditions at our secondary schools that have resulted in increased safety concerns.</p>	<p>School administrators and School Climate Safety Officers (CSOs) will receive support from district administrators on how to implement restorative justice practices in order to minimize behavior incidents and maximize engagement of all student groups, especially English Learners, Foster Youth, and Low-Income students. School Climate Safety officers will also implement restorative justice practices in order to improve school climates by working 1-on-1 with students or in small groups.</p> <p>This action addresses the safety needs for English Learner, Foster Youth, and Low-Income students. It will be implemented on a LEA-wide basis to service our secondary schools in order to increase safety, connectedness at school sites, educational outcomes, and improve school climates. In addition, we expect that Restorative Justice will help lower suspension rates for African-American students, in response to the red indicators for Suspension Rate on the California Dashboard.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> </ul>
<p>G6 A3 Extracurricular Activities</p>	<p>Our Low-Income students have limited access to extracurricular activities due to lack of resources within the community, including access to activities, sports, and competitions, during the regular school year. While Chronic Absenteeism decreased for our Low-Income students, so did the Graduation rate. Suspension Rate for Low-Income students also increased.</p> <p>Educational partner feedback, particularly parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities.</p>	<p>PUSD will provide extracurricular opportunities in the summer and during the school year in order to improve overall school connectedness. Athletic Coordinators, athletic directors, and walk-on coaches design, instruct and facilitate sports and coordinate other extracurricular activities in order to provide leadership and team-building opportunities for students.</p> <p>This action addresses the need for extracurricular opportunities for our Low-Income students. It will be implemented on an LEAwide basis in order to increase student engagement and school connectedness from our Low-Income students and all students at the secondary school sites.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> </ul>

G6 A4 Individualized Student Academic and Emotional Support	<p>Our Low-Income and Foster Youth face instability in schooling and housing, which indicates a need for academic and emotional support at the high school level. There is a need for college and career readiness for our secondary students at Park West Continuation High School. The Dashboard data for 2023 indicated that the graduation rate for Park West Continuation High School was at 72.7% for all students, an improvement from last school year.</p> <p>Educational partner feedback indicated a need for more academic and counseling support to increase college and career readiness and graduation rates.</p>	<p>School staff will continue to provide academic and emotional support to Foster Youth and Low-Income students in order to provide opportunities for credit recovery. These services will help improve student attendance and increase credit completion and graduation rates.</p> <p>This action addresses the need for college and career readiness services for Low-Income and Foster Youth students at Park West. It will be implemented on a schoolwide basis to students at Park West Continuation High School in order to focus resources on students that need to recover coursework for graduation.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- A-G Meeting Requirements Rate Dashboard (G4, Metric 6)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> <li>- Park West - Grad Rate (G6, Metric 5)</li> </ul>
G6 A5 Positive Behavior Intervention and Support (PBIS)	<p>Our English Learners, Foster Youth, and Low-Income students face challenges that can get in the way of becoming a part of the school community resulting in disruptive behaviors. This led to an increase in behavior incidents this school year. PUSD students need resources, consistency in progress-monitoring, and opportunities to make connections to their school, schoolwork, and peers. Our English Learners have to acclimate to a new school environment while acquiring a new language, which creates a barrier for the school when communicating school expectations. Our Foster Youth who are experiencing unstable housing struggle with adapting to behavioral expectations that change from one home environment to another making it difficult to establish routines and consistency. CA Dashboard data for 2023 indicated an increase of 0.4% in suspension rate for Low-Income students, English Learners showed an increase of 0.6%, and Foster Youth showed an increase of 0.5% - this puts Foster Youth in very-low (red) performance for Suspension Rate.</p> <p>Educational partner feedback indicated that behavior intervention and mental health support is needed for our English Learner, Foster Youth, and Low-Income students. They indicated that our Foster Youth and English Learners need social emotional strategies in the classroom and on school campuses in order to reduce behavior incidents and increase school safety.</p>	<p>PUSD staff, with the addition of a Board Certified Behavior Analyst (BCBA), will implement the Positive Behavior Intervention and Support (PBIS) framework, and use the Schoolwide Information System (SWIS) behavior management system to improve overall school connectedness and climate. Professional development for staff, coaching, and one-on-one support will build the capacity of staff in building positive school climates. Staff will also use Social Emotional Learning (SEL) strategies to support English Learners, Foster Youth, and Low-Income students consistent with PBIS principles.</p> <p>This action addresses the need for students to have positive behavior interventions in order to minimize disruptive behaviors. It will be implemented LEA-wide for our English Learners, Foster Youth, and Low-Income students, and all students so that they may establish a sense of connectedness to their school, school staff, and their peers. Positive strategies for behavior will lead to improved school climates.</p>	<p>PUSD will monitor progress for English Learner, Foster Youth, and Low-Income students, and all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> </ul>

<p>G6 A6 Elementary Campus Supervisors</p>	<p>Our Low-Income students lack the social skills needed to make connections to their peers and to school staff. They need support in developing their social emotional learning competencies, which include managing their emotions, building relationships, and making good decisions. Our students need resources to better understand behaviors and skills to improve school climates. This results in increased behavior challenges for both students and school staff. CA Dashboard data indicated an increase in student suspension rates for Low-Income students.</p> <p>Educational Partners, including parents, indicated that school climates across PUSD need to improve, along with overall improved student engagement.</p>	<p>PUSD will add the support of campus supervisors to help nurture and maintain stable learning environments for all students, specially for Low-Income students. Campus Supervisors are trained in behavior and social skills and use positive reinforcement strategies to maintain a positive school environment.</p> <p>This action addresses the need for Low-Income students to learn strategies for improved behaviors and skills to resolve conflicts. It will be implemented on an LEAwide basis for all elementary schools in order to improve overall school climate.</p>	<p>PUSD will monitor progress for Low-Income students and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> <li>- CHKS Connectedness (G6, Metric 1)</li> <li>- Suspension Rate (Dashboard) (G6, Metric 3)</li> </ul>
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<p>G7 A1 Dual Language Programs</p>	<p>According to our ELA District Interim Assessments (DIAs) data, English Learners are low-performing with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. Low-Income students are also low-performing with scores of 52.30% on Benchmark I and 53.73% on Benchmark II. This data illustrates that English Learner students have language barriers that limit their ability to fully grasp instruction taught in English while Low-Income students lack the support and resources at home to increase academic achievement. For these reasons, our English Learner and Low-Income students need the opportunity to be in a Dual Language Immersion (DLI) program to help bridge between their home language and the language of instruction, and have access to a broad course program that otherwise wouldn't be available to them due to financial constraints. Additionally, having access to a Dual Language Immersion (DLI) program will allow English Learner and Low-Income students to engage in a learning environment that celebrates diversity, foster a sense of belonging, and/or the opportunity to learn another language which will broaden future career opportunities.</p> <p>Feedback from parents and families have shared the appreciation of having a Dual Language Immersion (DLI) program to help students maintain their native language and/ or learn another language. By incorporating the native language into the curriculum or giving students an opportunity to learn another language, the DLI program allows students to expand their learning, develop culture appreciation, broaden career opportunities, and celebrate diversity.</p>	<p>The Dual Language Immersion (DLI) program at select elementary schools will provide students the opportunity to enroll in a broad course of study and become multilingual learners. Additionally, the support of teachers and student interns in the Dual Language Immersion program will provide English Learners targeted language support and development, and provide Low-Income students with the opportunity to learn another language.</p> <p>This action addresses the opportunity for students to develop academic biliteracy. It will be provided on a schoolwide basis to expand the learning experience of English Learner and Low-Income students and allow them to navigate content in two languages. By giving our students this opportunity, they will gain diverse learning experiences, show an appreciation for linguistic diversity, and motivate them to continue taking a broad course of study in the upper grades.</p>	<p>We will monitor progress for English Learner and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> </ul>
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G7 A2 Visual and Performing Arts & Physical Education (PE)- Secondary	<p>Many of our Foster Youth and Low-Income students have financial constraints that limit their ability to access extracurricular activities or classes such as art and music outside of school. Due to their circumstances, our Foster Youth and Low-Income students need access to a well-rounded education that expands to extracurricular activities or program enrichment beyond the core content programs to allow them opportunities to enhance critical thinking, creativity, and communication skills, all of which are essential tools for success in any post-secondary career choice.</p> <p>Our educational partners and results of the Self-Reflection tool have shared the need to expand the Visual and Performing Arts (VAPA) program due to the financial constraints that many students and families have. Additionally, feedback shared the positive impacts of the VAPA program in nurturing well-rounded individuals and allowing students to explore their talents and creativity.</p>	<p>VAPA teachers and Teacher Specialists will continue to receive professional development to provide Foster Youth and Low-Income students the opportunity to take extracurricular and program enrichment through art instruction, performances, and competitions. This action will allow students the opportunity to hone in their artistic abilities and foster growth that extends beyond the traditional contents taught to engage the various parts of their brain.</p> <p>This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on an LEAwide basis to increase school connectivity and the interest of all students participating in art and music programs that are above core content programs.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1)</p>
G7 A3 Science, Technology, Engineering, and Mathematics (STEM)	<p>Our Foster Youth and Low-Income students often have limited resources and minimal enriching experiences that creates barriers to problem solving and critical thinking skills. The need for access to Science, Technology, Engineering, and Mathematics (STEM) education is imperative to expose our Foster Youth and Low Income students to opportunities for interactive, enriching, and hands-on learning experiences to prepare them for the future where STEM skills are in high demand across various industries.</p> <p>Educational partner feedback has indicated the need for STEM education to expand students' learning beyond core content programs and provide them opportunities to tap into their creativity and critical thinking skills in order to motivate and increase academic achievement.</p>	<p>Science, Technology, Engineering, and Mathematics (STEM) teachers will provide elementary and middle school Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competitions. Students will compete and collaborate on STEM centered projects, emphasizing team-building, critical thinking, and leadership skills.</p> <p>This action addresses the gap in skills and academic interest in the STEM field for Foster Youth and Low-Income students. It will be provided on an LEAwide basis to enhance student learning and provide students the opportunity to access a broad course of study.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1)</p>

G7 A4 Science Support	<p>Ensuring access to technology and providing comprehensive support for science education is pivotal in bridging the achievement gap for English Learner, Foster Youth, and Low-Income students. These students need inquiry-based science instruction with the incorporation of technology and hands-on experiences to broaden access and comprehension of high quality science education.</p> <p>Based on feedback from educational partners at district committee meetings and the LCAP survey, many have shared the importance of having academic support and resources for students in subject matter including science in order to enhance student academic achievement.</p>	<p>Science Teacher Specialists will provide professional development and coaching opportunities to teachers who will engage English Learner, Foster Youth, and Low-Income students with hands-on learning instruction using adapted technology software to increase student understanding of the science curriculum.</p> <p>This action addresses science experience and comprehension of the science standards for English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to increase student enrollment in related STEM classes.</p>	<p>We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- CAASPP Science CA Dashboard Science (CAST) (G4, Metric 11)</li> </ul>
G7 A5 Robotics Computer Science Program	<p>With limited resources due to financial constraints, our Low-Income students need the opportunity to develop essential skills and competencies that will help them enhance their academic achievement. This is evident in our district DIA Math data which indicates that our Low-Income students scored 49.09% in Benchmark I and 48.83% in Benchmark II, showing a decline throughout the year. Having a robotics and computer science program supports the development of skills and competencies that Low-Income students need. Robotics and computer science provide opportunities for students to think critically and problem solve.</p> <p>Feedback from parents, families, and students have shared the desire to continue with the robotics and computer science program to motivate students to think outside the box and learn through hands-on experiences.</p>	<p>Classroom teachers will provide Low-Income students access to the Robotics Computer Science Program by delivering robotics instruction on a weekly basis which incorporates student-centered learning experiences using hands-on robotics kits, experiments, and computer science during classroom instruction to enhance problem solving skills. Students also have the opportunity to showcase their robotic devices each year at the district's Robotics Competition.</p> <p>This action addresses access to collaborative experience and skills that will offer Low-Income students opportunity to explore, create, and compete in the technology field. It will be provided on an LEA-wide basis to enrich students' learning experience to apply theoretical concepts to practical applications, which cultivates critical thinking and analytical skills.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- DIA Math (G4, Metric 2)</li> </ul>

<p>G7 A6 Art, Music, and Physical Education (PE)- Elementary</p>	<p>With Foster Youth and Low-Income students having limited resources and often facing challenges, the access to art and music programs can provide a safe platform for self-expression, creativity, and personal growth. The need for the art and music program for these students is imperative to address disparities they face, and enhance their overall educational experience, and school engagement.</p> <p>Educational partners indicated the need to increase the art and music program in the last LCAP to continue providing students the opportunity to the art and music program. As a result, based on the Director of Elementary Support's feedback, more art and music teachers were hired last year and the program grew from 5,956 students in the prior year to 10,310 students in 2023-2024.</p>	<p>Teachers will provide Foster Youth and Low-Income students art, music and P.E. instruction, and in addition, provide opportunities to participate in extracurricular district-wide events. Identified Art Teacher Leads from every school will receive professional development throughout the school year and will build the capacity of classroom teachers at their respective school sites to deliver high quality arts instruction to students. Music and P.E. instruction will be provided in designated spaces by dedicated specialized teachers. Teacher Specialists will provide professional development, model lessons and coach teachers, in addition to coordinating events to provide students the opportunity to compete on a schoolwide and district-wide basis. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills.</p> <p>This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a LEAwide basis to provide the opportunity for students to enhance self-expression, personal growth, and their overall educational experience.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- Attendance Rates Pupil Resources Report (G5, Metric 1)</li> <li>- Chronic Absenteeism (Dashboard) (G5, Metric 2)</li> </ul>
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<p>G7 A7 Career Technical Education (CTE)</p>	<p>Our English Learner students have language barriers that hinder their ability to build strong academic foundations; our Foster Youth students experience challenges with housing and care stability; and our Low-income students lack academic support and financial constraints due to adults at home having to work multiple jobs to make ends meet. According to the College and Career Indicator on CALPADS Report 51.1, 3% of English Learner, 3% of Foster Youth, and 4.8% of Low-Income students completed the CTE Pathways and 0.6% of English Learner, 3% of Foster Youth, and 2.2% of Low-Income students completed A-G/ CTE in 2022-2023. These completion numbers demonstrate the various needs and academic supports that our English Learner, Foster Youth, and Low-Income students need in order to increase academic achievement and post-secondary career options. The combination of these needs hinder our students' opportunities for college and career readiness. These students need assistance and exposure to skill-building for various career fields, such as information technology, child development, health sciences, and advanced manufacturing.</p> <p>Our educational partners shared the need to expose students to post-secondary career options in order to motivate and support them with career opportunities.</p>	<p>Career Technical Education (CTE) teachers and Career Center Techs will provide contracted service opportunities of internships to English Learner, Foster Youth, and Low-Income students. This action has been adapted with an addition of CTE teachers to expand the CTE program with aviation pathway, construction pathway, and medical pathway classes to further provide students opportunities to explore post-secondary career options, receive certifications, and earn community college credits.</p> <p>This action addresses college and career readiness support for English Learner, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to ensure all students have the opportunity for college and career readiness success and options and increase A-G compliance for graduating seniors and increase CTE pathways completions.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- CTE Pathway Completion- CA Dashboard (G7, Metric 1)</li> <li>- A-G Meeting Requirements Rate Dashboard (G7, Metric 2)</li> </ul>
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G7 A8 College and Career Equity	<p>Our A-G data indicates that only 35.4% of our Low- Income students met the requirement for UC/ USC. This illustrates the disparities our Low-Income students face such as the unawareness of college requirements, the lack of guidance to prepare for college or post-secondary options, and the lack of adult support at home due to having some parents working multiple jobs. These barriers limit our Low-Income students' access to college and career readiness support. These students need opportunities to attend workshops, conferences, and have access to mentors to equip them and their parents with the knowledge and resources necessary to ensure equitable access to college courses and programs.</p> <p>Feedback from students and parents have shared that limited transportation, lack of resources and awareness of college and career requirements/ options, and financial constraints are barriers they often face. They shared the importance of having opportunities for students to achieve higher education and post-secondary career options through exposure and guidance from school.</p>	<p>School staff and mentoring consultants from programs such as Rising Scholars and Bright Prospects will provide Low-Income students college tours, assistance with college essays, field trips, and weekend workshops for college and career readiness.</p> <p>This action addresses the limited knowledge and the mentorship needs of Low-Income students to increase and expand their college and career options, and creates the foundation necessary for every student to have post-secondary success. It will be provided on an LEA-wide basis to provide all students and their parents an opportunity to attend conferences in order to strengthen their knowledge of college and career options. In addition, we expect that College and Career Equity will help address the low performance in College and Career Readiness that's also observed among our English Learner and Students with Disabilities student groups on the California Dashboard.</p>	<p>We will monitor progress for Foster Youth and Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- CTE Pathway Completion- CA Dashboard (G7, Metric 1)</li> <li>- A-G Meeting Requirements Rate Dashboard (G7, Metric 2)</li> </ul>
G7 A9 College and Career Exposure	<p>With limited transportation and financial constraints, our Low-Income students lack the ability to travel and participate in excursions in comparison to other student groups. These students need the opportunity to participate in academically-based excursions/ field trips to enrich their learning and support their preparation for college or post-secondary career options.</p> <p>Feedback from students and parents have indicated that limited transportation and financial constraints have restricted their ability to travel and enhance their educational experiences.</p>	<p>School staff will provide enriched academic experiences for Low-Income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to allow students to gain better comprehension and relevance of what they are learning.</p> <p>This action addresses the opportunity for Low-Income students to participate in academically-based excursions to enrich their learning. It will be provided on an LEAwide basis to support students as they prepare and/or transition for postsecondary education and careers of their choice.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- CTE Pathway Completion- CA Dashboard (G7, Metric 1)</li> <li>- A-G Meeting Requirements Rate Dashboard (G7, Metric 2)</li> </ul>

<p>G7A10 Academy School Supports</p>	<p>The disparities that our Low-Income students face create a gap between what they learn in school and what they experience in the real-world. These students need a broad course of study to prepare them for future career paths and graduation. Additionally, they benefit from project-based learning to enhance their learning experience and allow them to participate in a course of study in Engineering, Media and Informational Technology in small school settings.</p> <p>Education partners have shared the importance of academic support and motivation for Low-Income students to make learning relevant, practical, and hands-on in order to better prepare them for success.</p>	<p>Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support for Low-Income students.</p> <p>This action addresses the academic needs of Low-Income students in order to promote their academic achievement. It will be provided on a schoolwide basis to ensure students complete A-G requirements and become college and career ready through project-based learning.</p>	<p>We will monitor progress for Low-Income students, and for all students using:</p> <ul style="list-style-type: none"> <li>- CTE Pathway Completion- CA Dashboard (G7, Metric 1)</li> <li>- A-G Meeting Requirements Rate Dashboard (G7, Metric 2)</li> </ul>
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## ***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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4A2 AVID Excel	<p>With 27.8% of our special population being English Learners, it is important to help these students, especially our Long-Term English Learners (LTEL), navigate the complexity of the English language since English is not the primary language at home. Local ELA DIA assessments showed that English Learners were the lowest performing group, and are also very-low performing in ELA based on California Dashboard data. Our Long-Term English Learner (LTELs) and English Learner students need AVID Excel curriculum to provide differentiated and additional literacy instruction to help them comprehend course materials, participate in classroom discussions, and demonstrate their knowledge through written assignments in order to develop and strengthen English language skills and reclassify as Fluent English Proficient (RFEP). Also, AVID Excel provides English Learners with college and career exposure at the middle schools, so that they build the skills necessary to succeed in college preparatory classes in high school.</p> <p>Educational partner feedback from the District English Learner Advisory Committee (DELAC) shared the importance of academic support for our English Learner students who often have limited resources and academic support at home.</p>	<p>Teachers and tutors will use the AVID Excel curriculum to provide English Learner and Long-Term English Learner (LTEL) students with support in developing the skills necessary to master the English language. AVID Excel Summer Bridge will provide instruction to students during the summer prior to the start of the new school year. The program is implemented at Simons Middle School, Emerson Middle School, and Marshall Middle School because they have a high percentage of English Learners, including Long-Term English Learners.</p> <p>This limited action will allow teachers at the sites implementing AVID Excel to conduct data analysis to improve language coaching and instruction to engage English Learner and Long-Term English Learner (LTEL) students in order to improve and advance their language acquisition.</p>	<p>We will monitor progress for English Learner and Long-Term English Learner students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- Reclassification Rates (G4, Metric 3)</li> <li>- EL Progress on Language Proficiency (G4, Metric 4)</li> <li>- CAASPP ELA (G4, Metric 9)</li> </ul>

G4A10 English Language Development Support	<p>English Learners have limited resources and limited academic support that contribute to their academic gap. English Learners were the lowest-performing student group on the local District Interim Assessments, and they are very-low performing in ELA according to the red indicators on the Dashboard. PUSD has seen steady increases in reclassification over the last three years (see Annual Update), however, reclassification rates are the lowest at the elementary level, in comparison to middle school and high school. The unique circumstances of English Learners highlight the need to enhance English Language Development (ELD) instruction in order to bridge language acquisition gaps and move students towards reclassification, and avoid the increase in Long Term English Learners (LTEL).</p> <p>Educational partner feedback from our District English Learner Advisory Committee (DELAC) shared the importance of academic support and tutoring for our English Learner students in order to increase reclassification rates and decrease Long Term English Learners (LTEL).</p>	<p>Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, Teachers on Assignment will work with Long Term English Learners (LTEL) and families in order to accelerate English Language Acquisition and Reclassification. This work will include small-group instruction, individualized academic support, regular progress monitoring reports, and workshops for parents.</p> <p>This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills.</p>	<p>We will monitor progress for English Learner students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- Reclassification Rates (G4, Metric 3)</li> <li>- EL Progress on Language Proficiency (G4, Metric 4)</li> <li>- CAASPP ELA (G4, Metric 9)</li> </ul>
G4A11 Well Being of Foster Youth	<p>Our Foster Youth students lack stability in their living situations which has a significant impact in their academic achievement as indicated on the California School Dashboard. These students are low performing in both English Language Arts (ELA) and Math, and need academic and social-emotional support to provide them the interventions, guidance, and resources they need to become more motivated and engaged in order to increase academic achievement.</p> <p>Educational partners shared the need for students to receive academic support as well as social-emotional support to increase school connectivity.</p>	<p>School Counselors, a Mental Health Clinician, and outside providers will collaborate to address the needs of Foster Youth students by providing social-emotional support, small group learning sessions, and ongoing progress monitoring.</p> <p>This limited action will also provide Foster Youth students with academic support such as tutoring and mentoring services to increase their college and career readiness and school connectivity.</p>	<p>We will monitor progress for Foster Youth students using:</p> <ul style="list-style-type: none"> <li>- CTE Pathway Completion- CA Dashboard (G4, Metric 5)</li> <li>- CAASPP ELA English Language Arts Dashboard (G4, Metric 9)</li> <li>- CAASPP Mathematics Dashboard (G4, Metric 10)</li> <li>- Graduation Rates- CA Dashboard (G5, Metric 3)</li> </ul>

G4A21 Paraeducators for English Learners	<p>English Learners, including Long-Term English Learners, need support in making connections and constructing meaning from the curriculum taught in their core instruction classes. They face language barriers when they interact with their teachers and with the content. The support of Paraeducators can help bridge gaps in communication and improve academic outcomes for this student group. Local Interim Assessment (DIA) data for ELA indicated that English Learners improved in meeting their benchmarks in 2023-2024 (all grades, except 1st, 7th, and 11th grade English Learners). However, local DIA data for Math indicated need for improvement across multiple grade levels (Kinder, 1st, 4th, 5th, 6th, 7th, 8th, High School Math II). California Dashboard Data indicates that English Learners are very-low-performing (red) in both ELA and Math indicators.</p> <p>Educational partners indicated the need for academic intervention for English Learners, who typically struggle to communicate and make meaningful connections to academic content. They also indicated that English Learners still need the support in their most challenging academic classes through tutoring and evidence-based practices.</p>	<p>Paraeducators will work with English Learners, including Long-Term English Learners, and provide intervention and support in English Language Development (ELD). This will help increase English Learners' local assessment scores in ELA and Math, as well as increase reclassification rates across the district.</p> <p>This limited action will also provide access to core content and help English Learners improve their language proficiency to meet the criteria for reclassification.</p>	<p>We will monitor progress for English Learner and Long-Term English Learner students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- DIA Math (G4, Metric 2)</li> <li>- Reclassification Rates (G4, Metric 3)</li> </ul>
G4A24 Secondary Student Interns	<p>Low-Income and English Learner students in PUSD need additional academic support at home to help increase academic achievement. However, because that support is limited due to limited resources and language barriers, these student groups need academic support during their core class instruction. Based on Local Interim Assessments (DIAs), students in secondary showed improvement in ELA benchmarks, including English Learners. However, DIA Math data indicated that multiple grade levels decreased in students meeting the benchmark. Dashboard data indicated that English Learners were very-low-performing (red) in both ELA and Math.</p> <p>Educational partners indicated that additional intervention, summer school, and multi-tiered systems of support are needed to increase academic achievement.</p>	<p>Student Interns at the secondary school sites will provide academic support for English Learners and Low-Income students by providing small-group instruction to address low-performance in ELA and Math in both local and state assessments. Student Interns at secondary school sites will help close academic achievement gaps and minimize the staff-to-student ratios.</p> <p>This limited action will help the secondary school sites provide additional support to teachers in the classroom and across school sites to improve student academic progress.</p>	<p>We will monitor progress for English Learner and Low-Income students using:</p> <ul style="list-style-type: none"> <li>- DIA ELA (G4, Metric 1)</li> <li>- DIA Math (G4, Metric 2)</li> <li>- CAASPP (ELA) (G4, Metric 9)</li> <li>- CAASPP Math (G4, Metric 10)</li> </ul>

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

Not Applicable

### ***Additional Concentration Grant Funding***

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

Based on the review of data and educational partner feedback, the additional concentration grant add-on funding will be used to increase the number of staff members providing direct services to students at school sites with a high concentration (greater than 55%) of Foster Youth, English Learner, and Low-Income students. The investment in staffing aims to enhance the support systems and interventions available to our unduplicated student populations, address their unique needs, increase and improve services, and provide equitable educational opportunities.

The following actions describe how the additional concentration grant add-on will be used to increase the number of certificated and classified staff providing direct services to students in schools:

- G1A6- Custodial staff will provide a safe and clean learning environment on school campuses to ensure our English Learner and Low Income students have a conducive learning environment and access to additional workspace for differentiated instruction.
- G2A13- Paraeducators and Student Interns will work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios in order to improve these students' academic progress.
- G4A19 & G4A20- Adaptation of additional Resource Teachers at both elementary and secondary levels will provide timely support in order to improve academic progress and increase English Language Development for our English Learner and Low-Income students.
- G4A21- Paraeducators will provide services to English Learner students to increase their English proficiency levels.
- G4A22 & G4A23- Intervention Teachers, both elementary and secondary levels, will analyze student data and work with students in small groups to close the educational gaps that have been identified in Low-Income, Foster Youth and English Learner students.
- G5A10- Mental Health Clinicians will provide and refer Foster Youth and Low-Income students to mental health support services at each of the academies and comprehensive high schools.
- G5A11- Student Support Specialists will provide timely support and trauma-informed behavioral approach services to Foster Youth and Low-Income students experiencing trauma.
- G6A2- School Climate Safety Officers will provide support to English Learner, Foster Youth, and Low-Income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions.
- G6A6- Elementary Campus Supervisors will assist Low-Income students with behavior and social emotional support that will improve their connectivity to the school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$210,792,544.00	\$88,854,327.00	42.15%	0.77%	42.92%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$238,026,111.00	\$43,637,592.00	\$0.00	\$825,308.00	\$282,489,011.00	\$267,674,152.00	\$14,814,859.00

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	Support with Staff Recruitment and Hiring	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	\$111,748	\$0	\$111,748	\$0	\$0	\$0	\$111,748	0.00%
1	2	Teacher Support	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	\$375,902	\$18,375	\$394,277	\$0	\$0	\$0	\$394,277	0.00%
1	3	Custodial Staff - Vandalism Crew	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	3 Years	\$413,631	\$0	\$413,631	\$0	\$0	\$0	\$413,631	0.00%
1	4	Teaching and support Staff	All	No				3 Years	\$128,821,775	\$863,711	\$129,685,486	\$0	\$0	\$0	\$129,685,486	0.00%
1	5	General Custodial Staff	All	No				3 Years	\$9,202,375	\$0	\$9,202,375	\$0	\$0	\$0	\$9,202,375	0.00%



1	6	Custodial Staff	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	\$1,900,400	\$0	\$1,900,400	\$0	\$0	\$0	\$1,900,400	0.00%
1	7	Inclusion Staff	Student with Disabilities (SWD)	No				3 Years	\$739,214	\$0	\$0	\$739,214	\$0	\$0	\$739,214	0.00%
2	1	Library Support	Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income	Specific Schools, Elementary Schools	3 Years	\$1,109,315	\$0	\$1,109,315	\$0	\$0	\$0	\$1,109,315	0.00%
2	2	Media Center Support	English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	3 Years	\$1,222,545	\$82,000	\$1,304,545	\$0	\$0	\$0	\$1,304,545	0.00%
2	3	Combination Class Reduction Elementary and K-8	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	3 Years	\$3,672,613	\$0	\$3,672,613	\$0	\$0	\$0	\$3,672,613	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	3 Years	\$3,939,199	\$249,729	\$4,188,928	\$0	\$0	\$0	\$4,188,928	0.00%
2	5	Technology Teacher Leads	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	\$60,830	\$55,000	\$115,830	\$0	\$0	\$0	\$115,830	0.00%
2	6	Additional Math Learning Opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	3 Years	\$1,254,632	\$350,000	\$1,604,632	\$0	\$0	\$0	\$1,604,632	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	\$836,310	\$0	\$836,310	\$0	\$0	\$0	\$836,310	0.00%
2	8	Support for Classroom Instruction	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	\$3,256,621	\$0	\$3,256,621	\$0	\$0	\$0	\$3,256,621	0.00%

2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$165,099	\$0	\$165,099	\$0	\$0	\$0	\$165,099	0.00%
2	10	Improve Student Achievement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$1,085,867	\$2,770	\$1,088,637	\$0	\$0	\$0	\$1,088,637	0.00%
2	11	Kindergarten Teachers	All	No				3 Years	\$5,404,139	\$0	\$5,404,139	\$0	\$0	\$0	\$5,404,139	0.00%
2	12	Program Specialists	Student with Disabilities (SWD)	No				3 Years	\$824,937	\$0	\$0	\$824,937	\$0	\$0	\$824,937	0.00%
2	13	Elementary Paraeducators and Student Interns	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans,	3 Years	\$143,205	\$0	\$143,205	\$0	\$0	\$0	\$143,205	0.00%
2	14	Partnership Classes	Student with Disabilities (SWD)	No				3 Years	\$536,586	\$0	\$0	\$407,383	\$0	\$129,203	\$536,586	0.00%
3	1	Community Schools	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	\$460,486	\$6,150	\$466,636	\$0	\$0	\$0	\$466,636	0.00%
3	2	Parent Training on Student Data	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$688,841	\$13,050	\$701,891	\$0	\$0	\$0	\$701,891	0.00%
3	3	Parent Support and Involvement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$315,785	\$63,760	\$379,545	\$0	\$0	\$0	\$379,545	0.00%
3	4	Educational Partners Learning Walks	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	\$5,595	\$3,500	\$9,095	\$0	\$0	\$0	\$9,095	0.00%

3	5	Community Advisory Committee (CAC)	Student with Disabilities (SWD)	No				3 Years	\$0	\$500	\$0	\$500	\$0	\$0	\$500	0.00%
3	6	Orientation for Elementary Students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	\$19,511	\$0	\$19,511	\$0	\$0	\$0	\$19,511	0.00%
4	1	AVID	Low Income	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	3 Years	\$382,864	\$170,980	\$553,844	\$0	\$0	\$0	\$553,844	0.00%
4	2	AVID Excel	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	3 Years	\$96,684	\$31,200	\$127,884	\$0	\$0	\$0	\$127,884	0.00%
4	3	Content Disciplinary Literacy	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	3 Years	\$2,333,668	\$117,000	\$2,450,668	\$0	\$0	\$0	\$2,450,668	0.00%
4	4	Summer and Saturday School	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3rd	3 Years	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
4	5	Maintaining Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	\$3,336,919	\$26,130	\$3,363,049	\$0	\$0	\$0	\$3,363,049	0.00%
4	6	Literacy Intervention	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$0	\$21,846	\$21,846	\$0	\$0	\$0	\$21,846	0.00%

4	7	Data Analysis	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$291,068	\$0	\$291,068	\$0	\$0	\$0	\$291,068	0.00%
4	8	Technology Support and Services	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	\$1,394,013	\$757,300	\$2,151,313	\$0	\$0	\$0	\$2,151,313	0.00%
4	9	Data Analysis by Staff	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$1,691,054	\$0	\$1,691,054	\$0	\$0	\$0	\$1,691,054	0.00%
4	10	English Language Development Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Years	\$1,619,821	\$686,090	\$2,305,911	\$0	\$0	\$0	\$2,305,911	0.00%
4	11	Well Being of Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 Years	\$168,993	\$305,000	\$473,993	\$0	\$0	\$0	\$473,993	0.00%
4	12	Math Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	\$663,373	\$107,000	\$770,373	\$0	\$0	\$0	\$770,373	0.00%
4	13	English Language Arts Support	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$837,300	\$6,500	\$843,800	\$0	\$0	\$0	\$843,800	0.00%
4	14	Elementary Level Literacy Coaches	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	3 Years	\$2,918,777	\$230,000	\$3,148,777	\$0	\$0	\$0	\$3,148,777	0.00%
4	15	Academic Contextualization	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	\$8,442	\$760,800	\$769,242	\$0	\$0	\$0	\$769,242	0.00%
4	16	Kindergarten Teaching Staff	All	No				3 Years	\$2,565,244	\$0	\$2,565,244	\$0	\$0	\$0	\$2,565,244	0.00%
4	17	Computer and Technology Support for the District	All	No				3 Years	\$644,836	\$0	\$644,836	\$0	\$0	\$0	\$644,836	0.00%

4	18	Special Education Teams	Student with Disabilities (SWD)	No				3 Years	\$21,842,172	\$0	\$0	\$21,682,869	\$0	\$159,303	\$21,842,172	0.00%
4	19	Resource Teacher Academic Support-Elementary	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans, Elementary	3 Years	\$3,381,107	\$0	\$3,381,107	\$0	\$0	\$0	\$3,381,107	0.00%
4	20	Resource Teacher Academic Support-Secondary	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans, Secondary	3 Years	\$1,732,745	\$0	\$1,732,745	\$0	\$0	\$0	\$1,732,745	0.00%
4	21	Paraeducators for English Learners	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Years	\$1,106,402	\$0	\$1,106,402	\$0	\$0	\$0	\$1,106,402	0.00%
4	22	Elementary Intervention Teachers	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	3 Years	\$1,038,591	\$0	\$1,038,591	\$0	\$0	\$0	\$1,038,591	0.00%
4	23	Secondary Intervention Teachers	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Secondary	3 Years	\$259,511	\$0	\$259,511	\$0	\$0	\$0	\$259,511	0.00%
4	24	Secondary Student Interns	Low Income, English learner (EL)	Yes	Limited	Low Income, English learner (EL)	Specific Grade Spans, Secondary	3 Years	\$123,300	\$0	\$123,300	\$0	\$0	\$0	\$123,300	0.00%
5	1	Online Academic Credit Recovery	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools, Specific Schools, High Schools	3 Years	\$389,693	\$0	\$389,693	\$0	\$0	\$0	\$389,693	0.00%
5	2	Crisis Intervention Team	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	\$4,226,772	\$186,321	\$4,413,093	\$0	\$0	\$0	\$4,413,093	0.00%
5	3	Health Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	\$3,240,360	\$49,000	\$3,289,360	\$0	\$0	\$0	\$3,289,360	0.00%

5	4	Monitor Attendance Patterns	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	\$2,622,263	\$293,000	\$2,915,263	\$0	\$0	\$0	\$2,915,263	0.00%
5	5	Counselors Elementary School	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	3 Years	\$3,168,918	\$115,500	\$3,284,418	\$0	\$0	\$0	\$3,284,418	0.00%
5	6	Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	\$642,688	\$268,200	\$910,888	\$0	\$0	\$0	\$910,888	0.00%
5	7	Counselors Secondary Schools	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Schools	3 Years	\$3,544,511	\$18,950	\$3,563,461	\$0	\$0	\$0	\$3,563,461	0.00%
5	8	Support for Chronic Absenteeism	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	3 Years	\$1,740,733	\$0	\$1,740,733	\$0	\$0	\$0	\$1,740,733	0.00%
5	9	Paraeducators	Student with Disabilities (SWD)	No				3 Years	\$15,667,247	\$2,859,769	\$0	\$18,498,198	\$0	\$28,818	\$18,527,016	0.00%
5	10	Social Emotional Support-High School	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	\$176,620	\$100,000	\$276,620	\$0	\$0	\$0	\$276,620	0.00%
5	11	Trauma Informed Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	\$408,827	\$13,000	\$421,827	\$0	\$0	\$0	\$421,827	0.00%
6	1	Positive School Climate	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	\$0	\$66,400	\$66,400	\$0	\$0	\$0	\$66,400	0.00%
6	2	Restorative Justice	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Schools, High Schools	3 Years	\$1,603,846	\$0	\$1,603,846	\$0	\$0	\$0	\$1,603,846	0.00%

6	3	Extracurricular Activities	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	\$272,155	\$571,910	\$844,065	\$0	\$0	\$0	\$844,065	0.00%
6	4	Individualized Student Academic and Emotional Support	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	3 Years	\$813,138	\$0	\$813,138	\$0	\$0	\$0	\$813,138	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	3 Years	\$1,734,997	\$262,365	\$1,997,362	\$0	\$0	\$0	\$1,997,362	0.00%
6	6	Elementary Campus Supervisors	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	\$747,381	\$0	\$747,381	\$0	\$0	\$0	\$747,381	0.00%
6	7	Evidence-Based Positive Behavioral Supports	Student with Disabilities (SWD)	No				3 Years	\$591,350	\$0	\$0	\$591,350	\$0	\$0	\$591,350	0.00%
7	1	Dual Language Programs	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Pantera, Allison, Westmont	3 Years	\$2,297,534	\$155,325	\$2,452,859	\$0	\$0	\$0	\$2,452,859	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans, Secondary, Specific Schools, Secondary Schools	3 Years	\$771,581	\$214,500	\$986,081	\$0	\$0	\$0	\$986,081	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	\$0	\$146,207	\$146,207	\$0	\$0	\$0	\$146,207	0.00%
7	4	Science Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	\$313,636	\$171,200	\$484,836	\$0	\$0	\$0	\$484,836	0.00%
7	5	Robotics Computer Science Program	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	\$61,145	\$290,817	\$351,962	\$0	\$0	\$0	\$351,962	0.00%

7	6	Art, Music, and Physical Education (PE)- Elementary	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, Elementary Schools, Specific Grade Spans, Elementary	3 Years	\$2,644,869	\$944,850	\$3,589,719	\$0	\$0	\$0	\$3,589,719	0.00%
7	7	Career Technical Education (CTE)	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	3 Years	\$2,205,325	\$1,243,805	\$3,449,130	\$0	\$0	\$0	\$3,449,130	0.00%
7	8	College and Career Equity	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	\$206,666	\$428,183	\$634,849	\$0	\$0	\$0	\$634,849	0.00%
7	9	College and Career Exposure	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	\$45,534	\$750,000	\$795,534	\$0	\$0	\$0	\$795,534	0.00%
7	10	Academy School Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	3 Years	\$1,816,359	\$47,000	\$1,863,359	\$0	\$0	\$0	\$1,863,359	0.00%
8	1	Lincoln E.S: Comprehensive Support & Improvement	All	No				3 Years	\$81,607	\$57,974	\$0	\$0	\$0	\$139,581	\$139,581	0.00%
8	2	Marshall M.S: Comprehensive Support & Improvement	All	No				3 Years	\$69,462	\$52,140	\$0	\$0	\$0	\$121,602	\$121,602	0.00%
8	3	Pomona H.S: Comprehensive Support & Improvement	All	No				3 Years	\$140,796	\$106,005	\$0	\$0	\$0	\$246,801	\$246,801	0.00%
9	1	Kellogg Elementary School (aligned with Priority 5)	All, English learner (EL), Student with Disabilities (SWD)	No				1 Year	\$243,910	\$269,764	\$0	\$513,674	\$0	\$0	\$513,674	0.00%
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	All	No				1 Year	\$180,184	\$199,283	\$0	\$379,467	\$0	\$0	\$379,467	0.00%



# 2024-2025 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
\$210,792,544.00	\$88,854,327.00	42.15%	0.77%	42.92%	\$90,524,031.00	0.00%	42.94%	Total:	\$90,524,031.00
								LEA-wide Total:	\$66,351,845.00
								Limited Total:	\$4,137,490.00
								Schoolwide Total:	\$20,034,696.00

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	Support with Staff Recruitment and Hiring	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$111,748.00	0.00%
1	2	Teacher Support	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$394,277.00	0.00%
1	3	Custodial Staff - Vandalism Crew	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	\$413,631.00	0.00%
1	6	Custodial Staff	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,900,400.00	0.00%
2	1	Library Support	Yes	LEA-wide	English learner (EL), Low Income	Specific Schools, Elementary Schools	\$1,109,315.00	0.00%
2	2	Media Center Support	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	\$1,304,545.00	0.00%

2	3	Combination Class Reduction Elementary and K-8	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	\$3,672,613.00	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	\$4,188,928.00	0.00%
2	5	Technology Teacher Leads	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$115,830.00	0.00%
2	6	Additional Math Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	\$1,604,632.00	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	LEA-wide	Low Income	All Schools	\$836,310.00	0.00%
2	8	Support for Classroom Instruction	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$3,256,621.00	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$165,099.00	0.00%
2	10	Improve Student Achievement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,088,637.00	0.00%
2	13	Elementary Paraeducators and Student Interns	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans,	\$143,205.00	0.00%
3	1	Community Schools	Yes	Schoolwide	Low Income	All Schools	\$466,636.00	0.00%
3	2	Parent Training on Student Data	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$701,891.00	0.00%
3	3	Parent Support and Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$379,545.00	0.00%
3	4	Educational Partners Learning Walks	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$9,095.00	0.00%
3	6	Orientation for Elementary Students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	\$19,511.00	0.00%
4	1	AVID	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	\$553,844.00	0.00%
4	2	AVID Excel	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	\$127,884.00	0.00%

4	3	Content Disciplinary Literacy	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	\$2,450,668.00	0.00%
4	4	Summer and Saturday School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3rd	\$5,000.00	0.00%
4	5	Maintaining Technology	Yes	LEA-wide	Low Income	All Schools	\$3,363,049.00	0.00%
4	6	Literacy Intervention	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$21,846.00	0.00%
4	7	Data Analysis	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$291,068.00	0.00%
4	8	Technology Support and Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$2,151,313.00	0.00%
4	9	Data Analysis by Staff	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,691,054.00	0.00%
4	10	English Language Development Support	Yes	Limited	English learner (EL)	All Schools	\$2,305,911.00	0.00%
4	11	Well Being of Foster Youth	Yes	Limited	Foster Youth	All Schools	\$473,993.00	0.00%
4	12	Math Support	Yes	LEA-wide	Low Income	All Schools	\$770,373.00	0.00%
4	13	English Language Arts Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$843,800.00	0.00%
4	14	Elementary Level Literacy Coaches	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	\$3,148,777.00	0.00%
4	15	Academic Contextualization	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	\$769,242.00	0.00%
4	19	Resource Teacher Academic Support-Elementary	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans, Elementary	\$3,381,107.00	0.00%
4	20	Resource Teacher Academic Support-Secondary	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans, Secondary	\$1,732,745.00	0.00%
4	21	Paraeducators for English Learners	Yes	Limited	English learner (EL)	All Schools	\$1,106,402.00	0.00%
4	22	Elementary Intervention Teachers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	\$1,038,591.00	0.00%
4	23	Secondary Intervention Teachers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Secondary	\$259,511.00	0.00%
4	24	Secondary Student Interns	Yes	Limited	Low Income, English learner (EL)	Specific Grade Spans, Secondary	\$123,300.00	0.00%

5	1	Online Academic Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth	All Schools, Specific Schools, High Schools	\$389,693.00	0.00%
5	2	Crisis Intervention Team	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$4,413,093.00	0.00%
5	3	Health Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$3,289,360.00	0.00%
5	4	Monitor Attendance Patterns	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$2,915,263.00	0.00%
5	5	Counselors Elementary School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Elementary Schools	\$3,284,418.00	0.00%
5	6	Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$910,888.00	0.00%
5	7	Counselors Secondary Schools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Schools	\$3,563,461.00	0.00%
5	8	Support for Chronic Absenteeism	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	\$1,740,733.00	0.00%
5	10	Social Emotional Support-High School	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	\$276,620.00	0.00%
5	11	Trauma Informed Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$421,827.00	0.00%
6	1	Positive School Climate	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	\$66,400.00	0.00%
6	2	Restorative Justice	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Schools, High Schools	\$1,603,846.00	0.00%
6	3	Extracurricular Activities	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	\$844,065.00	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	\$813,138.00	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	\$1,997,362.00	0.00%
6	6	Elementary Campus Supervisors	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	\$747,381.00	0.00%
7	1	Dual Language Programs	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Pantera, Allison, Westmont	\$2,452,859.00	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans, Secondary, Specific Schools, Secondary Schools	\$986,081.00	0.00%

7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$146,207.00	0.00%
7	4	Science Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$484,836.00	0.00%
7	5	Robotics Computer Science Program	Yes	LEA-wide	Low Income	All Schools	\$351,962.00	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, Elementary Schools, Specific Grade Spans, Elementary	\$3,589,719.00	0.00%
7	7	Career Technical Education (CTE)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	\$3,449,130.00	0.00%
7	8	College and Career Equity	Yes	LEA-wide	Low Income	All Schools	\$634,849.00	0.00%
7	9	College and Career Exposure	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	\$795,534.00	0.00%
7	10	Academy School Supports	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	\$1,863,359.00	0.00%

## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$280,870,996.00	\$282,272,195.00

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	Support with Staff Recruitment and Hiring	Yes	\$103,858.00	\$106,613.00
1	2	Teacher Support	Yes	\$215,073.00	\$344,927.00
1	3	Custodial Staff - Vandalism crew	Yes	\$463,648.00	\$401,445.00
1	4	Teaching and support Staff	No	\$124,350,179.00	\$128,358,289.00
1	5	General Custodial Staff	No	\$9,118,080.00	\$9,164,706.00
1	6	Custodial Staff	Yes	\$1,902,415.00	\$1,771,023.00

1	7	Inclusion Staff	No	\$578,142.00	\$557,447.00
2	1	Library Support	Yes	\$1,125,344.00	\$1,125,344.00
2	2	Media Center Support	Yes	\$1,373,611.00	\$1,443,486.00
2	3	Combination Class Reduction Elementary and K-8	Yes	\$4,109,264.00	\$4,109,264.00
2	4	Transitional Kindergarten Support	Yes	\$4,027,185.00	\$5,920,581.00
2	5	Technology Teacher Leads	Yes	\$473,087.00	\$473,087.00
2	6	Additional Math Learning Opportunities	Yes	\$934,121.00	\$981,551.00
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	\$970,824.00	\$994,518.00
2	8	Support for Classroom Instruction	Yes	\$2,664,700.00	\$2,664,700.00
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	\$310,556.00	\$321,952.00
2	10	Improve Student Achievement	Yes	\$1,065,271.00	\$1,447,314.00
2	11	Kindergarten Teachers	No	\$4,266,018.00	\$4,498,658.00
2	12	Program Specialists	No	\$642,485.00	\$637,122.00
2	13	Orientation for Kindergarten students	Yes	\$10,972.00	\$21,070.00
2	14	Elementary Student Interns	Yes	\$127,950.00	\$63,700.00
2	15	Partnership Classes	No	\$528,217.00	\$521,581.00
3	1	Community Schools	Yes	\$439,646.00	\$528,441.00
3	2	Parent Training on Student Data	Yes	\$649,468.00	\$671,829.00
3	3	Parent Support and Involvement	Yes	\$524,700.00	\$522,703.00
3	4	Parent and Student Emotional Support	Yes	\$137,685.00	\$68,843.00
3	5	Community Advisory Committee	No	\$500.00	\$500.00
4	1	AVID	Yes	\$1,064,373.00	\$1,261,322.00
4	2	AVID Excel	Yes	\$150,870.00	\$136,756.00
4	3	Content Disciplinary Literacy	Yes	\$3,923,182.00	\$3,556,877.00

4	4	Summer and Saturday School	Yes	\$522,545.00	\$522,545.00
4	5	Maintaining Technology	Yes	\$3,054,261.00	\$3,054,261.00
4	6	Literacy Intervention	Yes	\$1,448,690.00	\$1,448,690.00
4	7	Data Analysis	Yes	\$529,806.00	\$529,806.00
4	8	Technology Support and Services	Yes	\$1,983,626.00	\$2,022,511.00
4	9	Data Analysis by Staff	Yes	\$1,332,348.00	\$1,332,348.00
4	10	English Language Development Support	Yes	\$2,641,232.00	\$2,700,267.00
4	11	Well Being of Foster Youth	Yes	\$619,341.00	\$642,835.00
4	12	Math Support	Yes	\$768,662.00	\$768,662.00
4	13	English Language Arts Support	Yes	\$508,994.00	\$526,331.00
4	14	Elementary Level Literacy Coaches	Yes	\$3,456,831.00	\$3,637,267.00
4	15	Academic contextualization	Yes	\$816,876.00	\$816,876.00
4	16	Kindergarten Teaching Staff	No	\$2,545,650.00	\$2,662,131.00
4	17	Computer and Technology Support for the District	No	\$603,154.00	\$546,810.00
4	18	Special Education Teams	No	\$21,605,342.00	\$19,851,862.00
4	19	Resource Teacher Academic Support - Elementary	Yes	\$3,441,274.00	\$3,441,274.00
4	20	Resource Teacher Academic Support - Secondary	Yes	\$1,554,037.00	\$1,466,877.00
4	21	Paraeducators for English Learners	Yes	\$5,048,161.00	\$1,496,281.00
4	22	Intervention Teachers - Elementary	Yes	\$2,331,505.00	\$1,622,384.00
4	23	Intervention Teachers - Secondary	Yes	\$1,071,996.00	\$789,795.00
4	24	Student Interns - Secondary	Yes	\$230,310.00	\$230,310.00
5	1	Online Academic Credit Recovery	Yes	\$532,590.00	\$532,590.00
5	2	Crisis Intervention Team	Yes	\$3,955,223.00	\$3,678,786.00
5	3	Health Services	Yes	\$3,103,787.00	\$3,103,787.00
5	4	Monitor Attendance Patterns	Yes	\$2,437,165.00	\$2,417,775.00
5	5	Counselors Elementary	Yes	\$3,484,058.00	\$3,484,058.00



		School			
5	6	Professional Development	Yes	\$1,734,402.00	\$1,734,402.00
5	7	Counselors Secondary Schools	Yes	\$3,371,047.00	\$3,486,688.00
5	8	Support for Chronic Absenteeism	Yes	\$2,079,699.00	\$1,810,931.00
5	9	Paraeducators	No	\$12,866,041.00	\$13,120,431.00
5	10	Social Emotional Support-High School	Yes	\$563,717.00	\$143,910.00
5	11	Trauma Informed Services	Yes	\$379,481.00	\$817,525.00
6	1	Positive School Climate	Yes	\$62,250.00	\$68,750.00
6	2	Restorative Justice	Yes	\$917,630.00	\$946,214.00
6	3	Extracurricular Activities	Yes	\$564,225.00	\$564,225.00
6	4	Individualized Student Academic and Emotional Support	Yes	\$912,295.00	\$894,172.00
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	\$2,742,569.00	\$2,749,467.00
6	6	Elementary Campus Supervisors	Yes	\$742,642.00	\$683,810.00
6	7	Evidence-Based Positive Behavioral Supports	No	\$518,847.00	\$541,287.00
7	1	Dual Language Programs	Yes	\$3,418,091.00	\$3,128,881.00
7	2	Visual and Performing Arts Secondary	Yes	\$1,511,223.00	\$1,643,456.00
7	3	Career & Technical Education(CTE)-Science, Technology, Engineering, and Mathematics (STEM)	Yes	\$641,380.00	\$765,927.00
7	4	Science Support	Yes	\$477,078.00	\$470,505.00
7	5	Robotics Computer Science Program	Yes	\$631,336.00	\$631,336.00
7	6	Art & Music Elementary Schools	Yes	\$2,950,197.00	\$4,231,352.00
7	7	Career Technical Education	Yes	\$3,414,067.00	\$3,318,245.00
7	8	College and Career Equity	Yes	\$992,237.00	\$1,135,889.00
7	9	College and Career Exposure	Yes	\$1,022,346.00	\$1,022,346.00



7	10	Academy School Supports	Yes	\$2,314,217.00	\$2,078,256.00
8	1	Credit recovery and acceleration	No	\$165,091.00	\$281,422.00

## 2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$92,498,676.00	\$103,083,250.00	\$101,529,949.00	\$1,553,301.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Support with Staff Recruitment and Hiring	Yes	\$103,858.00	\$106,613.00	0.00%	0.00%
1	2	Teacher Support	Yes	\$215,073.00	\$344,927.00	0.00%	0.00%
1	3	Custodial Staff - Vandalism crew	Yes	\$463,648.00	\$401,445.00	0.00%	0.00%
1	6	Custodial Staff	Yes	\$1,902,415.00	\$1,771,023.00	0.00%	0.00%
2	1	Library Support	Yes	\$1,125,344.00	\$1,125,344.00	0.00%	0.00%
2	2	Media Center Support	Yes	\$1,373,611.00	\$1,443,486.00	0.00%	0.00%
2	3	Combination Class Reduction Elementary and K-8	Yes	\$4,109,264.00	\$4,109,264.00	0.00%	0.00%
2	4	Transitional Kindergarten Support	Yes	\$4,027,185.00	\$5,920,581.00	0.00%	0.00%
2	5	Technology Teacher Leads	Yes	\$473,087.00	\$473,087.00	0.00%	0.00%
2	6	Additional Math Learning Opportunities	Yes	\$934,121.00	\$981,551.00	0.00%	0.00%

2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	\$970,824.00	\$994,518.00	0.00%	0.00%
2	8	Support for Classroom Instruction	Yes	\$2,664,700.00	\$2,664,700.00	0.00%	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	\$310,556.00	\$321,952.00	0.00%	0.00%
2	10	Improve Student Achievement	Yes	\$1,065,271.00	\$1,447,314.00	0.00%	0.00%
2	13	Orientation for Kindergarten students	Yes	\$10,972.00	\$21,070.00	0.00%	0.00%
2	14	Elementary Student Interns	Yes	\$127,950.00	\$63,700.00	0.00%	0.00%
3	1	Community Schools	Yes	\$439,646.00	\$528,441.00	0.00%	0.00%
3	2	Parent Training on Student Data	Yes	\$649,468.00	\$671,829.00	0.00%	0.00%
3	3	Parent Support and Involvement	Yes	\$524,700.00	\$522,703.00	0.00%	0.00%
3	4	Parent and Student Emotional Support	Yes	\$137,685.00	\$68,843.00	0.00%	0.00%
4	1	AVID	Yes	\$1,064,373.00	\$1,261,322.00	0.00%	0.00%
4	2	AVID Excel	Yes	\$150,870.00	\$136,756.00	0.00%	0.00%
4	3	Content Disciplinary Literacy	Yes	\$3,923,182.00	\$3,556,877.00	0.00%	0.00%
4	4	Summer and Saturday School	Yes	\$522,545.00	\$522,545.00	0.00%	0.00%
4	5	Maintaining Technology	Yes	\$3,054,261.00	\$3,054,261.00	0.00%	0.00%
4	6	Literacy Intervention	Yes	\$1,448,690.00	\$1,448,690.00	0.00%	0.00%
4	7	Data Analysis	Yes	\$529,806.00	\$529,806.00	0.00%	0.00%
4	8	Technology Support and Services	Yes	\$1,983,626.00	\$2,022,511.00	0.00%	0.00%
4	9	Data Analysis by Staff	Yes	\$1,332,348.00	\$1,332,348.00	0.00%	0.00%
4	10	English Language Development Support	Yes	\$2,641,232.00	\$2,700,267.00	0.00%	0.00%
4	11	Well Being of Foster Youth	Yes	\$619,341.00	\$642,835.00	0.00%	0.00%
4	12	Math Support	Yes	\$768,662.00	\$768,662.00	0.00%	0.00%
4	13	English Language Arts Support	Yes	\$508,994.00	\$526,331.00	0.00%	0.00%
4	14	Elementary Level Literacy Coaches	Yes	\$3,456,831.00	\$3,637,267.00	0.00%	0.00%
4	15	Academic contextualization	Yes	\$816,876.00	\$816,876.00	0.00%	0.00%

4	19	Resource Teacher Academic Support - Elementary	Yes	\$3,441,274.00	\$3,441,274.00	0.00%	0.00%
4	20	Resource Teacher Academic Support - Secondary	Yes	\$1,554,037.00	\$1,466,877.00	0.00%	0.00%
4	21	Paraeducators for English Learners	Yes	\$5,048,161.00	\$1,496,281.00	0.00%	0.00%
4	22	Intervention Teachers - Elementary	Yes	\$2,331,505.00	\$1,622,384.00	0.00%	0.00%
4	23	Intervention Teachers - Secondary	Yes	\$1,071,996.00	\$789,795.00	0.00%	0.00%
4	24	Student Interns - Secondary	Yes	\$230,310.00	\$230,310.00	0.00%	0.00%
5	1	Online Academic Credit Recovery	Yes	\$532,590.00	\$532,590.00	0.00%	0.00%
5	2	Crisis Intervention Team	Yes	\$3,955,223.00	\$3,678,786.00	0.00%	0.00%
5	3	Health Services	Yes	\$3,103,787.00	\$3,103,787.00	0.00%	0.00%
5	4	Monitor Attendance Patterns	Yes	\$2,437,165.00	\$2,417,775.00	0.00%	0.00%
5	5	Counselors Elementary School	Yes	\$3,484,058.00	\$3,484,058.00	0.00%	0.00%
5	6	Professional Development	Yes	\$1,734,402.00	\$1,734,402.00	0.00%	0.00%
5	7	Counselors Secondary Schools	Yes	\$3,371,047.00	\$3,486,688.00	0.00%	0.00%
5	8	Support for Chronic Absenteeism	Yes	\$2,079,699.00	\$1,810,931.00	0.00%	0.00%
5	10	Social Emotional Support-High School	Yes	\$563,717.00	\$143,910.00	0.00%	0.00%
5	11	Trauma Informed Services	Yes	\$379,481.00	\$817,525.00	0.00%	0.00%
6	1	Positive School Climate	Yes	\$62,250.00	\$68,750.00	0.00%	0.00%
6	2	Restorative Justice	Yes	\$917,630.00	\$946,214.00	0.00%	0.00%
6	3	Extracurricular Activities	Yes	\$564,225.00	\$564,225.00	0.00%	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	\$912,295.00	\$894,172.00	0.00%	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	\$2,742,569.00	\$2,749,467.00	0.00%	0.00%
6	6	Elementary Campus Supervisors	Yes	\$742,642.00	\$683,810.00	0.00%	0.00%
7	1	Dual Language Programs	Yes	\$3,418,091.00	\$3,128,881.00	0.00%	0.00%
7	2	Visual and Performing Arts Secondary	Yes	\$1,511,223.00	\$1,643,456.00	0.00%	0.00%

7	3	Career & Technical Education (CTE)-Science, Technology, Engineering, and Mathematics (STEM)	Yes	\$641,380.00	\$765,927.00	0.00%	0.00%
7	4	Science Support	Yes	\$477,078.00	\$470,505.00	0.00%	0.00%
7	5	Robotics Computer Science Program	Yes	\$631,336.00	\$631,336.00	0.00%	0.00%
7	6	Art & Music Elementary Schools	Yes	\$2,950,197.00	\$4,231,352.00	0.00%	0.00%
7	7	Career Technical Education	Yes	\$3,414,067.00	\$3,318,245.00	0.00%	0.00%
7	8	College and Career Equity	Yes	\$992,237.00	\$1,135,889.00	0.00%	0.00%
7	9	College and Career Exposure	Yes	\$1,022,346.00	\$1,022,346.00	0.00%	0.00%
7	10	Academy School Supports	Yes	\$2,314,217.00	\$2,078,256.00	0.00%	0.00%

## 2023-2024 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)
\$220,148,457.00	\$92,498,676.00	4.87%	46.89%	\$101,529,949.00	0.00%	46.12%	\$1,695,143.12	0.77%

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:					\$507,984.00	

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
8	1	Lincoln E.S: Comprehensive Support & Improvement					\$139,581.00		\$139,581.00
8	2	Marshall M.S: Comprehensive Support & Improvement					\$121,602.00		\$121,602.00
8	3	Pomona H.S: Comprehensive Support & Improvement					\$246,801.00		\$246,801.00

# 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).