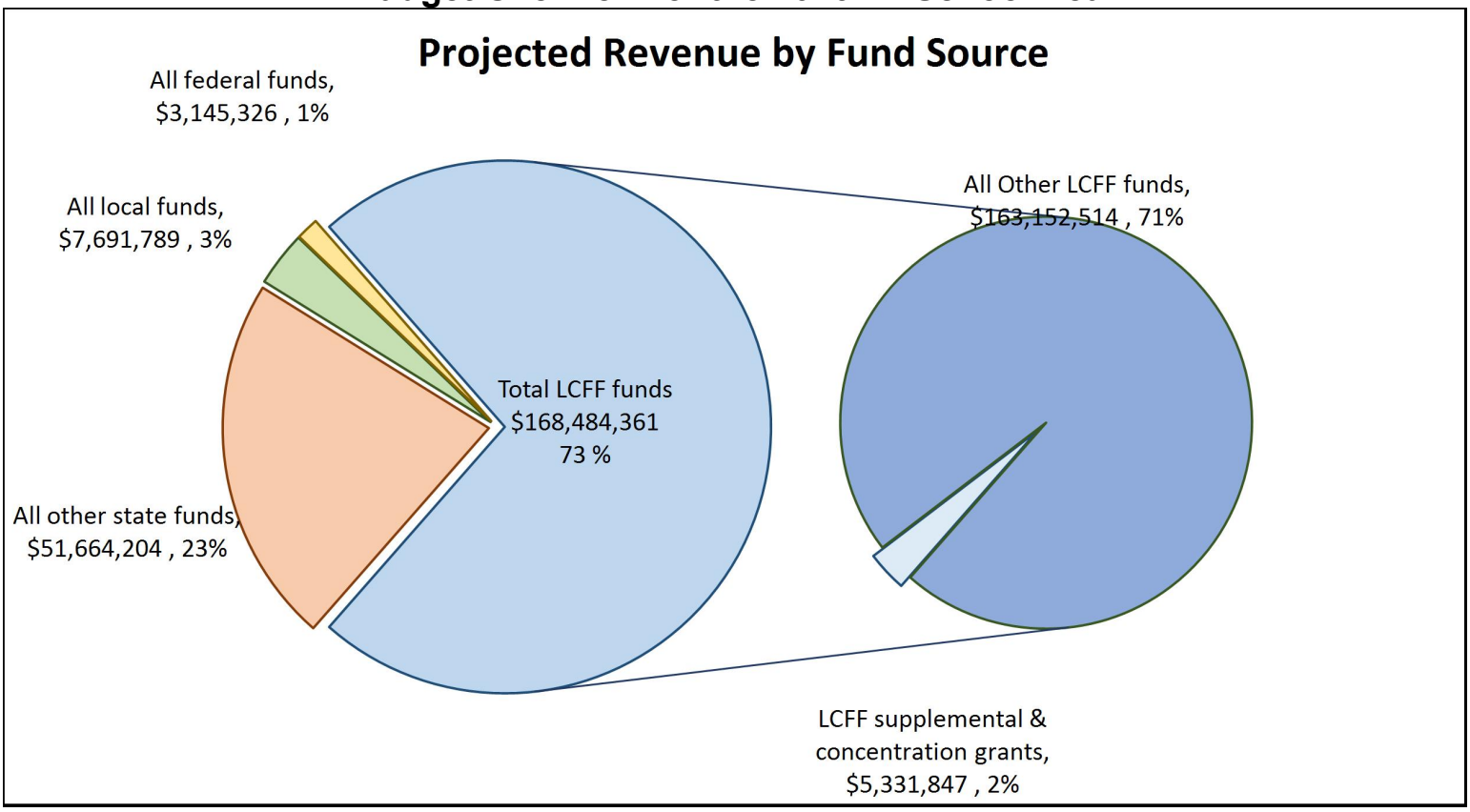
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasanton Unified School District
CDS Code: 01 75101 0000000
School Year: 2026-27
LEA contact information:
Ed Diolazo
Deputy Superintendent
ediolazo@pleasantonusd.net
925-426-5500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

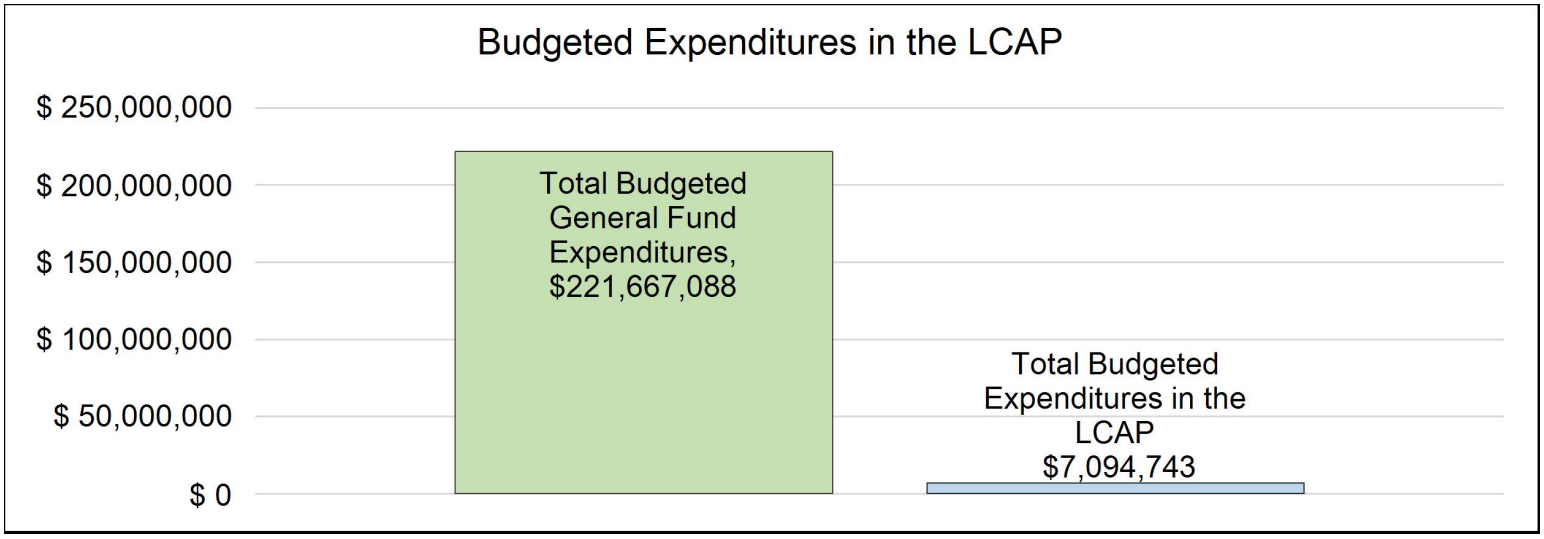


This chart shows the total general purpose revenue Pleasanton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasanton Unified School District is $230,985,680, of which $168,484,361 is Local Control Funding Formula (LCFF), $51,664,204 is other state funds, $7,691,789 is local funds, and $3,145,326 is federal funds. Of the $168,484,361 in LCFF Funds, $5,331,847 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pleasanton Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasanton Unified School District plans to spend $221,667,088 for the 2026-27 school year. Of that amount, $7,094,743 is tied to actions/services in the LCAP and $214,572,345 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

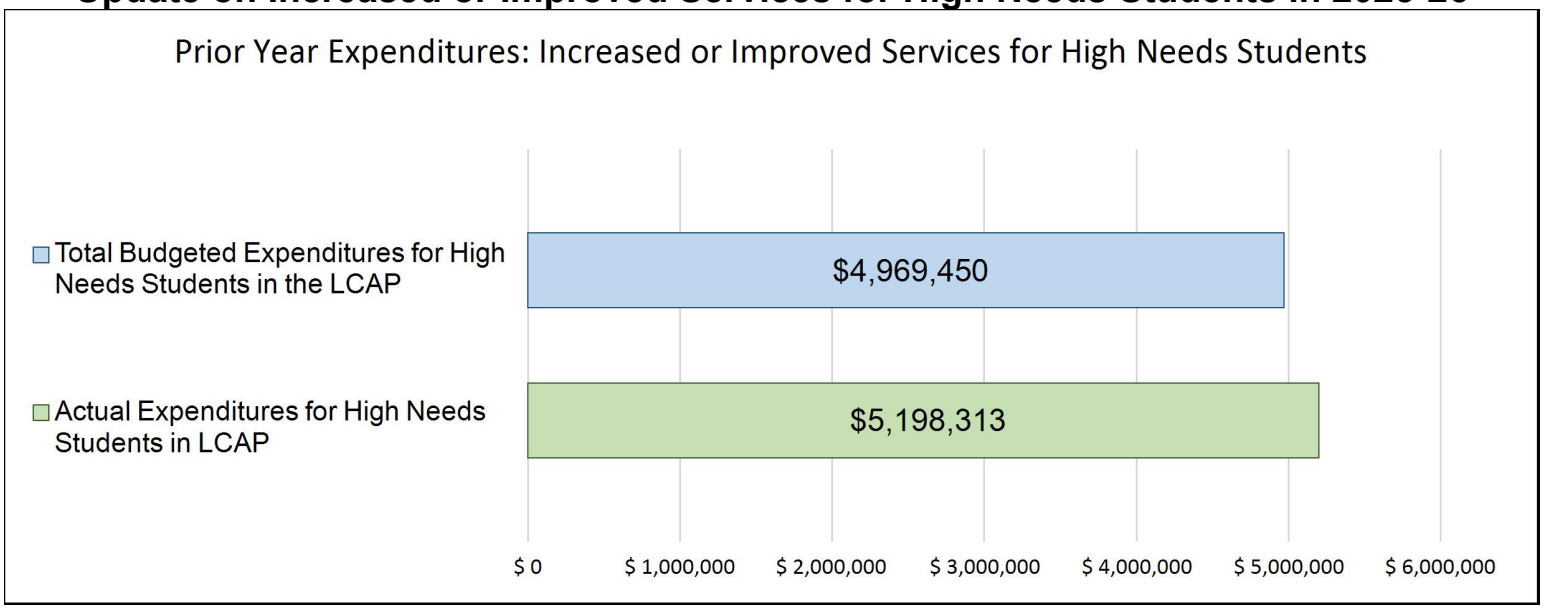
To meet all other program needs that the District may have including staffing, books and supplies, services and general operating expenses, and capital outlay.

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

In 2026-27, Pleasanton Unified School District is projecting it will receive $5,331,847 based on the enrollment of Foster Youth, English learner, and low-income students. Pleasanton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasanton Unified School District plans to spend $5,331,847 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Pleasanton Unified School District's LCAP budgeted $4,969,450 for planned actions to increase or improve services for high needs students. Pleasanton Unified School District actually spent $5,198,313 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasanton Unified School District	Ed Diolazo Deputy Superintendent	ediolazo@pleasantonusd.net 925-426-5500

Plan Summary [2026-27]

General Information

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

Pleasanton Unified School District

The oldest school in our district was established in 1864. The school district became a unified district in 1988. In 2023, PUSD engaged in significant efforts through a robust process to develop and implement the goals, actions and services of this current Local Control Accountability Plan (LCAP) throughout the district and have continued that work this year. Examples of this work include the focus on growth-based district wide assessments, implementation of California State Standards, the extensive use of parent liaisons, data informed professional development opportunities, intensive interventions, and support for a district wide Multi-Tiered System of Support (MTSS). In addition, we value our partnership with the Tri Valley Regional Occupational Program (TVROP) which lends support for our efforts for Career Technical Education (CTE) for our students and support completion of robust offerings of CTE pathways. Dr. Maurice Ghysels has served as our superintendent since July 2024. The Board of Trustees of PUSD recognizes that with guidance and support every student can reach their potential.

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

Our Schools

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

Pleasanton Students
Using the 2025 CA School Dashboard, there are 13,338 students in Pleasanton Unified School District. There is a continuing decline in enrollment impacting overall revenues. The demographic breakdown of these students are as follows: 53.7% Asian, 24.5% White, 11.2% Hispanic/Latino, 1.6% Black/African American, and 5.7% who identify as two or more races. There are currently 1,184 (8.9%) English Learners (EL), and an increase to 1,355 (10.2%) students who are low income, or socio-economically disadvantaged (SED). Pleasanton USD has very low numbers of students who are in Foster Care, 2 (0.01%) or who are unhoused, 84 (0.6%). Of the total student population, 1,150 (8.6%) have been identified as needing Special Education services.

According to Data Quest, in 2025, 94.8% of Pleasanton students graduated from one of our three high schools, a increase of .5% from 94.3% in 2024. On the 2025 Dashboard, 51.9% of our English Learners made progress towards English proficiency, a decline of 5.4%. In 2025, 78% of PUSD students met or exceeded standards for CAASPP Smarter Balanced Assessments in ELA, a increase of 1% from 77% in 2024. On the 2025 CAASPP Smarter Balance Assessments in Math, 74% of PUSD students met or exceeded standards, a increase of 1% from 73% in 2024.

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

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

Goal 1: Provide opportunities for each student to access resources, programs, and instructional services that are personalized, engaging, and value the strengths that our diverse population of students bring to our classrooms
Goal 2: Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff
Goal 3: Address historic and systemic barriers to diversity, equity, and inclusion by working collaboratively and strategically with community and educational partners to achieve an inclusive, equity-centered culture
Goal 4: Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce
Goal 5: Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships
No schools in PUSD receive Equity Multiplier Funding.

Reflections: Annual Performance

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

2025 California Dashboard Performance
English Language Arts (ELA): An annual review shows performance of students meeting or exceeding standards improved overall. However, some student groups declined while seeing improvements for our Long Term English Learners and African American students. Our Homeless Youth declined by 9% and are well below the district performance.

Mathematics: An annual review shows performance of students meeting or exceeding standards improved overall. However, some student groups declined while seeing improvements for our Hispanic and African American students. Our Homeless Youth declined by .4% and are well below the district performance.

Graduation Rates: Overall graduation showed a slight increase of .5% in one year with some student groups showing a decline, such as English Learners declining by 5.2% and Students with Disabilities declining by 3.1%. Of our Homeless Youth, 57.1% graduated, nearly 35% lower than the overall district rate.

College/Career Readiness: In the last year, the percentage of students prepared on the College/Career Indicator increased 1.8% overall and for most student groups, including Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. Breaking down this measure further, students showed improvement of 6% in students scoring 3 or higher on at least 2 Advanced Placement (AP) exams and there was a slight .9% percent decline in overall student a-g course completion. Overall there was a significant 13.9% increase in students overall completing a CTE pathway with increases for most targeted student groups, which we attribute to our expanded CTE pathway options and designated support counselors.

Suspensions: In the last year, there has been a decline of .3% in suspensions for students overall and a significant decline of 5.5% for African American students and Long-Term English Learners (-4.3%). There was a significant increase of 7.6% for Homeless Youth, which equates to additional 9 students. This increase will required additional focus and support.

Chronic Absenteeism: Overall chronic absenteeism has continued to decline in the past year, by .9% for all student groups with a significant decline of 3.8% for Homeless youth and 3.1% for English Learner students. The chronic absenteeism rate did increase other student groups, including African American and Long-Term English Learners.

Differentiated Assistance (DA)
With the release of the 2025 Dashboard, PUSD remains Differentiated Assistance, now based on the Homeless Youth data in the red in two state priority areas, Priority 4: Pupil Achievement, with red in English Language Arts and Priority 6: School Climate, with red in Suspension. With progress made in 2024-2025, the improvement of measures of our African American students has changed the the DA focus.

Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI)
There are three schools identified Additional Targeted Support and improvement (ATSI) schools in PUSD (Alisal, Vintage Hills, and Village High School) based on the student group performance data released on the 2025 California Dashboard. No schools or student groups are

identified for CSI or TSI.

Lowest Performing Schools and Student Groups

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

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

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

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

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

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

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

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

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

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

Chronic Absenteeism:
Alisal Elementary (four student groups)

Asian students were 11.4% chronically absent in 2023, a 3.3% increase from 2022
Hispanic students were 27.6% chronically absent in 2023, a 9.9% increase from 2022
Socio-economically disadvantaged were 27.4% chronically absent in 2023, a 8.5% increase from 2022
Students with disabilities were 28.8% chronically absent in 2023, an 8% increase from 2022

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

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

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

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

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

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

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

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

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

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

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

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

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

Learning Recovery and Emergency Block Grant (LREBG)
PUSD currently has $46,756.30 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The district will continue to implement LREBG-funded actions through the 2027–28 school year in accordance with program requirements. Remaining funds will support

approved learning recovery strategies designed to address academic and social-emotional needs resulting from the COVID-19 pandemic. The district will monitor the effectiveness of these actions through associated LCAP metrics, including student achievement, attendance, and engagement data, and will adjust implementation as needed to ensure funds are used effectively to support student outcomes.

The PUSD needs assessment, grounded in data from the 2025 California School Dashboard and internal local assessments, identified academic performance declines for certain student groups in English Language Arts in English Language Arts and Mathematics. Notably, English Learner students experienced an 6% decline in ELA performance and students Socioeconomically Disadvantaged showed a 6% decline in Mathematics. Additionally, while most student groups demonstrated improvement in suspensions, Homeless Youth saw a significant increase.

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

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

Reflections: Technical Assistance

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

With the release of the 2025 Dashboard, PUSD remains in Differentiated Assistance based on the Homeless Youth student data in the red/lowest performance indicator in two state priority areas, Priority 4: Pupil Achievement, with red in English language arts and Priority 6: School Climate, with red in Suspension Rate. As part of the work to support Homeless Youth in the areas of English language arts and suspensions, the Alameda County Office of Education is providing technical and financial support to PUSD to develop an action plan to support site level action planning to review student data and determine next steps to support Homeless Youth in the areas of English language arts and suspensions. These site action plans will align with the Equity Goal in each site's School Plan for Student Achievement (SPSA). This follows 2025 priority focus on our African American students, which lead to a 5.5% decrease in suspensions for this student group and an exit from Differentiated Assistance for this student group. The African American student group will continue to be a focus in PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students qualifying for special education. Actions with an increased focus on Homeless Youth are found throughout the plan, including 1.6, 1.11, 2.3, and 2.4.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP	Throughout the 2025-26 school year, the Local Control Advisory Committee (LCAC), also known as PUSD's Parent Advisory Committee (PAC), met monthly, between September 2025 and May 2026, to learn about and monitor the implementation of actions and services that are included in the LCAP. The LCAC is comprised of members of the Pleasanton School community with a particular interest in serving the students of PUSD, with a focus on students who are low income, English Learners, foster/unhoused youth. Currently the council is comprised of: *Parents/guardians or community members *Students *Certificated teacher, representing APT local bargaining unit *Classified staff member, representing CSEA local bargaining unit *Deputy Superintendent of Educational Services *Assistant Superintendent of Business Services In addition, members of all divisions provide information and support for the monthly meetings of the LCAC during 2025-26. The running agenda for this year's activities is attached here: https://docs.google.com/document/d/1TI4FcRh0kulYbkZA1AtpRZFeuyJrXIKbqyhGi1eYz5I
Teachers, principals, administrators, other school personnel, parents, community members, and students in the development of the LCAP	During the 2025-2026 school year, we administered an LCAP Survey for parents, students, and staff. A total of 517 responses were

Educational Partner(s)	Process for Engagement
	received, including 364 parent responses, 42 student responses and 111 staff responses. The LCAP was also shared with our DELAC (District English Learner Advisory Committee) during a DELAC meeting on February 24, 2025 for input and feedback regarding LCAP actions supporting English Learners.
SELPA	On May 18, 2026, we presented the LCAP draft to our Special Education Local Planning Agency (SELPA).

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

Overall, there was a low number of responses to the LCAP survey responses during the 2025-2026 school year. This could be due to a delay to ensure the survey aligned with the ongoing budget priorities and the switch from a Google survey provider to a survey distributed via email and Parent share.

2025-2026 - 517 Total responses (364 parent/community, 42 student and 111 staff responses)
2024-2025 - 702 Total responses (478 parent, 65 student and 159 staff responses)
2023-2024 - 435 Total responses (103 parent, 41 student, 287 staff, 24 other responses)

Educational partner priorities were also informed through discussions held during multiple Board of Trustees meetings that included parents, students, community members, certificated staff, and classified staff. More than 150 public comments were shared across seven public meetings, providing additional insight into the values, priorities, and concerns of the community. Speakers consistently emphasized the importance of targeted supports and expanded learning opportunities for specific student groups while also highlighting the need for increased mental health, wellness, and social-emotional supports for students. In addition, comments reflected a strong desire to preserve teacher positions and instructional resources, strengthen inclusive and equitable learning environments, and improve communication and transparency related to district budgeting and decision-making processes.

Educational partners consistently emphasized the need for targeted academic, behavioral, and social-emotional supports for English Learners, students with disabilities, African American students, socioeconomically disadvantaged students, and students experiencing homelessness. Feedback highlighted the importance of expanding intervention services, tutoring, and specialized supports while also evaluating the effectiveness of current interventions for students requiring long-term support, particularly English Learners enrolling with limited English proficiency.

Participants also identified the importance of retaining experienced teachers and preserving site-level staffing and instructional resources. Educational partners stressed that ongoing professional learning, staff support, and retention strategies are critical to maintaining high-quality instruction and meeting the needs of diverse learners.

Creating inclusive, equitable, and supportive school environments remained a significant priority throughout the engagement process. Educational partners emphasized the importance of increasing students' sense of belonging, particularly for students of color, while continuing efforts to address racial bias, strengthen school connectedness, and ensure all students feel safe and supported on campus through effective behavior, mental health, and wellness supports.

In addition, educational partners expressed a continued need for stronger parent and community engagement through increased communication, transparency, and opportunities for meaningful participation in district processes. Feedback specifically identified district budgeting and decision-making transparency, as well as efforts to address chronic absenteeism, as important areas for continued focus and improvement.

Based on the feedback described above, the LCAP Advisory Committee (LCAC) engaged in discussions regarding whether to maintain, reduce, restore, or expand existing actions and services, as well as identify opportunities for new actions and strategies. Educational partner input directly informed the following adjustments to the LCAP:
*Goal 1 - The district is reinstating actions that support English Learners (Actions 1.5 and 1.10) and increasing investments in actions that support unduplicated students (Actions 1.6, 1.11, and 1.12). In addition, Action 1.13 has been added to provide internet connectivity for identified unduplicated students to ensure equitable access to instructional materials and curriculum resources. Action 1.14 has been added to expand Credit Recovery support for students who need support to earn the required units for graduation, a need that disproportionally impacts the targeted students, in particular our socioeconomically disadvantaged and homeless youth. Other revisions within this goal reflect district budget reductions and prioritization decisions informed by educational partner feedback.
*Goal 2 - Action 2.8 is being expanded to support all targeted student groups, with a particular emphasis on students experiencing homelessness, in order to strengthen student connectedness and engagement. Action 2.9 will support both African American and Hispanic students identified through state-funded initiatives. In addition, the district will continue receiving technical assistance from the Alameda County Office of Education to strengthen services and supports for these student groups. Other changes within this goal reflect district budget reductions and elimination of one-time grant funding. Three actions are being added to align with partner feedback: Action 2.10, a Youth & Family Liaison, who works directly with homeless youth and their families, becomes part of LCAP after the conclusion of a grant and helps us serve our students as required by Differentiated Assistance. Action 2.11 allows for the implementation of a student-choice scheduling program to make more effective use of flex time blocks to provide interventions at three secondary schools. Action 2.12 adds a pilot of a secondary social curriculum that builds students interpersonal skills, such as empathy, calling out bullying, rejecting stereotypes, and practicing active inclusion.
*Goal 4 - Funding for Action 4.2 is being increased to ensure teachers receive professional learning and implementation support related to newly adopted curriculum and instructional practices. This action includes a focus on designing instruction that effectively meets the needs of diverse learners through differentiated and inclusive instructional strategies. Additional revisions within this goal reflect district budget reductions and budget prioritization decisions informed through community feedback and Board of Trustees discussions.
*Goal 5 - Changes to this goal reflect district budget reductions and prioritization decisions informed by educational partner input and Board of Trustees discussions. Parent Liaison positions will be maintained, although at a reduced expenditure level. In addition, translation services that support communication and engagement for English Learner families are being reinstated to improve access to information and participation opportunities for families.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the	In 2024-2025, 96% of certificated teachers have appropriate credentialing for	In 2025-2026, 89.1% of certificated teachers have appropriate	In 2026-2027, 100% of certificated teachers have appropriate	-9.9% of certificated teachers having appropriate credentialing,

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

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		In 2023-2024, 100% of English Learners in PUSD receive Designated and Integrated ELD.	instruction related to English Language Development. In 2024-2025, 100% of English Learners in PUSD receive Designated and Integrated ELD.	instruction related to English Language Development. In 2025-2026, 100% of English Learners in PUSD receive Designated and Integrated ELD.	In 2026-2027,100% of English Learners in PUSD receive Designated and Integrated ELD.	
1.3	Priority 4: Student Achievement	Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance fromStandard, DfS) *All Students: 77% *English Learners: 16% *Long Term English Learners (LTEL): 7%** *Low Income 48% *Students with Disabilities 27% *Black/African American: 30% *Hispanic/Latino: 44% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	Spring 2025 SBAC ELA Met or Exceeded Standards (aka Distance fromStandard, DfS) *All Students: 78% *English Learners: 16% *Long Term English Learners (LTEL): 13%** *Low Income 43% *Students with Disabilities 24% *Black/African American: 32% *Hispanic/Latino: 43% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	Spring 2026 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 85% *English Learners: 10% *Long Term English Learners (LTEL): 15%** *Low Income 45% *Students with Disabilities 33% *Black/African American: 47% *Hispanic/Latino: 56% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	SBAC ELA Met or Exceeded Standards *All Students: +0% *English Learners: -4% *Long Term English Learners (LTEL) - New Student Group +6% from year 1 *Low Income +3% *Students with Disabilities -4% *Black/African American: -9% *Hispanic/Latino: -3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

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			members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	
1.4	Priority 4: Student Achievement	Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% *Long Term English Learners (LTEL): 15%** *Low Income: 41% *Students with Disabilities: 24% *Black/African American: 21% *Hispanic/Latino: 32%	Spring 2025 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 19% *Long Term English Learners (LTEL): 14%** *Low Income: 35% *Students with Disabilities: 24% *Black/African American: 22% *Hispanic/Latino: 33%	Spring 2026 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 81% *English Learners: 36% *Long Term English Learners (LTEL): 20%** *Low Income: 36% *Students with Disabilities: 33% *Black/African American: 30% *Hispanic/Latino: 41%	SBAC Math Met or Exceeded Standards *All Students: +0% *English Learners: -13% *Long Term English Learners (LTEL) - New Student Group - 1% from year 1 *Low Income +5% *Students with Disabilities -3% *Black/African American: -2% *Hispanic/Latino: -2% *Foster Youth (Due to privacy

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			*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	concerns, data for student groups with fewer than 11 members is suppressed.)
1.5	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 65% scored 3 or higher on at least two AP Exams. *English Learners: 56% *Low Income: 53% *SWD: 8% *Foster Youth (Due to privacy concerns, data for student groups with	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 69% scored 3 or higher on at least two AP Exams. *English Learners: 32% *Low Income: 42% *SWD: 29%	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 75% scored 3 or higher on at least two AP Exams. *English Learners: 50% *Low Income: 53% *SWD: 29%	Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 72% scored 3 or higher on at least two AP Exams. *English Learners: 61% *Low Income: 58% *SWD: 15%	CCI AP Exam *All Students: +10% scored 3 or higher on at least two AP Exams. *English Learners: -6% *Low Income: +0% *SWD: +21% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.)	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.)
1.6	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 89% *English Learners: 64% *Low Income: 80% *SWD: 81% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 95% *English Learners: 85% *Low Income: 85% *SWD: 60% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI a-g completion plus an additional criteria *All Students: -4% *English Learners: -16% *Low Income: +0% *SWD: +23% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 22% *English Learners: 20% *Low Income: 22% *SWD: 8.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 18.8% *English Learners: 14.3% *Low Income: 13.8% *SWD: 16.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 32.7% *English Learners: 18.2% *Low Income: 30.6% *SWD: 12.9% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	2026 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 26% *English Learners: 24% *Low Income: 26% *SWD: 12.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI CTE pathway plus an additional criteria *All Students: +10.7% *English Learners: -1.8% *Low Income: +8.6% *SWD: +4.6% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
1.8	Priority 4: Student Achievement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91%	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8%	Spring 2025 Graduation Rate *All Students: 94.8% *English Learners: 76.6%	Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95%	Graduation Rate *All Students: -1.9% *English Learners: -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.6%	*Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.7%	*Low Income: 88.1% *SWD: 76.9% *Black/African American: 73.3% *Hispanic/Latino: 88.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 3.2%	*SWD: 88% *Black/African American: 75% *Hispanic/Latino: 97% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate 1%	*Low Income: -2.9% *SWD: -7.6% *Black/African American: +2.7% *Hispanic/Latino: -6.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: +0.6%
1.9	Priority 4: Student Achievement	Spring 2023 *UC/CSU Eligible: 79.1% *Graduates earning a State Seal of Biliteracy: 39.1% *Graduates earning a Golden State Seal Merit Diploma: 38.5%	Spring 2024 *UC/CSU Eligible: 79% *Graduates earning a State Seal of Biliteracy: 30% *Graduates earning a Golden State Seal Merit Diploma: 59%	Spring 2025 *UC/CSU Eligible: 89% *Graduates earning a State Seal of Biliteracy: 33.3% *Graduates earning a Golden State Seal Merit Diploma: 54.2%	Spring 2026 *UC/CSU Eligible: 83% *Graduates earning a State Seal of Biliteracy: 44% *Graduates earning a Golden State Seal Merit Diploma: 43%	*UC/CSU Eligible: +10% *Graduates earning a State Seal of Biliteracy: -5.8% *Graduates earning a Golden State Seal Merit Diploma: +15.7%
1.10	Priority 4: Student Achievement	Spring 2023	Spring 2024	Spring 2025	Spring 2026	*English Language Proficiency for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*English Language Proficiency for Summative ELPAC *English Learners: Proficiency 31% *English Learners: Reclassification Rate 26%	*English Language Proficiency for Summative ELPAC *English Learners: Proficiency 28% *Long Term English Learners (LTEL): Proficiency 16% ** *English Learners: Reclassification Rate 24% **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	*English Language Proficiency for Summative ELPAC *English Learners: Proficiency 26% *Long Term English Learners (LTEL): Proficiency 11% ** *English Learners: Reclassification Rate 33% **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	English Language Proficiency for Summative ELPAC *English Learners: Proficiency 36% *Long Term English Learners (LTEL): Proficiency 20% ** *English Learners: Reclassification Rate 30% **LTEL data was disaggregated from the overall English Learner group for the first time in the 2023–24 school year. This update reflects new monitoring requirements under Education Code §52052	Summative ELPAC *English Learners: Proficiency +5% *Long Term English Learners (LTEL): Proficiency: -5% (compared to 2024, no 2023 baseline) *English Learners: Reclassification Rate +7%
1.11	Priority 4: Student Achievement	Spring 2023 English Learner Progress Indicator (ELPI) *58.4% ELs making progress towards English language proficiency, increased 2% in comparison to 2022 ELPI	Spring 2024 English Learner Progress Indicator (ELPI) *57.4% ELs making progress towards English language proficiency, decreased 1.1% in	Spring 2025 English Learner Progress Indicator (ELPI) *51.9% ELs making progress towards English language proficiency, decreased 5.4% in	Spring 2026 English Learner Progress Indicator (ELPI) *63.4% ELs making progress towards English language proficiency, increased 2% in	ELPI -6.5% in comparison to 2023 ELPI *-3.8% ELs progressed at least one ELPI level *-.7% ELs decreased at least one ELPI level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*56.2% ELs progressed at least one ELPI level *13.7% ELs decreased at least one ELPI level	comparison to 2023 ELPI *56.7% ELs progressed at least one ELPI level *11.3% ELs decreased at least one ELPI level	comparison to 2024 ELPI *52.4% ELs progressed at least one ELPI level *13% ELs decreased at least one ELPI level	comparison to 2022 ELPI *61.2% ELs progressed at least one ELPI level *8.7% ELs decreased at least one ELPI level	
1.12	Priority 4: Student Achievement	Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile	Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile Socio-economically Disadvantaged: Reading: 15% 81- 99%ile 20% 61-80%ile	Winter 2026 *Data not available as the district discontinued use of MAP testing for the 2025-2026 year.	Spring 2027 MAP Growth for grades 3-8 Achievement: All Students Reading: 47% 81- 99%ile 30% 61-80%ile Math: 66% in 81-99%ile 20% in 61-80%ile English Learners: Reading: 8% 81- 99%ile 15% 61-80%ile Math: 27% in 81-99%ile 18% in 61-80%ile Socio-economically Disadvantaged: Reading: 17% 81- 99%ile 21% 61-80%ile	MAP All Students Reading: +1% 81- 99%ile =% 61-80%ile Math: -7% in 81-99%ile +3% in 61-80%ile English Learners: Reading: -1% 81- 99%ile =% 61-80%ile Math: -8% in 81-99%ile +1% in 61-80%ile Socio-economically Disadvantaged: Reading: +2% 81- 99%ile +3% 61-80%ile Math: -5% in 81-99%ile

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile	Math: 17% in 81-99%ile 16% in 61-80%ile Students with Disabilities Reading: 9% 81- 99%ile 12% 61-80%ile Math: 12% in 81-99%ile 14% in 61-80%ile		Math: 26% in 81-99%ile 18% in 61-80%ile Students with Disabilities Reading: 14% 81- 99%ile 13% 61-80%ile Math: 19% in 81-99%ile 17% in 61-80%ile	+2% in 61-80%ile Students with Disabilities Reading: -1% 81- 99%ile +3% 61-80%ile Math: -3% in 81-99%ile +1% in 61-80%ile
1.13	Priority 5: Pupil Engagement Rates	Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic/Latino:14.3% *Homeless 27.5% *English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 Chronic Absenteeism *All Students: 7.3% *Black/African American: 29.5% *Hispanic/Latino: 13.4% *Homeless 23.8% *English Learners: 9.5% *Low income: 17.9% *SWD: 17.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic/Latino: 17% *Homeless 35% *English Learners: 13% *Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Chronic Absenteeism *All Students: -5.8% *Black/African American: -+1.4% *Hispanic/Latino: -9.2% *Homeless -16.2% *English Learners: -8.9% *Low income: -8.8% *SWD: -6.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

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1.14	Priority 7: Access to a Broad Course of Study	Spring 2023 100% of school sites offer access to a Broad Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 100% of school sites offer access to a Broad Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students 85.4% *Black/African American: 61.9% *Hispanic/Latino: 59.3 % *English Learners: 48.1 % *Low income: 57.1% *SWD: 31.7 % *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 100% of school sites offer access to a Broad Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: (DataQuest) *All Students: 80.8% *Black/African American: 54.5% *Hispanic/Latino: 69.4% *English Learners: 31.9% *Low income: 60.3% *SWD: 41.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 100% of school sites offer access to a Board Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: 82% *Black/African American: 28% *Hispanic/Latino: 54% *English Learners: 46% *Low income: 59% *SWD: 26% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	100% of school sites offer access to a Board Course of Study during the school day. 100% of all students have access to a Broad Course of Study during the school day. A-G Course Completion Requirements Met: *All Students: +1.7% *Black/African American: +29.0% *Hispanic/Latino: +19% *English Learners: -10.4% *Low income: +5.8% *SWD: +19.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Priority 7: Access to a Broad Course of Study	Spring 2024 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%	Spring 2025 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%	2026 AVID The AVID program has been discontinued through the LCAP process, thus no data is available.	Spring 2026 AVID Percentage of participating students: All Students: Black/African American 3% Hispanic/Latino 22% English Learners: Foster/Homeless Youth: (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Low Income 8%	AVID Percentage of participating students The AVID program has been discontinued through the LCAP process, thus no data is available.
1.16	Priority 7: Access to a Broad Course of Study	In 2023-2024, 100% of staff will participate in high quality professional development focused on interventions strategies for Students with Disabilities.	In 2024-2025, 100% of staff will participate in high quality professional development focused on interventions strategies for Students with Disabilities.	In 2025-2026, 100% of staff participated in high quality professional development focused on interventions strategies for Students with Disabilities.	In 2026-2027, 100% of staff participate in high quality professional development focused on interventions strategies for Students with Disabilities.	100% of staff participate in high quality professional development
1.17	Priority 8: Other Student Outcomes	Spring 2024 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education 100% of students in	Spring 2025 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA,	Spring 2025 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA,	Spring 2026 100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA,	100% of students in grades TK-5 and grades 6-8 participate in Social Science, Science, VAPA, Health, Physical Education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grades 6-8 have access to classes in Applied Arts	Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts	Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts	Health, Physical Education 100% of students in grades 6-8 have access to classes in Applied Arts	100% of students in grades 6-8 have access to classes in Applied Arts

Goal Analysis [2025-26]

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

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

Overall, PUSD implemented most Goal 1 actions as planned to provide students with personalized, engaging, and rigorous instructional opportunities that value the strengths and needs of the district's diverse student population. The district experienced both successes and challenges during implementation.

One of the primary challenges was increased salary and benefit costs combined with district-wide budget reductions. These fiscal pressures affected the district's flexibility to expand services and resulted in operational adjustments, including reduced expenditures, delayed timelines, and staffing impacts. Despite these challenges, the district continued prioritizing services for unduplicated students and maintained implementation of core actions aligned to Goal 1.

Several actions were implemented as planned. Action 1.4, Assessment Analyst, supported districtwide assessment administration and data reporting to assist school sites in analyzing student progress and instructional needs. Action 1.6, District College and Career Readiness Specialist, provided direct support to school sites to expand college and career readiness opportunities and services for students. Action 1.9, College Boot Camp Academy, provided students with college visits, admissions preparation, and college readiness experiences aligned to the goal's focus on expanding future-focused academic opportunities. Action 1.11, the A-G Counselor to Support Unduplicated Students, met individually with unduplicated high school students to support progress toward A-G completion and dual enrollment opportunities with Los Positas Community College, while also supporting grade eight students with high school course planning and college readiness presentations. Action 1.8, Access to Rigorous Content and Grade Level Standards, was implemented as intended with no expenditures budgeted or incurred. All students had access to rigorous instruction, intervention, and enrichment opportunities aligned to college and career readiness expectations.

The district continued targeted supports for English Learners (EL) and Long-Term English Learners (LTEL) through Action 1.1. Coordinators provided instructional guidance, assessment support, and assistance with Designated and Integrated ELD implementation. The district will continue strengthening implementation of ELD supports across sites to address persistent achievement gaps for English Learners and Long-Term English Learners. Action 1.4, Assessment Analyst, supported districtwide assessment administration and data reporting to assist

school sites in analyzing student progress and instructional needs. Action 1.6, District College and Career Readiness Specialist, provided direct support to school sites to expand college and career readiness opportunities and services for students.

Two actions were reinstated to better serve our ELs and LTELs: 1.5, Sections for Secondary English Language Development, originally planned to be discontinued, was continued during implementation because LCFF supplemental funds became available through cost savings in other budget areas. Continuing these sections increased access to designated English Language Development instruction for English learner students because the additional staffing provided targeted language support needed to improve English proficiency and access to grade-level academic content. Action 1.10, Secondary Supplemental Curriculum Resources for English Learners, was reinstated at the middle school with the highest number of English Learners to continue piloting Language Tree instructional materials and provide additional instructional support for English Learners.

Additionally, Action 1.12 Learning Recovery Emergency Block Grant (LREBG) was fully implement to support our secondary students in need of credit recovery and targeted supports to successfully graduate from high school through staffing and direct costs.

The district also identified changes to metrics and monitoring systems during implementation. MAP assessment data could no longer be used beginning in 2025–26 because the assessment was discontinued due to budget constraints. In addition, A-G completion reporting transitioned to DataQuest to provide a more accurate and consistent source of data.

Overall, the district focused this year on strengthening systems, improving consistency of implementation across sites, and establishing structures to more closely monitor student progress. Some positive outcomes were observed in attendance and suspension data; however, achievement gaps persist for English Learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. Educational partner feedback emphasized the need for more consistent implementation across sites and more frequent progress monitoring throughout the year.

All contributing actions, with the exception of Actions 1.8 and 1.10, supported increased or improved services for unduplicated pupils. Although there were expenditure differences among actions, including underspending and discontinued actions, the district reallocated unspent funds to support overages in other contributing actions. As a result, there were no material differences between the planned and estimated actual percentages of improved services, and the district maintained compliance with proportionality requirements.

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

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

Expenditures Differences: Budgeted versus Year to Date (YTD) Actual (As of May 2026)
-Action 1.1 Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment: Budgeted: $351,112; Estimated Actual: $404,180. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits of new personnel higher to fill these positions.
-Action 1.2: Library Technician - DISCONTINUED ACTION: Budgeted: $0; Estimated Actual:: $0. No costs budgeted or incurred.

-Action 1.3: Resources/support to accelerate and enhance access to learning and achievement: DISCONTINUED ACTION: Budgeted: $0; Estimated Actual: $0.
-Action 1.4: Assessment Analyst-Classified: Budgeted: $139,244 Estimated Actual: $135,995. Salary and benefit costs were slightly less than projected.
-Action 1.5: Sections for Secondary English Language Development: DISCONTINUED ACTION: Budgeted: $0; Estimated Actual: $600,000. As LCFF supplemental funds became available due to cost savings in other areas, we were able to continue to fund these sections through LCAP.
-Action 1.6: District College & Career Readiness Specialist-Certificated: Budgeted: $158,057; Estimated Actual: $170,373. Additional costs were incurred to support the implementation of this action, due to increases in salary and benefits.
-Action 1.7: Coordinator of Early Literacy and Numeracy: DISCONTINUED ACTION: Budgeted: $0; YTD Actual: $0. No costs budgeted or incurred.
-Action 1.8: Access to Rigorous Content and Grade Level Standards: Budgeted: $0; YTD Actual: $0 No costs budgeted or incurred.
-Action 1.9: College Boot Camp Academy: Budgeted: $10,000; YTD Actual: $8,640. The action was implemented but not all budgeted expenditures were incurred.
-Action 1.10: Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students: DISCONTINUED ACTION: Budgeted: $0; YTD Actual: $13,040. The action was determined as necessary at one middle school campus to continue to pilot the Language Tree materials.
-Action 1.11: A-G Counselor to Support Unduplicated Students: Budgeted: $155,000; YTD Actual: $135,825. Salary and benefit costs were slightly less than projected, due to change in staffing.
-Action 1.12: New LREBG Funding: Budgeted: $256,750; YTD Actual: $256,750.

All actions listed above, with the exception of Action 1.8, 1.10, and 1.12 and were contributing actions, While there were differences in expenditures, including some underspending and one unimplemented actions, PUSD reallocated unspent funds to cover overages in other contributing actions. As a result, there were not materials differences between the planned and estimated actual percentages of improved services for the year, and the district maintained compliance with its proportionally requirement.

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

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

* Action 1.1 Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment have worked with sites to support English Learners and Long-Term English Learners by providing assessment and instructional supports to address achievement gaps and has been partially effective. While these supports are beginning to improve site implementation of Designated and Integrated ELD practices because staff are receiving more targeted guidance and monitoring of instructional supports, Metric 1.3 – SBAC ELA Met or Exceeded Standards for English Learners shows a decline from 20% in 2025 to 16% in 2026 (LTELs improved from 7% to 13%,). Because LTELs demonstrated improvement from baseline while English Learners declined, the current LCAP metrics do not yet reflect full

effectiveness of this action. The district will continue strengthening implementation of Designated and Integrated ELD across sites to improve English Learner outcomes through targeted support from these and other roles.

* Action 1.2 Library Technician at Village High School – Discontinued Action. Because this action was discontinued, no effectiveness analysis was conducted for 2025-26 and the district reallocated resources to actions more directly aligned to identified student achievement and college and career readiness needs.
* Action 1.3 AVID – Discontinued Action. Because this action was discontinued during the year, effectiveness data was not collected for continued implementation and the district shifted resources toward actions focused on direct instructional and intervention supports for unduplicated students.
* Action 1.4 Assessment Analyst supports districtwide assessments and provides data reports to sites to support their analysis of student progress and has been partially effective. While sites report that timely assessment data has improved their ability to monitor student progress and adjust instruction because staff have increased access to disaggregated student performance information, Metric 1.6 – College and Career Preparedness through A-G completion showed students are still below baseline, though with increases over the previous year (All Students: 89%, English Learners: 64%, Low Income: 80%, Students with Disabilities: 81%). As a result, improved access to data has not yet translated into increased college and career readiness outcomes for student groups identified in this action. We will further build our collaborate with campuses to ensure the data provided is aligned with goals and supports student interventions and growth.
* Action 1.5 Sections for Secondary English Language Development has been partially effective. While this support is beginning to improve site implementation of designated ELD instruction because English Learners are receiving additional targeted language development support, Metric 1.3 – SBAC ELA Met or Exceeded Standards for English Learners declined from 20% in 2025 to 16% in 2026 (All Students: 78%, English Learners: 16%, LTEL: 13%). Because achievement outcomes for English Learners and LTEL students remain below district expectations, the LCAP metrics do not yet reflect the intended impact of this action. The district will continue strengthening implementation of designated ELD sections across secondary sites to improve English Learner outcomes.
* Action 1.6 District College and Career Readiness Specialist provides direct services to school sites to support career readiness and has been partially effective. Educational partners report positive experiences with career readiness supports because students received additional guidance related to postsecondary planning and career pathways; however, Metric 1.6 – College and Career Preparedness through A-G completion declined for most student groups (All Students: 89%, English Learners: 64%, Low Income: 80%, Students with Disabilities: 81%). Additionally, the number of students completing a CTE pathways (Metric 1.7) has increased 10.7%. Because student outcome data has not yet improved, the district will continue refining and expanding college and career readiness supports, including this role through ensuring the highest need students are supported.
* Action 1.7 Coordinator of Early Literacy and Numeracy – Discontinued Action. Because this action was discontinued during the implementation year, effectiveness measures were not evaluated and the district redirected resources toward other district instructional priorities.
* Action 1.8 Access to Rigorous Content and Grade Level Standards was provided to all students at all sites but with areas of i nconsistency across classrooms and has been partially effective. Priority metric 1.2 shows that in 2025-2026, 100% of staff participated in high quality professional development focused on interventions strategies for English Learners (Metric 1.2) and Students with Disabilities (Metric 1.16). While teachers increased access to grade-level standards and rigorous instructional content because common instructional expectations and supports were provided districtwide, inconsistent implementation across classrooms limited the district’s ability to demonstrate stronger improvements in student outcome metrics. As we implement two newly adopted curriculum (K-5 ELA and secondary Math), we will be ensuring all staff are trained in the new materials to ensure access to rigorous content and standards.

* Action 1.9 College Boot Camp Academy provides opportunities for college visits and preparation for college admission and has been partially effective. Participating students reported positive experiences with college awareness and application supports because the program increased exposure to postsecondary opportunities and admissions processes; however, Metric 1.9 – UC/CSU Eligibility showed a slight decline (UC/CSU Eligible: 89%, Graduates earning a State Seal of Biliteracy: 33.3%, Graduates earning a Golden State Seal Merit Diploma: 54.2%). Additionally, Metric 1.6 – College and Career Preparedness through A-G completion also declined (All Students: 89%, English Learners: 64%, Low Income: 80%, Students with Disabilities: 81%). Because college and career readiness indicators remain below the desired outcomes, continued our focus and refinement of supports for our targeted student groups.
* Action 1.10 Supplemental English Language Development Instructional Resources has been partially effective based on mixed outcomes across priority metrics. Metric 1.10 – English Language Proficiency showed a decline in students demonstrating proficiency while also showing improvement in the reclassification rate (English Learner Proficiency: 26%; English Learner Reclassification Rate increased from 26% to 33%). These mixed results suggest the instructional resources may be improving support for students ready for reclassification because more students met reclassification criteria, while overall English language proficiency growth remains an area of continued need. Pleasanton Middle School demonstrated similar mixed outcomes with decreased ELPI scores (43.6%), fewer students and proportional increases in reclassification rates. Working with campus administrators, our efforts will continue to focus on integrity of implementation to improve effectiveness.
* Action 1.11 A-G Counselor to Support Unduplicated Students has been partially effective. The counselor met individually with unduplicated high school students throughout the year, provided presentations to grade eight students regarding high school course planning, and increased access to dual enrollment opportunities through Los Positas Community College because students received more individualized academic planning and college pathway guidance. However, Metric 1.6 – College and Career Preparedness through A-G completion declined (All Students: 89%, English Learners: 64%, Low Income: 80%,), indicating additional targeted supports are needed to improve college and career readiness outcomes for unduplicated students.
* Action 1.12 New LREBG Funding primarily supported Education Options programs and has shown mixed effectiveness. While the action increased targeted supports for secondary students because additional services were provided for low-income students, homeless youth, LTELs, and African American students, priority outcome measures continue to show areas of concern. Metric 1.8 – Graduation Rate declined (All Students: 94.8%, English Learners: 76.6%, Low Income: 88.1%, Students with Disabilities: 76.9%), and the High School Dropout Rate increased to 3.2%. Because graduation and persistence outcomes remain below district expectations for several student groups, the district will continue refining and expanding these efforts through additional LCAP funding to expand credit recovery efforts and to improve student engagement and completion outcomes.

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

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

The following actions with continue into 2026-2027:

Action 1.1 Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment - These roles will continue to support improved outcomes for our EL students through leadership of ensuring newly adopted curriculums are implemented with a focus on EL supports, supporting campuses with implementation and evaluation of their EL programs, and beginning the process of updating the district's EL Master Plan for alignment.
Action 1.4: Assessment Analyst-Classified - This role will continue to collaborate with department and campus leads to ensure the data provided is aligned with goals and supports student interventions and growth.
Action 1.8: Access to Rigorous Content and Grade Level Standards - One area of focus will be training staff on the new adopted curriculum materials to ensure access to rigorous content and standards.
Action 1.9: College Boot Camp Academy - We will continue implementation with a focus on outreach for our targeted student groups.
Action 1.12: LREBG Funding (pending approval of the Governor's Budget in June 2026) - We will continue implementation with a focus on outreach for our targeted student groups.

The following actions will be reinstated or have increased allocations due to end of one-time funds or continued demonstrated need for targeted student groups:
Action 1.5: Sections for Secondary ELD - We will increase the number of sections for ELD in our middle and high schools to prioritize sheltering these classes with smaller class sizes with like proficiency levels to improve student acquisition of English.
Action 1.6: District College & Career Readiness Specialist-Certificated - We are increasing the percentage of salary as an analysis of students supported show unduplicated students. Additionally, this position works individually with our Homeless Youth in our high schools, where we have seen an increase in suspensions for this student group, and to support this area of Differentiated Assistance.
Action 1.10: Newcomers Secondary ELD Resources - We will continue to provide the supplemental curriculum at PMS where concentration of LTELs attend and provide
Action 1.11: A-G Counselor to Support Unduplicated Students - 100% of costs will be part of LCAP as the grant that paid part of the cost has expired.

The following actions are being added:
Action 1.13: Internet Access and Connectivity Support: The district will provide internet access through mobile hotspots and connectivity support for unduplicated students, including English Learners, low-income students, foster youth, and students experiencing homelessness, who do not have reliable internet access outside of school. Students will be identified through educational partner input, technology access surveys, school site referrals, and enrollment data. This action increases access to instructional services because students who do not have reliable internet access are unable to consistently engage with digital curriculum, complete assignments, access intervention supports, communicate with teachers, or participate in online learning opportunities outside of the school day. By providing hotspots and internet connectivity support, students will have increased access to curriculum resources, instructional platforms, supplemental intervention programs, and college and career readiness tools necessary to support academic progress and engagement. Metrics measuring effectiveness of this Action will include 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11.
Action 1.14: Support for Credit Recovery: This action will expand our Credit Recovery options for students in PUSD to address disparities in course completion and graduation readiness for unduplicated students, particularly students experiencing homelessness, English learners, and low-income students. Many students in these groups experience barriers such as chronic absenteeism, housing instability, interrupted schooling, transportation challenges, and limited access to academic support outside of the school day, which can result in credit deficiencies that place them at risk of not graduating on time. Metrics measuring effectiveness of this Action will include 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11.

The following metrics are being updated:
Metric 1.12: MAP assessment is expected to be reinstated for 2026-2027.
Metric 1.14: A-G completion reporting transitioned to DataQuest to provide a more accurate and consistent source of data.

The following actions remain discontinued: 1.2, 1.3, 1.7.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment	The two positions of Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment will provide leadership and direction for districtwide services to support Designated and Integrated English Language Development for English Learner and Long-Term English Learner (LTEL) students by providing instructional supports to sites to address achievement gaps as well as leading the implementation of the district's Dual Language Immersion Pathway leading to the State Seal of Biliteracy. These positions will support services for English Learners and Long Term English Learners across all school sites with Foothill High receiving additional support as needed to increase student progress in demonstrating English language proficiency as measured by the English Learner Progress Indicator. Each of these positions will be funded as a .5 FTE from LCAP Supplemental funding. Coordinator of Accountability and Special Programs: 0.5 FTE -100% funded from LCAP Supplemental funding Coordinator of Curriculum, Instruction and Assessment: 0.5 FTE - 100% funded from LCAP Supplemental funding This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13,1.15 and 1.16.	$438,293.00	Yes
1.2	Library Technician - Classified [Discontinued]	[DISCONTINUED Action] The Media Center Library Technician for the media center at Village High School will provide extended and flexible access including before and afterschool for students who are English	$0.00	

Action #	Title	Description	Total Funds	Contributing
		Learners, low income, foster youth, and homeless to library resources including access to the internet and curricular resources in ELA and Math to students that may not have access to resources at home or lack access to a space appropriate for learning. 0.5 FTE, 100% funded from LCAP Supplemental funding. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.		
1.3	Resources/support to accelerate and enhance access to learning and achievement [Discontinued]	[DISCONTINUED Action] This action provides .4 FTE AVID Lead Teacher (.2 at Harvest Park for Grade 8 AVID Lead Teacher and .2 at Foothill for Grade 9-12 AVID Lead Teacher) and AVID tutors to support students who are English Learners, low income, foster youth, and homeless by providing professional development site-wide. Through the AVID model, middle and high school students enrolled in the AVID elective course will participate in activities focused on college and career readiness and weekly tutorials. The AVID Lead teachers will also provide site-wide professional development on AVID instructional strategies. LCAP funds will fund 50% (up to $20,000) of tutor compensation and school sites will fund the remaining dollar amount. 0.4 FTE-100% funded from LCAP Supplemental funding. This action will be monitored by Metric 1.15. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	
1.4	Assessment Analyst-Classified	The Assessment Analyst for PUSD works in the Research & Evaluation Department and oversees the NWEA MAP (Measures of Academic Progress) testing system and the Illuminate data system that maintains CAASPP, ELPAC, and historical elementary report card data. The	$138,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Assessment Analyst updates the Illuminate data system with the most current data metrics to allow users within PUSD to access longitudinal data reports. The Assessment Analyst also runs data reports to verify students' eligibility for the California State Seal of Biliteracy and the Golden State Seal Merit Diploma. This portion of the position supports identifying specific needs and gaps that exist for students who are English Learners, low-income, foster youth, and homeless. 1.0 FTE-50% funded from LCAP Supplemental funding, 50% funded from General Fund. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.		
1.5	Sections for Secondary English Language Development [REINSTATED]	[REINSTATED Action] Provides additional sections at Middle Schools and comprehensive High Schools for English Language Development and sheltered content classes to support English Learner and Long-Term English Learner (LTEL) students. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and has been added back to the 2026-27 LCAP as there is a demonstrated need for more sections to provide sheltered smaller classes to support our Newcomers and LTELs.	$1,395,000.00	Yes
1.6	District College & Career Readiness Specialist-Certificated	This position provides direct service to school sites and students to support career readiness activities and the preparation and administration of various college entrance assessments. This position will support site staff as needed during college entrance exam administration with particular attention to increasing the participation of English Learner, low income, foster youth, and homeless students in college/career readiness activities and the number of students meeting college/career entrance requirements. Additionally, this role supports students in career exploration and selecting career pathways based on their skills, interests, and future plans. This position will help address the areas of eligibility for Differentiated	$170,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Assistance and support Homeless Youth the areas of ELA and suspensions. 1.0 FTE-30% funded from LCAP Supplemental funding, 70% funded from General Fund. This action will be monitored by Metric 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.13, and 1.14. For 2026-2027, PUSD is in Differentiated Assistance for our Homeless Youth, this position supports all secondary unhoused youth.		
1.7	Coordinator of Early Literacy and Numeracy [Discontinued]	[DISCONTINUED Action] The Coordinator of Early Literacy and Numeracy focuses on coordinating, implementing, and evaluating the impact of early literacy and numeracy programs and interventions for English Learner, low-income, foster youth, and homeless students with learning gaps. 1.0 FTE-50% funded from LCAP Supplemental funding, 50% funded from General Fund. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$0.00	
1.8	Access to Rigorous Content and Grade Level Standards	At all school sites in PUSD, all students will have access to rigorous content and high quality instruction that is aligned to grade-level standards that is focused on preparing our students for College and Career readiness. This includes opportunities for intervention and enrichment for all students in core academic subjects. This action will be monitored by Metric 1.1, 1.17.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	College Boot Camp Academy	Provide College Boot Camp Academy to provide support and preparation for college admission through College Visit Opportunities. Priority will be given to English Learner, low-income, foster youth, and homeless students. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.	$10,000.00	Yes
1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [REINSTATED action)	[REINSTATED Action] This action will provide at Pleasanton Middle School a Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer students. These supplemental materials will support EL students, Long-Term English Learners and Newcomer Students as they access the core curriculum and will include the purchasing of materials that will meet the needs of EL students at the secondary level. These materials will supplement the current secondary integrated ELD curriculum. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14. This action was discontinued for 2025-2026 and will be removed from 2026-27 LCAP.	$19,000.00	Yes
1.11	A-G Counselor to Support Unduplicated Students	A-G Counselor to Support Unduplicated Students at Amador High School and Foothill High School Pleasanton Unified School District (PUSD) established the A-G Support Counselor role to expand equitable access to college eligibility for all students, with an intentional focus on Hispanic and African American student groups. This position provides targeted academic advising, data analysis, family outreach, and coordination with secondary sites to support students at Amador High School and Foothill High School who are at risk of not meeting the A-G course requirements needed for admission to California's public universities. 1.0 FTE-fully funded from LCAP Supplemental funding.	$139,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored by Metric 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.13, and 1.14.		
1.12	New LREBG Funding [Proposed]	[PROPOSED Action] Pending approval of the Governor's Budget in June 2025, PUSD anticipates receiving $256,471 annually for the next three years through the Learning Recovery Emergency Block Grant (LREBG). This funding will be used to close achievement gaps experienced by student groups across PUSD, including African American, Hispanic, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in the areas of English Language Arts, Mathematics, and Chronic Absenteeism. Specifically, LREBG funds will support: After-school and intersession small-group tutoring in ELA and Mathematics, delivered by certificated staff, to provide targeted learning acceleration for students performing below grade level (aligned with EC §32526(c)(2)(A) and (B)); Academic re-engagement supports, including outreach by classified staff to students with chronic absenteeism and provision of mentoring or re-engagement meetings with families (aligned with EC §32526(c)(2)(C)). These services were selected based on an analysis of 2024 Dashboard data showing an 11% decline in ELA performance for African American students and a 9% decline in Math performance for English Learners. Chronic absenteeism data also indicated no improvement among Hispanic students, signaling a need for targeted engagement efforts. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14.	$256,471.00	No
1.13	Internet Access and Connectivity Support (NEW ACTION)	(NEW ACTION) The district will provide internet access through mobile hotspots and connectivity support for unduplicated students, including English Learners, low-income students, foster youth, and students experiencing homelessness, who do not have reliable internet access	$27,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outside of school. Students will be identified through educational partner input, technology access surveys, school site referrals, and enrollment data. This action increases access to instructional services because students who do not have reliable internet access are unable to consistently engage with digital curriculum, complete assignments, access intervention supports, communicate with teachers, or participate in online learning opportunities outside of the school day. By providing hotspots and internet connectivity support, students will have increased access to curriculum resources, instructional platforms, supplemental intervention programs, and college and career readiness tools necessary to support academic progress and engagement. Metrics measuring effectiveness of this Action will include 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11.		
1.14	NEW ACTION: Support for Credit Recovery	(NEW ACTION) Support for Credit Recovery action is added to the LCAP to address disparities in course completion and graduation readiness for unduplicated students, particularly students experiencing homelessness, English learners, and low-income students. Many students in these groups experience barriers such as chronic absenteeism, housing instability, interrupted schooling, transportation challenges, and limited access to academic support outside of the school day, which can result in credit deficiencies that place them at risk of not graduating on time. The district determined that credit recovery is the most effective use of funds because it provides flexible coursework and targeted support that allow students to earn credits needed for graduation. Alternative strategies, such as retention or summer-only programs, provide fewer opportunities for timely intervention. This action is provided on a schoolwide basis because credit deficiencies affect multiple student groups, while local data indicate greater needs among unduplicated pupils. Schoolwide implementation removes barriers to access and allows timely intervention for all students while principally benefiting unduplicated students.	$144,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is expected to improve graduation readiness because students who recover credits are more likely to remain on track for graduation and postsecondary opportunities. Expanding our Credit Recovery programs will help us provided additional supports for our Homeless Youth as required by Differentiated Assistance. This action will be monitored by Metric:1.3, 1.4, 1.7, 1.8, 1.11, and 1.13.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4: Student Achievement	Spring 2023 CAASPP SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20%	Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77%	Spring 2025 SBAC ELA Met or Exceeded Standards (aka Distance fromStandard, DfS)	Spring 2026 CAASPP SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 85%	SBAC ELA Met or Exceeded Standards *All Students: +0% *English Learners: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Long Term English Learners (LTEL): 15.5% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Homeless Youth: 15.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*English Learners: 16% *Long Term English Learners (LTEL): 8.7% *Low Income 48% *Students with Disabilities 27% *Black/African American: 30% *Hispanic/Latino: 44% *Homeless Youth: 26.7% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*All Students: 78% *English Learners: 16% *Long Term English Learners (LTEL): 13.2%** *Low Income 43% *Students with Disabilities 24% *Black/African American: 32% *Hispanic/Latino: 43% *Homeless: 17.65% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*English Learners: 25% *Long Term English Learners (LTEL): 14% *Low Income 45% *Students with Disabilities 33% *Black/African American: 47% *Hispanic/Latino: 56% *Homeless Youth: 20.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Long Term English Learners (LTEL): +0.5% *Low Income +3% *Students with Disabilities -4% *Black/African American: -9% *Hispanic/Latino: -3% *Homeless Youth: +2.15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.2	Priority 4: Student Achievement	Spring 2023 CAASPP SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students 74% *English Learners 32% *Long Term English Learners (LTEL): 8.5% *Low Income 30% *Students with Disabilities 27% *Black/African American 24% *Hispanic/Latino 35%	Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% *Long Term English Learners (LTEL): 15.2% *Low Income: 41% *Students with Disabilities: 24%	Spring 2025 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 19% *Long Term English Learners (LTEL): 13.5%** *Low Income: 35%	Spring 2026 CAASPP SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students 81% *English Learners 36% *Low Income 36% *Students with Disabilities 33% *Black/African American 30%	SBAC Math Met or Exceeded Standards *All Students: +0% *English Learners: -13% *Long Term English Learners (LTEL): +5% *Low Income +5% *Students with Disabilities -3% *Black/African American: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Homeless Youth: 8.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Black/African American: 21% *Hispanic/Latino: 32% *Homeless Youth: 8.7% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Students with Disabilities: 24% *Black/African American: 22% *Hispanic/Latino: 33% *Homeless: 8.20% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Hispanic/Latino 41% *Homeless Youth: 15.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Hispanic/Latino: -2% *Homeless Youth: -0.2% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.3	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicators (CCI): Advanced Placement Exam *All Students: 65% scored 3 or higher on at least two AP Exams. *English Learners: 56% *Low Income: 53% *SWD: 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 69% scored 3 or higher on at least two AP Exams. *English Learners: 32% *Low Income: 42% *SWD: 29% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Advanced Placement Exam *All Students: 75% scored 3 or higher on at least two AP Exams. *English Learners: 50% *Low Income: 53% *SWD: 29% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 California Dashboard College and Career Readiness Indicators (CCI): Advanced Placement Exam *All Students: 72% scored 3 or higher on at least two AP Exams. *English Learners: 61% *Low Income: 58% *SWD: 15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI AP Exam *All Students: +10% scored 3 or higher on at least two AP Exams. *English Learners: -6% *Low Income: +0% *SWD: +21% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 89% *English Learners: 64% *Low Income: 80% *SWD: 81% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 95% *English Learners: 85% *Low Income: 85% *SWD: 60% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	CCI a-g completion plus an additional criteria *All Students: -4% *English Learners: -16% *Low Income: +0% *SWD: +23% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.5	Priority 4: Student Achievement	Spring 2023 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI Prepared by completing CTE pathway with a grade of C minus or better in the	Spring 2024 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI	Spring 2025 California Dashboard College and Career Readiness Indicators (CCI): *Percent of students who earned CCI	Spring 2026 California Dashboard College and Career Readiness Indicator (CCI): Percent of students who earned CCI	CCI CTE pathway plus an additional criteria *All Students: +10.7% *English Learners: -1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		capstone course plus an additional criteria: *All students: 22% *English Learners: 20% *Low Income: 22% *SWD: 8.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 18.8% *English Learners: 14.3% *Low Income: 13.8% *SWD: 16.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 32.7% *English Learners: 18.2% *Low Income: 30.6% *SWD: 12.9% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Prepared by completing CTE pathway with a grade of C minus or better in the capstone course plus an additional criteria: *All students: 25% *English Learners: 23% *Low Income: 25% *SWD: 11.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Low Income: +8.6% *SWD: +4.6% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.6	Priority 4: Student Achievement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American 70.6% *Hispanic/Latino 95.3% *Foster Youth (Due to privacy concerns, data for student groups with	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3%	Spring 2025 Graduation Rate *All Students: 94.8% *English Learners: 76.6% *Low Income: 88.1% *SWD: 76.9% *Black/African American: 73.3% *Hispanic/Latino: 88.8% *Foster Youth (Due to privacy	Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95% *SWD: 88% *Black/African American 75% *Hispanic/Latino 97% *Foster Youth (Due to privacy concerns, data for	Graduation Rate *All Students: -1.9% *English Learners: -10% *Low Income: -2.9% *SWD: -7.6% *Black/African American: +2.7% *Hispanic/Latino: -6.5% *Foster Youth (Due to privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*Foster Youth & Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.7	Priority 4: Student Achievement	Spring 2023 *UC/CSU Eligible: 79.1% *Graduates earning a State Seal of Biliteracy: 39.1% *Graduates earning a Golden State Seal Merit Diploma: 38.5%	Spring 2024 *UC/CSU Eligible: 79% *Graduates earning a State Seal of Biliteracy: 30% *Graduates earning a Golden State Seal Merit Diploma: 59%	Spring 2025 *UC/CSU Eligible: 89% *Graduates earning a State Seal of Biliteracy: 33.3% *Graduates earning a Golden State Seal Merit Diploma: 54.2%	Spring 2026 *UC/CSU Eligible: 83% *Graduates earning a State Seal of Biliteracy: 44% *Graduates earning a Golden State Seal Merit Diploma: 43%	*UC/CSU Eligible: 9.9% *Graduates earning a State Seal of Biliteracy: -5.8% *Graduates earning a Golden State Seal Merit Diploma: +15.7%
2.8	Priority 4: Student Achievement	Spring 2023 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 31% *English Learners: Reclassification Rate 26%	Spring 2024 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 28% *English Learners: Reclassification Rate 24%	Spring 2025 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 26% *English Learners: Reclassification Rate 33%	Spring 2026 English Language Proficiency for Summative ELPAC *English Learners: Proficiency 36% *English Learners: Reclassification Rate 30%	English Language Proficiency for Summative ELPAC *English Learners: Proficiency -5% *English Learners: Reclassification Rate +7%
2.9	Priority 4: Student Achievement	Spring 2024 MAP Growth for grades 3-8 Achievement:	Winter 2025 MAP Growth for grades 3-8 Achievement:	Winter 2026 *District discontinued use	Spring 2027 MAP Growth for grades 3-8 Achievement:	MAP All Students Reading:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile	All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile Socio-economically Disadvantaged: Reading: 15% 81- 99%ile 20% 61-80%ile Math: 17% in 81-99%ile 16% in 61-80%ile Students with Disabilities Reading: 9% 81- 99%ile 12% 61-80%ile Math:	of MAP testing for the 2025-2026 year.	All Students Reading: 47% 81- 99%ile 30% 61-80%ile Math: 66% in 81-99%ile 20% in 61-80%ile English Learners: Reading: 8% 81- 99%ile 15% 61-80%ile Math: 27% in 81-99%ile 18% in 61-80%ile Socio-economically Disadvantaged: Reading: 17% 81- 99%ile 21% 61-80%ile Math: 26% in 81-99%ile 18% in 61-80%ile Students with Disabilities Reading: 14% 81- 99%ile 13% 61-80%ile Math:	+1% 81- 99%ile =% 61-80%ile Math: -7% in 81-99%ile +3% in 61-80%ile English Learners: Reading: -1% 81- 99%ile =% 61-80%ile Math: -8% in 81-99%ile +1% in 61-80%ile Socio-economically Disadvantaged: Reading: +2% 81- 99%ile +3% 61-80%ile Math: -5% in 81-99%ile +2% in 61-80%ile Students with Disabilities Reading: -1% 81- 99%ile +3% 61-80%ile Math: -3% in 81-99%ile +1% in 61-80%ile

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12% in 81-99%ile 14% in 61-80%ile		19% in 81-99%ile 17% in 61-80%ile	
2.10	Priority 5: Pupil Engagement	Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic/Latino: 22.6% *Homeless 27.5% *English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2025 Chronic Absenteeism *All Students: 7.3% *Black/African American: 29.5% *Hispanic/Latino: 13.4% *Homeless 23.8% *English Learners: 9.5% *Low income: 17.9% *SWD: 17.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2026 Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic/Latino: 17% *Homeless 35% *English Learners: 13% *Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Chronic Absenteeism *All Students: -5.8% *Black/African American: -+1.4% *Hispanic/Latino: -9.2% *Homeless -16.2% *English Learners: -8.9% *Low income: -8.8% *SWD: -6.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)
2.11	Priority 5: Pupil Engagement	Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American 70.6% *Hispanic/Latino 95.3 *Foster Youth (Due to privacy concerns, data for student groups with	Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3%	Spring 2025 Graduation Rate *All Students: 94.8% *English Learners: 76.6% *Low Income: 88.1% *SWD: 76.9% *Black/African American: 73.3% *Hispanic/Latino: 88.8%	Spring 2026 Graduation Rate *All Students: 98% *English Learners: 90% *Low Income: 95% *SWD: 88% *Black/African American 75% *Hispanic/Latino 97% *Foster Youth (Due to privacy	Graduation Rate *All Students: -1.9% *English Learners: -10% *Low Income: -2.9% *SWD: -7.6% *Black/African American: +2.7% *Hispanic/Latino: -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6%	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: 2.7%	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate 2.5%	concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 1%	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *High School Dropout Rate: -0.1%
2.12	Priority 6: School Climate	Spring 2023 Suspension Rate *All Students: 1.7% *English Learners: 2.0% *Socioeconomically Disadvantaged: 5.1% *Hispanic: 3.3% *Homeless 7.7% *African American: 7.9% *Students with Disabilities 5.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	Spring 2024 Suspension Rate *All Students: 1.4% *English Learners: 1.9% *Socioeconomically Disadvantaged: 4.2% *Hispanic: 3.4% *Homeless 2% *African American: 9.7% *Students with Disabilities 5% *Foster Youth (Due to privacy concerns, data for student groups	Spring 2025 Suspension Rate *All Students: 1.1% *English Learners: 1.6% *Socioeconomically Disadvantaged: 3.5% *Hispanic: 3% *Homeless 7.6% *African American: 4.6% *Students with Disabilities 3.4% *Foster Youth (Due to privacy concerns, data for student groups	Spring 2026 Suspension Rate *All Students: 1% *English Learners: 1% *Socioeconomically Disadvantaged: 3% *Hispanic: 1% *Homeless 4.7% *African American: 4.9% *Students with Disabilities 3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	Suspension Rate *All Students: -.6% *English Learners: -.4% *Socioeconomically Disadvantaged: -1.6% *Hispanic: -.3% *Homeless -0.1% *African American: -3.3% *Students with Disabilities -1.7% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with fewer than 11 members is suppressed.)	with fewer than 11 members is suppressed.)	members is suppressed.)	members is suppressed.)
2.13	Priority 6: School Climate	2023-2024 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-74% Grade 9-66% Grade 10-68% Grade 11-73% Meaningful participation Grade 7-29% Grade 9-26% Grade 10-24% Grade 11-28% School Safety and Substance Use School Perceived as very safe or safe Grade 7-65% Grade 9- 70% Grade 10-71% Grade 11-78% Experienced harassment or bullying	2024-2025 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-80% Grade 9-65% Grade 10-69% Grade 11-69% Meaningful participation Grade 7-37% Grade 9-30% Grade 10-29% Grade 11-31% School Safety and Substance Use School Perceived as very safe or safe Grade 7-75% Grade 9- 69% Grade 10-72%	2025-2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-83% Grade 9-69% Grade 10-71% Grade 11-74% Meaningful participation Grade 7-41% Grade 9-35% Grade 10-32% Grade 11-39% School Safety and Substance Use School Perceived as very safe or safe Grade 7-83% Grade 9-79% Grade 10-82%	Spring 2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-78% Grade 9- 70% Grade 10-72% Grade 11-77% Meaningful participation Grade 7-33% Grade 9- 30% Grade 10-28% Grade 11-32% School Safety and Substance Use School Perceived as very safe or safe Grade 7-69% Grade 9- 73%	CHKS High Expectations Grade 7- +9% Grade 9- +3% Grade 10- +3% Grade 11- +1% Meaningful participation Grade 7- +12% Grade 9- +9% Grade 10- +8% Grade 11- +11% School Safety and Substance Use School Perceived as very safe or safe Grade 7- +18% Grade 9- +9% Grade 10- +11% Grade 11- +2% Experienced harassment or bullying Grade 7- -7% Grade 9- -10% Grade 10- -4% Grade 11- +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7-36% Grade 9-31% Grade 10-23% Grade 11-18% Mental and Physical Health Current alcohol or drug use Grade 7-2% Grade 9-4% Grade 10-5% Grade 11-15% Sadness/hopelessness: Grade 7-22% Grade 9-25% Grade 10-27% Grade 11-26% Social emotional distress: Grade 7-25% Grade 9-26% Grade 10-29% Grade 11-29%	Grade 11-72% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-24% Grade 11-21% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-4% Grade 10-8% Grade 11-12% Sadness/ hopelessness: Grade 7-19% Grade 9-22% Grade 10-25% Grade 11-25% Social emotional distress: Grade 7-19% Grade 9-24% Grade 10-27% Grade 11-25%	Grade 11-80% Experienced harassment or bullying Grade 7-29% Grade 9-21% Grade 10-19% Grade 11-19% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-2% Grade 10-6% Grade 11-10% Sadness/ hopelessness: Grade 7-15% Grade 9-18% Grade 10-18% Grade 11-19% Social emotional distress: Grade 7-15% Grade 9-18% Grade 10-22% Grade 11-24%	Grade 10-74% Grade 11-83% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-19% Grade 11-15% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-1% Grade 10-2% Grade 11-12% Sadness/hopelessness: Grade 7-18% Grade 9-21% Grade 10-23% Grade 11-22% Social emotional distress: Grade 7-21% Grade 9-22% Grade 10-25% Grade 11-25%	Mental and Physical Health Current alcohol or drug use Grade 7- -1% Grade 9- -2% Grade 10- +1% Grade 11- -5% Sadness/hopelessness: Grade 7- -7% Grade 9- -7% Grade 10- -9% Grade 11- -7% Social emotional distress: Grade 7- -10% Grade 9- -8% Grade 10- -7% Grade 11- -5%
2.14	Priority 7: Course Access	Spring 2023 A-G Course Completion Requirements Met *All Students: 79.1%	Spring 2024 A-G Course Completion Requirements Met	A-G Course Completion Requirements Met: (DataQuest)	Spring 2026 A-G Course Completion Requirement Met	A-G Course Completion Requirements Met:

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		*Black/African American 25.5% *Hispanic/Latino 50.4% *English Learners 42.3% *Low income 54.5% *SWD 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*All Students: 84.5% *Black/African American 61.9% *Hispanic/Latino 59.3% *English Learners 48.1% *Low income 57.1% *SWD 31.7% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*All Students: 80.8% *Black/African American: 54.5% *Hispanic/Latino: 69.4% *English Learners: 31.9% *Low income: 60.3% *SWD: 41.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*All Students: 82% *Black/African American: 28% *Hispanic/Latino: 54% *English Learners: 46% *Low income: 59% *SWD 26% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*All Students: +1.7% *Black/African American: +29.0% *Hispanic/Latino: +19% *English Learners: -10.4% *Low income: +5.8% *SWD: +19.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)

Goal Analysis [2025-26]

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

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

Overall, the LEA was able to implement the actions identified in Goal 2 largely as planned. Goal 2 focused on strengthening intervention systems and coordinated supports to improve the physical, mental, and social-emotional wellness of students, families, and staff. During implementation, the district experienced successes and challenges related to staffing costs, service coordination, staffing vacancies, and expenditure timelines; however, services for students remained in place throughout the year.

Several actions experienced increased personnel costs due to rising salaries and benefits, including District Social Workers (Action 2.3) and Child Welfare Attendance Specialist (Action 2.4). Despite higher costs, services were implemented as planned and student supports related to attendance, mental health, and family engagement were maintained.

Some actions were fully implemented but did not expend all budgeted funds due to vacancies, timing of expenditures, or lower-than-anticipated costs. These actions included Intervention Specialists Certificated (Action 2.1), Afterschool Program (Action 2.5), Reading Intervention Support Specialists (Action 2.6), and Support for Development of Targeted Intervention Plans (Action 2.7). Unspent funds were redirected to other LCAP actions supporting unduplicated students to maintain increased and improved services.

The Youth Development Specialist for Newcomer English Learners (Action 2.2) was fully implemented and strengthened outreach, student support, and family engagement for newcomer students because families received additional assistance accessing school systems and resources.

The African American Family Network STEP and Regional Tutoring Support (Action 2.8) was fully implemented through tutoring, after-school support vouchers, engagement events, and STEP dance classes. These services increased opportunities for culturally responsive student engagement and family connection.

Action 2.9 provided targeted tutoring support through intervention specialists and strengthened alignment of intervention services through the district's CCEIS plan. This coordination improved collaboration across departments and increased consistency in monitoring student academic and behavioral supports.

Key successes during implementation of Goal 2 included maintaining and expanding coordinated intervention, mental health, attendance, and family engagement supports for students. The district successfully implemented targeted supports for newcomer English Learners, African American students, and students needing academic and behavioral interventions through tutoring, outreach, counseling, and coordinated student services. Increased collaboration across departments and school sites strengthened alignment of intervention supports and monitoring of student needs.

Challenges included rising staffing and benefit costs, staffing vacancies, and increasing demand for student mental health and intervention services. Some actions experienced delays in fully expending budgeted funds due to personnel and implementation timelines; however, services remained in place and unspent funds were redirected to other LCAP actions supporting unduplicated students.

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

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

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

-Action 2.1: Elementary and Secondary Intervention Specialists-Certificated: Budgeted: $1,430,322; Estimated Actual: $1,183,693. Costs were under budget, due to a change in personnel resulting in a decrease in salaries and benefits.
-Action 2.2: Youth Development Specialist for Newcomer English Learners. The action was implemented, budgeted expenditures were incurred from Federal Funds, Title III.
-Action 2.3: District Social Workers-Certificated: Budgeted: $485,394; Estimated Actual: $577,253. Additional costs were incurred to support the implementation of this action, due to increases in salaries and benefits.
-Action 2.4: Child Welfare Attendance Specialist-Classified: Budgeted: $92,453; Estimated Actual: $88,489. The action was implemented but not all budgeted expenditures were incurred.
-Action 2.5: Mariachi Afterschool Program: Budgeted: $10,000; YTD Actual: $8,586. The action was fully implemented.

-Action 2.6: Reading Intervention Specialists (RISS)-Classified: Budgeted: $579,411; Estimated Actual: $471,117. Costs were under budget, due to a change in personnel resulting in a decrease in salaries and benefits.
-Action 2.7: Support for development of targeted intervention plans: Budgeted: $246,000; Estimated Actual: $260,000. The action was implemented but not all budgeted expenditures were incurred.
-Action 2.8: African American Family Network STEP and Regional Tutoring Support: Budgeted: $60,000; Estimated Actual: $59,963.
-Action 2.9: Supporting African American Students. The action was implemented, budgeted expenditures were incurred from state CCEIS funds.

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

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

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

*Action 2.1 Elementary and Secondary Intervention Specialists – Certificated has been partially effective. Metric 2.7 UC/CSU Eligibility was identified as a priority metric and showed slight decline or limited improvement, while Metric 2.1 SBAC ELA (All Students: 78%, English Learners: 16%, Low Income: 43%, Students with Disabilities: 24%, Black/African American: 32%, Hispanic/Latino: 43%) and Metric 2.2 SBAC Math (All Students: 74%, English Learners: 19%, Low Income: 35%, Students with Disabilities: 24%, Black/African American: 22%, Hispanic/Latino: 33%) also continued to show declines for several student groups. While intervention specialists improved coordination of targeted academic supports and progress monitoring for struggling students, student achievement outcomes have not yet improved. The district will continue strengthening intervention systems and monitoring implementation to improve academic and college readiness outcomes.
* Action 2.2 Youth Development Specialist for Newcomer English Learners has been partially effective. This action improved the district's ability to identify and monitor newcomer students because support systems were strengthened across sites. Metric 2.8 English Language Proficiency was identified as a priority metric and showed mixed outcomes (English Learner Proficiency: 26%, Reclassification Rate: 33%). The district will continue refining newcomer supports and monitoring student language acquisition progress.
* Action 2.3 District Social Workers has been effective. Students and families received counseling, case management, and connections to resources to address attendance and wellness barriers. Metric 2.10, Chronic Absenteeism, was identified as a priority metric and improved for most student groups. (All Students: 7.3%, Black/African American: 29.5%, Hispanic/Latino: 13.4%, Homeless: 23.8%, English Learners: 9.5%, Low Income: 17.9%, Students with Disabilities: 17.4%). The district will continue strengthening coordinated attendance and wellness interventions and supports.
* Action 2.4 Child Welfare Attendance Specialists has been effective. Attendance specialists provided outreach, monitoring, and intervention support to students and families experiencing attendance challenges. Metric 2.10, Chronic Absenteeism, was identified as a priority metric and improved across most student groups (All Students: 7.3%, Black/African American: 29.5%, Hispanic/Latino: 13.4%, Homeless: 23.8%,

English Learners: 9.5%, Low Income: 17.9%, Students with Disabilities: 17.4%). The district will continue strengthening attendance systems and early intervention supports.
* Action 2.5 Mariachi Afterschool Program has been partially effective. Students and parents reported positive impacts on engagement and school connectedness because the program provided culturally responsive opportunities for participation. However, Metric 2.11, Graduation Rate, was identified as a priority metric and declined for Hispanic/Latino students (88.8%). The district will continue strengthening culturally responsive academic and engagement supports.
* Action 2.6 Reading Intervention Support Specialists has been partially effective based on mixed metric results. Elementary students received targeted literacy interventions and individualized support services that improved participation and access to instruction. Our priority Metric 2.1 SBAC ELA (All Students: 78%, English Learners: 16%, Low Income: 43%, Students with Disabilities: 24%, Black/African American: 32%, Hispanic/Latino: 43%) show improvement is some student groups. The district will continue refining literacy intervention systems and coordinated supports.
* Action 2.7 Support for Development of Targeted Intervention Plans has been partially effective. Staff increased collaboration through data discussions and intervention planning processes to strengthen instructional coherence. Metric 2.1 SBAC ELA (All Students: 78%, English Learners: 16%, Low Income: 43%, Students with Disabilities: 24%, Black/African American: 32%, Hispanic/Latino: 43%) and Metric 2.2 SBAC Math (All Students: 74%, English Learners: 19%, Low Income: 35%, Students with Disabilities: 24%, Black/African American: 22%, Hispanic/Latino: 33%) were identified as priority metrics and show declines for some student groups. Because implementation is not yet consistent across all sites, the district will continue strengthening progress monitoring and implementation consistency.
* Action 2.8 African American Family Network STEP and Regional Tutoring Support has been ineffective overall despite implementation of tutoring and culturally responsive engagement opportunities. Educational partners identified a continued need for additional supports for African American students. Metric 2.6, Graduation Rate was identified as a priority metric and declined for African American students (73.3%). Limited student group size causing annual swings in performance made it difficult to demonstrate measurable impact. However, other metrics, such as 2.1 SBAC ELA and 2.2 SBAC Math saw a small one year improvement (+2%, +1%) through not an improvement from baseline. This student group will remain a targeted student group despite no longer a requirement for Differentiated Assistance.

While improvements in academic, graduation, and college and career readiness outcomes are not yet consistently reflected in LCAP metrics, the district has seen positive impacts in attendance, engagement, and coordination of intervention supports. There remains a continued need to strengthen consistency of implementation, improve monitoring systems, and regularly evaluate interventions throughout the year.

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

The following actions with continue into 2026-2027, though with adjusted staffing or costs due to district budget decisions and rising salary and benefit costs:
Action 2.1- Intervention Specialists - This role will continue to provide student interventions and growth data, though the number of positions has been reduced to 6.5 FTE during district budget reductions. They will continue to meet with students and work with teachers to align interventions to newly adopted curriculum to support student growth.
Action 2.2-Youth Development Specialist - This role will continue to support newcomers and their families across all campuses as well as teachers providing instruction to this student group. This role will spend more time working on campuses to support teachers and students.
Action 2.3- District Social Workers -This role will continue to collaborate to support students and their families across all campuses to connect with district and community resources related to social emotional and health well-being.

Action 2.4-Child Welfare Attendance Specialist - This role will continue to collaborate to support students and their families across all campuses to improve student attendance.
Action 2.6-Reading Intervention Specialists (RISS) - This role will continue to provide student interventions, though the number of positions has been reduced to 3.75 FTE during district budget reductions.They will continue to meet with students and work with teachers to align interventions to newly adopted curriculum to support student growth.
Action 2.7- Support for Development of Targeted Intervention Plans - This action will continue to be implemented on all campuses to support identification and follow-up with student requiring intervention support. These teams will use the updated MTSS resources and structures which we hope will lead to improvement in student metrics.

The following actions are being revised to add language that includes additional student groups such as African American, immigrant/newcomer, and Homeless Youth as additional student groups that will be supported by this action:
Action 2.5- Mariachi Afterschool Program - Our program has expanded to provide a broader menu of classes for students. This action will be renamed World Dance Program. The STEP class component of action 2.8 will now be included in this action. We will continue outreach efforts to expand targeted student group participation.
Action 2.8- African American Family Network STEP and Regional Tutoring Support - As our required Differentiated Support actions are now supporting Homeless Youth (based on 2025 Dashboard data) and an elimination of funds to specifically fund this action, Action 2.8 will be renamed to Targeted Community & Tutoring Support broaden to support additional students groups to build community and provide options for academic tutoring support in addition to the school day. We will continue outreach efforts to expand targeted student group participation.
Action 2.9 - Supporting African American Students - With the focus of Differentiated Assistance support changing, this action will target both student groups identified with a significant disproportionality of students qualifying for Special Education services. To address the areas intensified academic needs of our Hispanic and African American students, PUSD will work with targeted school sites to develop site level action plans to analyze student data and determine next steps to address the needs of Hispanic and African American students. This action will be renamed Supporting African American and Hispanic Students.

The following actions are added to better support our Homeless Youth and other targeted student groups:
Action 2.10 - Youth and Family Liaison - This position will provide targeted support for students and families experiencing homelessness and other highly mobile unduplicated student groups.. This position was initiated the prior year through now-expired grant funding and local data shows a significant increase in our effectiveness in reaching potential and identified McKinney-Vento students. Additional support for Homeless Youth is a required action under Differentiated Assistance.
Action 2.11 - Secondary Intervention Scheduling Program - This program will improve the ability for students and teachers to connect students with interventions and extension during their Flex time. Utilizing this time effectively for interventions is critical to improving student academic success.
Action 2.12 - Social Emotional Curriculum - This action will support the implementation of social emotional curriculum in our elementary schools and pilot a program at a middle school to continue improvements in Chronic Absenteeism and our students' sense of belonging at school.

The following metrics are being updated:
Metric 2.9: MAP assessment is expected to be reinstated for 2026-2027.
Metric 2.14: A-G completion reporting transitioned to DataQuest to provide a more accurate and consistent source of data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elementary and Secondary Intervention Specialists-Certificated	The Elementary and Secondary Intervention Specialists provide additional support across to the district to high needs students in ELA and Math including supporting English Learners, low income, foster youth, homeless, and students with disabilities with a specific focus on the following school sites and student groups: Alisal: Students with Disabilities in ELA and Math Foothill: English Learners in Math and English Learner Progress Indicator, Socioeconomically Disadvantaged in ELA and Math Hart: Students with Disabilities in ELA and Math Pleasanton: Student with Disabilities in Math Elementary Intervention Specialists 7.5 FTE TK-5 Intervention Specialists, one for each elementary school site. 6.5 FTE: 70% funded from LCAP Supplemental funding, 30% funded from General Fund. 1.0 FTE: 100% CCEIS funded Focus: Core Academic Program, Literacy, RTI2 (Response to Instruction and Intervention) The elementary intervention specialists will provide intervention supports across all elementary sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. Middle School Intervention Specialists 1.3 FTE 6-8 Intervention Specialists, 0.5 FTE each at Hart and Harvest Park, 0.66 FTE at PMS. 20% funded from LCAP Supplemental funding, 74% funded from General Fund. Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention)	$1,268,319.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The middle school intervention specialists will provide intervention supports across sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. High School Intervention Specialists 2.4 FTE 9-12 Intervention Specialists, 1.0 FTE each at Amador Valley and Foothill, and .4 FTE at Village. 20% funded from LCAP Supplemental funding, 96.6% funded from General Fund. Focus: Core Academic Program, ELD (English Language Development), RTI2 (Response to Instruction and Intervention) The high school intervention specialists will provide intervention supports across sites with a focus on supporting English Learners, low income, foster/unhoused, and students with disabilities in ELA and Math. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.2	Youth Development Specialist for Newcomer English Learners	The Youth Development Specialist for Newcomer English Learners provides specific and strategic support for Newcomer English Learner students across the district to become acclimated and familiar with school system and unfinished learning within the first year of arrival in our school system. 1 FTE-Fully funded through Title III, Federal Funds, not LCAP Supplemental funding. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$89,250.00	No
2.3	District Social Workers-Certificated	Four district social workers provide access to social emotional behavioral and mental health supports to students and families to increase engagement in learning and in school. Priority will be given to English Learners, low income, foster youth, homeless, African American, and Hispanic students and their families. One position will focus on immigrant and newcomer students. There will also be a focus on English Learner	$293,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students at Amador Valley High School and White students at Village High School who have been suspended or at risk for suspension. LCAP 1.2 FTE total: One positions fully funded from LCAP Supplemental funding. One position is 57% partially funded from LCAP supplemental funding and 43% partially funded from Federal Funds, Title III Immigrant funding. The remaining positions are funded through grants. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.4	Child Welfare Attendance Specialist-Classified (MODIFIED Action)	The Child Welfare Attendance Specialist provides targeted outreach, case management, family engagement, and coordination with school and community agencies to address the root causes of absenteeism. This increases and improves services for unduplicated pupils because it provides individualized support beyond the core program designed to remove barriers to attendance and engagement. This is an effective use of funds because chronic absenteeism disproportionately impacts English learners, low-income students, foster youth, and students experiencing homelessness. These students often face barriers such as housing instability, transportation challenges, family responsibilities, and frequent school transitions that limit consistent attendance and access to instruction. Alternative strategies, such as general attendance campaigns or site-based interventions alone, do not provide the intensive, individualized support needed for students with complex needs. This approach was selected because targeted attendance intervention has the greatest potential to improve school engagement, increase instructional time, and support improved academic outcomes for unduplicated students. The Child Welfare Attendance Specialist addresses issues of chronic absenteeism for high needs students including supporting English Learners, low income, foster youth, and homeless students with a specific focus on the following school sites and student groups:	$259,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Alisal: All students, Asian, Hispanic, socio-economically disadvantaged and students with disabilities Donlon: English Learners Harvest Park: White Mohr: All students, English Learners, socio-economically disadvantaged, and students with disabilities Lydiksen: Hispanic Hearst: White Pleasanton Middle: socio-economically disadvantaged, and students with disabilities Hart Middle: English Learners, Hispanic, socio-economically disadvantaged, Students with Disabilities, and White Valley View: English Learners, Two or more races, Students with Disabilities, and White Village High: White Vintage Hills: Hispanic Walnut Grove: Students with Disabilities For.75 FTE- 100% of .75 FTE funded with LCAP Supplemental funding. This action will be monitored by Metric 2.10.		
2.5	World Dance Program [Revised]	[REVISED Action] Provide enrichment and intervention for students, as well as parent engagement opportunities, for students who are English Learners, low income, foster/unhoused students, African American, Homeless Youth, to participate in the musical instruction in the program. Classes will include Mariachi, STEP, HipHop, Bollywood, and more, depending on student interest. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14. This action will now be partially funded out of LCAP (40%) and out of Expanded Learning Opportunities Program (ELOP) (60%).	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Reading Intervention Support Specialists (RISS)-Classified	Five .75 FTE classified positions at each elementary school that under the general supervision of the Program Administrator/Supervisor, assist a certificated teacher in reinforcing instruction to individual or small groups of students in a classroom environment with a focus on English Learners, low income, foster youth, and homeless students, to provide reading and math intervention, and English Language acquisition support. Three .75 FTE- 100% funded from LCAP Supplemental funding. One .75 FTE - 100% funded from CCEIS One .75 FTE - 100% funded from Title I This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$371,077.00	Yes
2.7	Support for development of targeted intervention plans	Provide additional hours for TK-12 certificated staff to collaborate in Data Talks with the goal of developing instructional coherence across grade levels and departments. This funding can be used for release time, substitute pay and professional development opportunities. This time will be spent on teacher collaboration with a focus on data analysis to develop targeted intervention plans for English Learners, low income, and foster youth, and homeless students. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$246,000.00	Yes
2.8	Targeted Community & Tutoring Support (Revised)	As our required Differentiated Support actions are now supporting Homeless Youth (based on 2025 Dashboard data) and an elimination of funds to specifically fund this action, Action 2.8 will be renamed to Targeted Community & Tutoring Support broaden to support additional students groups to build community and provide options for academic tutoring support in addition to the school day. *The action will involve support existing district parent groups, including African American Family Network, to provide targeted outreach for families and student to provide learning and build community.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Options for academic tutoring support will provide individualized support to address each student's specific academic challenges, with continuous monitoring of progress. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.		
2.9	Supporting African American & Hispanic Students (Modified Action)	(Modified Action) To address the areas intensified academic needs of our Hispanic and African American students, PUSD will work with targeted school sites to develop site level action plans to analyze student data and determine next steps to address the needs of Hispanic and African American students. These site action plans will align with the Equity Goal in each site's School Plan for Student Achievement (SPSA). This action will also support the focus in PUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students being referred for special education. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$50,000.00	No
2.10	NEW ACTION: Youth & Family Liaison	The Youth & Family Liaison action provides targeted outreach, McKinney-Vento identification, family engagement, and coordination with school and community services to remove barriers and increase access to supports. Local data show increased identification and support of homeless students since this position was established through prior grant funding. This action specifically supports our Homeless Youth, a student population that saw an increase in suspensions to 7.6% and a 9% decrease in met or exceeded standard for SBAC ELA. Additional support for Homeless Youth is a required action under Differentiated Assistance. This action will be monitored by Metric 2.1, 2.2, 2.6, 2.10, 2.11, and 2.12.	$85,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Secondary Intervention Scheduling Program	The LEA will implement and maintain an online platform at Amador Valley High School, Foothill High School, and Hart Middle School to coordinate flexible academic and behavioral intervention periods. Staff will use current academic, attendance, behavior, and teacher referral data to match students to intervention, reteaching, tutoring, and enrichment opportunities. This action addresses the gap between students needing short-term or skill-specific intervention and the limited capacity of fixed support classes. Because student needs change throughout the year, static schedules often place students based on available space rather than current needs. The platform will allow staff to adjust intervention groups regularly, monitor attendance and participation, improve coordination across staff, and expand access to targeted supports without requiring semester-long placement in intervention classes. Students not assigned to mandatory intervention will also have opportunities to select enrichment or flex-time options, increasing engagement while prioritizing support for students with the greatest need. This action will be monitored by Metric 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.	$38,500.00	Yes
2.12	Social Emotional Curriculum	Implement an elementary social-emotional learning curriculum and pilot an enhanced social-emotional learning program at a middle school. Funding will support curriculum materials, staff training, implementation supports, and program evaluation. Additional implementation costs will be supplemented through grant funding. The elementary SEL curriculum will provide structured instruction in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. The middle school pilot will provide opportunities for students to develop social-emotional competencies through targeted lessons, staff training, and intervention supports with a specific emphasis on building belonging for all students. This action will be monitored by Metric 2.10, 2.12, and 2.13.	$35,768.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1:Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the subjects which they teach.	In 2024-2025, 96% of certificated teachers have appropriate credentialing for the subjects which they teach.	In 2024-2025, 89.1% of certificated teachers have appropriate	In 2026-2027, 100% of certificated teachers have appropriate credentialing for	-9.9% of certificated teachers have appropriate credentialing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				credentialing for the subjects which they teach.	the subjects which they teach.	
3.2	Priority 3:Parental Involvement	In 2023-2024, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	In 2024-2025, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	In 2025-2026, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	In 2026-2027, PUSD maintains a calendar of regularly scheduled twice monthly meetings of the Board of Trustees which are open to the public and provide opportunities for engagement in District Board Policy and Initiatives. All agendas and minutes are posted on the PUSD Website. These meetings are televised and recorded to increase access.	Twice a month Board of Trustees meetings continue.
3.3	Priority 5: Student Engagement	Spring 2023 School Attendance Rate All Students: 94.4% African American: 90.7% Hispanic/Latino: 92.6% Chronic Absenteeism *All Students: 13.1%	Spring 2024 School Attendance Rate All Students:95.42% African American: 90.42% Hispanic/Latino: 93.82%	Spring 2025 School Attendance Rate All Students: 95.44% African American: 91.28% Hispanic/Latino: 93.94%	Spring 2026 School Attendance Rate All Students: 97.4% African American 93.7% Latino:95.6%	School Attendance Rate All Students: +1.04% African American: -+0.58% Hispanic/Latino: +1.34% Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Black/African American: 28.1% *Hispanic: 22.6% *Homeless 40% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6% Middle School Dropout Rate .01% Graduation Rate 96.7%	Chronic Absenteeism *All Students: 8.2% *Black/African American: 23.6% *Hispanic: 22.6% *Homeless 27.5% *English Learners: 12.7% *Low income: 17.2% *SWD: 19% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.6% Middle School Dropout Rate .01% Graduation Rate 94.3%	Chronic Absenteeism *All Students: 7.3% *Black/African American: 29.5% *Hispanic/Latino: 13.4% *Homeless 23.8% *English Learners: 9.5% *Low income: 17.9% *SWD: 17.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 2.5% Middle School Dropout Rate .01% Graduation Rate 94.8%	Chronic Absenteeism *All Students: 9% *Black/African American: 23% *Hispanic: 17% *Homeless 35% *English Learners: 13% *Low income: 22% *SWD: 18% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate 1% Middle School Dropout Rate .01% Graduation Rate 98%	*All Students: -5.8% *Black/African American: -+1.4% *Hispanic/Latino: -9.2% *Homeless -16.2% *English Learners: -8.8% *Low income: -8.8% *SWD: -6.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) High School Dropout Rate • 0.1% Middle School Dropout Rate Same .01% Graduation Rate -1.9%
3.4	Priority 6: School Climate	Spring 2023 Suspension Rate *All Students: 1.7% *English Learners: 2.0% *Socioeconomically Disadvantaged: 5.1% *Hispanic: 3.3% *Homeless 7.7%	Spring 2024 Suspension Rate *All Students: 1.4% *English Learners: 1.9%	Spring 2025 Suspension Rate *All Students: 1.1% *English Learners: 1.6%	Spring 2026 Suspension Rate *All Students: 1% *English Learners: 1% *Socioeconomically Disadvantaged: 3%	Suspension Rate *All Students: -.6% *English Learners: -.4% *Socioeconomically Disadvantaged: -1.6% *Hispanic: -.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*African American: 7.9% *Students with Disabilities 5.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: .04%	*Socioeconomically Disadvantaged: 4.2% *Hispanic: 3.4% *Homeless 2% *African American: 9.7% *Students with Disabilities: 5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: .04%	*Socioeconomically Disadvantaged: 3.5% *Hispanic: 3% *Homeless 7.6% *African American: 4.6% *Students with Disabilities 3.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: 0%	*Hispanic: 1% *Homeless 4.7% *African American: 4.9% *Students with Disabilities 3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: <.1%.	*Homeless -0.1% *African American: -3.3% *Students with Disabilities -1.6% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Expulsion Rate: -0.4 %
3.5	Priority 6: School Climate	2023-2024 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-74% Grade 9-66% Grade 10-68% Grade 11-73% Meaningful participation	2024-2025 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-80% Grade 9-65% Grade 10-69% Grade 11-69%	2025-2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-83% Grade 9-69% Grade 10-71% Grade 11-74%	Spring 2026 California Healthy Kids Survey (CHKS) Key indicators of School Climate and Well Being-Secondary School Engagement and Supports: High Expectations Grade 7-78% Grade 9- 70% Grade 10-72% Grade 11-77%	CHKS High Expectations Grade 7- +9% Grade 9- +3% Grade 10- +3% Grade 11- +1% Meaningful participation Grade 7- +12% Grade 9- +9% Grade 10- +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7-29% Grade 9-26% Grade 10-24% Grade 11-28% School Safety and Substance Use School Perceived as very safe or safe Grade 7-65% Grade 9- 70% Grade 10-71% Grade 11-78% Experienced harassment or bullying Grade 7-36% Grade 9-31% Grade 10-23% Grade 11-18% Mental and Physical Health Current alcohol or drug use Grade 7-2% Grade 9-4% Grade 10-5% Grade 11-15% Sadness/hopelessness: Grade 7-22% Grade 9-25% Grade 10- 27% Grade 11-26%	Meaningful participation Grade 7-37% Grade 9-30% Grade 10-29% Grade 11-31% School Safety and Substance Use School Perceived as very safe or safe Grade 7-75% Grade 9- 69% Grade 10-72% Grade 11-72% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-24% Grade 11-21% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-4% Grade 10-8% Grade 11-12% Sadness/ hopelessness:	Meaningful participation Grade 7-41% Grade 9-35% Grade 10-32% Grade 11-39% School Safety and Substance Use School Perceived as very safe or safe Grade 7-83% Grade 9-79% Grade 10-82% Grade 11-80% Experienced harassment or bullying Grade 7-29% Grade 9-21% Grade 10-19% Grade 11-19% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-2% Grade 10-6% Grade 11-10%	Meaningful participation Grade 7-33% Grade 9- 30% Grade 10-28% Grade 11-32% School Safety and Substance Use School Perceived as very safe or safe Grade 7-69% Grade 9- 73% Grade 10-74% Grade 11-83% Experienced harassment or bullying Grade 7-32% Grade 9-27% Grade 10-19% Grade 11-15% Mental and Physical Health Current alcohol or drug use Grade 7-1% Grade 9-1% Grade 10-2% Grade 11-12%	Grade 11- +11% School Safety and Substance Use School Perceived as very safe or safe Grade 7- +18% Grade 9- +9% Grade 10- +11% Grade 11- +2% Experienced harassment or bullying Grade 7- -7% Grade 9- -10% Grade 10- -4% Grade 11- +1% Mental and Physical Health Current alcohol or drug use Grade 7- -1% Grade 9- -2% Grade 10- +1% Grade 11- -5% Sadness/hopelessness: Grade 7- -7% Grade 9- -7% Grade 10- -9% Grade 11- -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social emotional distress: Grade 7-25% Grade 9-26% Grade 10-29% Grade 11-29%	Grade 7-19% Grade 9-22% Grade 10-25% Grade 11-25% Social emotional distress: Grade 7-19% Grade 9-24% Grade 10-27% Grade 11-25%	Sadness/ hopelessness: Grade 7-15% Grade 9-18% Grade 10-18% Grade 11-19% Social emotional distress: Grade 7-15% Grade 9-18% Grade 10-22% Grade 11-24%	Sadness/hopelessness: Grade 7-18% Grade 9-21% Grade 10- 23% Grade 11-22% Social emotional distress: Grade 7-21% Grade 9-22% Grade 10-25% Grade 11-25%	Social emotional distress: Grade 7- -10% Grade 9- -8% Grade 10- -7% Grade 11- -5%

Goal Analysis [2025-26]

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

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

Action 3.1 was implemented as planned, with partial funding of Coordinator of Accountability and Special Programs, who oversees alignment of DA, CCEIS, and other targeted funds. They focused on maintain coherence across LCAP, SPSA, and PUSD Goals to support the district's focus to uncover systematic barriers to equity and inclusion and work on strategically foster an inclusive, equity centered. The district plans to continue implementing the student engagement supports and services, including having schools identify a specific equity goal in their SPSA for the coming 2026-27 school year and continuing to administer the CHKS to gather input related to campus climate. While this position is a non-contributing action, it has not impacted the district's compliance with its proportionally requirement. All school sites developed an Equity Goal in their School Plan for Student Achievement (SPSA), representing a positive step towards maintaining a focus on addressing historic and systematic barriers to diversity, equity and inclusion collaboratively at the site level.

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

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

Action 3.1: Implement Equity Plan: Budgeted: $67,037; YTD Actual: $117,037 - A change in personnel, higher salary and benefit costs and in change in percentage of position costs allocated to this action was adjusted resulting in the increased cost.

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

While implementation efforts have occurred for Action 3.1, available outcome data indicate mixed effectiveness. The district is seeing positive trends in chronic absenteeism and suspension rates for most student groups; however, academic indicators, graduation outcomes, and college and career readiness indicators declined for several student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. These outcomes indicate that the action has not yet resulted in consistent academic improvement for the student groups identified in the goal.

Metric 3.4, Suspension Rate, our priority metric, shows decreases in suspension rates for most student groups (All Students: 1.1%, English Learners: 1.6%, Socioeconomically Disadvantaged: 3.5%, Hispanic: 3.0%, African American: 4.6%, and Students with Disabilities: 3.4%). These reductions suggest that district efforts to improve school climate and implement more equitable behavioral supports may be contributing to fewer exclusionary discipline incidents for these student groups. However, suspension rates for Homeless Youth increased to 7.6%, returning to baseline levels after prior improvement, indicating that current supports have not yet consistently addressed the barriers experienced by this student group. Suspension data for Foster Youth were suppressed because the student group contained fewer than 11 students.

The district currently has three schools identified for Additional Targeted Support and Improvement (ATSI) and continues in Differentiated Assistance status. African American students demonstrated improvement in suspension outcomes, which resulted in the district exiting Differentiated Assistance for this student group in the area of suspension rates. However, Homeless Youth demonstrated increased suspension rates and declining English Language Arts performance, indicating continuing barriers related to school connectedness, attendance stability, and academic access. In addition, African American and Hispanic students continue to be disproportionately identified for special education services, which remains a focus area within the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

Actions associated with the development and implementation of the Equity Plan (Action 3.1), along with the adoption of Board Policy 0415: Equity, established clearer districtwide expectations for identifying and addressing inequities in programs, services, and student outcomes. This work has increased district focus on equitable access to high-quality instruction, communication, professional development, educational partnerships, resource allocation, student voice, workforce equity, and accountability systems because the Equity Plan and Board Policy created common structures and expectations for reviewing practices and decision-making through an equity lens. However, current student outcome data indicate that implementation has not yet produced consistent improvements in academic achievement outcomes for all identified student groups.

Based on the available data and implementation evidence, Action 3.1 has been partially effective. Additional implementation, monitoring, and targeted supports are needed to address ongoing disparities in academic achievement, graduation outcomes, college and career readiness, suspension rates for Homeless Youth, and disproportionate identification for special education services.

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.

There is no change to Action 3.1. Additional implementation, monitoring, and targeted supports will be refined and implemented to address ongoing disparities and disproportionate identification for special education services. Specific work includes consistent implementation of MTSS across campuses through the development and refinement of process maps and bringing back a universal screener for math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement Equity Plan [Modified]	[MODIFIED Action] This action is focused on Identifying policies and practices that contribute to inequities and revise such policies. This action will partially fund .4 FTE of the Coordinator of Accountability and Special Programs, who will oversee the alignment of Differentiated Assistance and Comprehensive Coordinated Early Intervening Services (CCEIS). All school sites have developed an Equity Goal in their School Plan for Student Achievement (SPSA) that is reviewed and updated annually with the following outcomes to support English Learners, low income, foster youth, and homeless students. *Ensure access and opportunity for all students in all areas of the school program *Implement culturally-relevant curriculum *Create schools in which all students and staff are respected *Reduce the disproportionate application of discipline for students of color *Eliminate the use of racially-harmful words and practices *Shift mindset of all staff to advance equitable practices *Provide targeted outreach and support for historically underserved groups *Capture evidence that implicit bias, systemic inequities, and institutional racism have been reduced *Revise and develop policies to support equity for all students *Eliminate opportunity gap for all students To support the needs of African American students and PUSD's eligibility for Differentiated Assistance, the equity plan will align with district and site level plans to address student data in the areas of mathematics and suspensions. The Equity Plan will also align and support PUSD's	$67,037.00	No

Action #	Title	Description	Total Funds	Contributing
		Comprehensive Coordinated Early Intervening Services (CCEIS) plan that has identified a significant disproportionality of African American and Hispanic students being referred for special education. .5 FTE - Funded by Comprehensive Coordinated Early Intervening Services (CCEIS) This action will be monitored by Metric 3.1, 3.2, 3.3, 3.4, and 3.5.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 1: Basic Services	In 2023-2024, 99% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2023-2024, 100% of students have sufficient access to standards aligned instructional	In 2024-2025, 96% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2024-2025, 100% of students have sufficient	In 2025-2026, 89.1% of certificated teachers have appropriate credentialing for the subjects which they teach.	In 2026-2027, 100% of certificated teachers have appropriate credentialing for the subjects which they teach. In 2026-2027, 100% of students	-9.9% of certificated teachers having appropriate credentialing, Same % of students have sufficient access to

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.	100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.	100% of English Learners in PUSD will continue to receive Designated and Integrated ELD.	
4.3	Priority 7: Access to a Broad Course of Study	2024 100% of all students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 79% English Learners 37% Students w/Disabilities 27.5% Low Income 59% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) 2024 AVID Percentage of participating students	2025 100% of all students have access to a Broad Course of Study during the school day. All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 84.5% English Learners 48.1 % Students w /Disabilities 31.7 % Low Income 57.1% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	2026 100% of all students have access to a Broad Course of Study during the school day. All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Course Completion Requirements Met: (DataQuest) *All Students: 80.8% *Black/African American: 54.5% *Hispanic/Latino: 69.4% *English Learners: 31.9% *Low income: 60.3%	2027 100% of all students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all requirements: All students 82% English Learners 41% Students w/Disabilities 31% Low Income 62% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11	All students have access to a Broad Course of Study during the school day All students will continue to have access to one to one Chromebook devices and hotspots to maximize internet access. A-G Met all Requirements: *All Students: +1.8% *English Learners: -5.1% *SWD: +14% *Low income: +1.3% Foster Youth (Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American 3% Hispanic/Latino 22% Low Income 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.) 2025 AVID Percentage of participating students Black/African American 3% Hispanic/Latino 22% Low Income 8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	*SWD: 41.5% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) 2026 AVID The AVID program has been discontinued through the LCAP process, thus no data is available.	members is suppressed.) 2027 AVID Percentage of participating students Black/African American 6% Hispanic/Latino 25% Low Income 15% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	members is suppressed.) AVID Percentage of participating students The AVID program has been discontinued, thus no data is available.

Goal Analysis [2025-26]

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

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

Overall, PUSD implemented most Goal 4 actions as planned to promote a professional culture through staff support, collaboration, and professional learning opportunities. The district experienced both successes and challenges while strengthening instructional practices and supporting continuous improvement across sites.
Action 4.1, Integrated Specialists-Certificated positions, was implemented as planned to support instructional staff, collaboration, and site-based professional learning.
Action 4.2, High Quality Professional Development, was implemented with higher expenditures than originally budgeted because additional professional development was needed to support curriculum pilot and adoption processes, instructional support, and staff training needs.
Action 4.3, Measurement and Data Analysis of Student Achievement and Progress, was not implemented because the action had been discontinued in the previous LCAP cycle.

Action 4.4, Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot, continued curriculum alignment work and articulation of student learning outcomes in listening, speaking, reading, and writing across both target languages. This work supported English Learners at Valley View Elementary and Pleasanton Middle School.
Action 4.5, Support for Dually Identified English Learners and Students with Disabilities, provided training and coaching to site-level teams focused on effective IEP documentation and strategies for delivering designated and integrated ELD instruction to dually identified students.
Overall, the district continued prioritizing professional learning and staff support while adapting implementation to changing district needs and priorities. Challenges included balancing increased professional development demands with available resources and staffing capacity, while successes included expanded training opportunities connected to curriculum and instructional initiatives across the district.

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

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

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

-Action 4.1: Integration Specialists-Certificated: Budgeted: $683,252.79 ; YTD Actual: $$629,092. The action was implemented, but due to a change in personnel there was a decrease in cost in salary and benefits.
-Action 4.2: High Quality Professional Development: Budgeted: $25,000; YTD Actual: $139,149. The action was implemented as planned but with significantly increased expenditures due to costs associated with two curriculum pilots, days used to implement Action 4.5, and additional collaboration time.
-Action 4.4: Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot: Budgeted: $50,000; YTD Actual: $50,000
-Action 4.5: Support for Dually Identified English Learners and Students with Disabilities: Budgeted: $19,522.53; YTD Actual: $0 - While this program was implemented, the cost associated for substitute teachers was rolled into Action 4.2.

-Action 4.3 was discontinued for 2025-2026.

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

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4. While LCAP metrics continue to show declines in academics, graduation, and college and career readiness, the 2025–26 school year focused on improving consistency of implementation across sites and establishing stronger systems to monitor student progress.

* Action 4.1 Integration Specialists provided support to staff in implementing the Multi-Tiered Systems of Support (MTSS) framework. Metric 4.2, California State Standards Implementation, demonstrates that staff participated in professional learning and coaching supported by Integration Specialists. Staff reported that these supports strengthened their ability to analyze student needs and implement interventions because specialists modeled instructional practices and supported data-based decision-making. However, priority standard Metric 1.6, College and Career Preparedness through completion of A-G requirements, declined for several student groups (All Students: 89%, English Learners: 64%, Low Income: 80%, Students with Disabilities: 81%). Because measurable gains are not yet reflected in the identified all LCAP metrics, this action is considered partially effective.
* Action 4.2 High Quality Professional Development focused on strengthening staff capacity to analyze student outcome data and identify appropriate interventions. Metric 4.2 reflects ongoing professional learning opportunities, including training related to English Language Development instruction. Staff feedback indicated that professional development improved their ability to use student data to adjust instruction because training emphasized practical application of data analysis and instructional planning. However, declines in Metric 1.6, College and Career Preparedness through completion of A-G requirements (All Students: 89%, English Learners: 64%, Low Income: 80%, Students with Disabilities: 81%), indicate that the impact of this action is not yet reflected in student outcome data. This action is considered partially effective.
* Action 4.3 Measurement and Data Analysis of Student Achievement and Progress was not implemented during the 2025–26 school year due to budget constraints and is being discontinued. Because the action was not implemented, effectiveness cannot be evaluated.
* Action 4.4 Dual Language Immersion (DLI) Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion focused on implementing updated DLI curriculum and improving alignment between DLI and English-only instructional programs. Overall our English Learners are showing a decrease of 4% on ELA SBAC and -19% on Math SBAC. However, when we dive in deeper to additional internal metrics, DLI students had stronger CAASPP performance for English Learners the last two years, in SBAC English Language Arts and Mathematics (Valley View +15%, -2%) , and Pleasanton Middle School (+7%, +4%). These results indicate that improved curriculum alignment and instructional consistency is improving academic outcomes for participating student groups.
* Action 4.5 Support for Dually Identified English Learners and Students with Disabilities maintained student performance levels in SBAC English Language Arts and Mathematics according to Dashboard results (ELA -4%, Math -3%). Maintaining performance is considered a positive outcome because coordinated supports helped address barriers experienced by this student group while intervention systems continued to develop. Given this effectiveness, the work of Action 4.5 is continuing but is now included in Action 4.2 High Quality Professional Development at the request of our fiscal department.

While the positive impact of these actions is not yet consistently reflected in LCAP metrics related to academics, graduation, and college and career readiness, some positive trends were observed in attendance and suspension data. Educational partner feedback identified a need for continued implementation support across sites and stronger progress-monitoring systems to ensure consistent implementation and adjustment of actions based on student outcome data.
Overall, the analysis demonstrates that the district strengthened systems and instructional practices intended to address achievement gaps for student groups. However, because measurable improvements in several priority metrics have not yet occurred, continued implementation, monitoring, and refinement of these actions will be necessary to improve outcomes for unduplicated pupils and other student groups.

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

The following actions with continue into 2026-2027:

Action 4.2: High Quality Professional Development will continue but with an increase in allocated funding, due to training for newly adopted curriculum (Elementary English Language Arts, Secondary Math). Additionally, moving Action 4.5 into this action has been called out by adding the Support for Dually Identified English Learners and Students with Disabilities into the description of this action and has already been scheduled for 2026-2027.
Action 4.4: Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot will continue based on evidence of improved academic outcomes for English Learners and the continued need for aligned instructional practices.

The following action will continue in 2026-2027 with a cost reduction due to budget reductions:
Action 4.1: Integration Specialists will continue with LCAP funding supporting 2.0 FTE, reduced from 4.0 FTE. The district will continue prioritizing MTSS implementation, instructional coaching, and intervention support across sites.

The following action is discontinued due to overlap with Action 4.2:
Action 4.5: Support for Dually Identified English Learners and Students with Disabilities is discontinued as a standalone action, but the work will continue through Action 4.2 to better align professional learning and funding structures.

The following actions remain discontinued due to planned district budget reductions:
Action 4.3: Measurement and Data Analysis of Student Achievement and Progress

The following action was added to Goal 4:
-Action 4.6: Teacher Induction Support - This initial support for new teachers is critical as the participating teachers strengthen their instructional effectiveness and remain employed in the district, which allows students to benefit from greater instructional continuity and access to appropriately credentialed educators. This is especially critical to our targeted student groups who will benefit from increased access to appropriately credentialed educators and supports teachers in building stronger instructional relationships with students and families

The following metric is updated:
Metric 2.14: A-G completion reporting transitioned to DataQuest to provide a more accurate and consistent source of data.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integration Specialists-Certificated	2.0 FTE Provide direct support to staff within the Multi-Tiered Systems of Support (MTSS) model to support the needs of English Learners, low income, foster youth, and homeless students. The Integration Specialists will provide direct professional development support for specialists, leadership teams, and department chairs at the district and site levels, utilize their knowledge and expertise to leverage the capacity of general and special education teachers in order to provide anti-bias, equity focused, culturally responsive, technology infused and rigorous curriculum and instruction. These positions are designed to work collaboratively to support professional development throughout the organization. 2 FTE- 100% fully funded from LCAP Supplemental funding This action will be monitored by Metric 4.1, 4.2, and 4.3.	$534,261.00	Yes
4.2	High Quality Professional Development (MODIFIED ACTIONS)	(MODIFIED ACTIONS) Provide high-quality professional development (PD) opportunities for staff to enhance instructional delivery and support systems for diverse student populations, including English Learners, low income (SED), foster youth, and unhoused students in achieving academic success and prioritizing Language & Literacy, Explicit Instruction, Climate and Culture, and Refinement of Systems. This action has been modified to include the professional learning for teachers of Dually Identified Students (Action 4.5). Professional Development Activities: The PD plan encompasses a range of activities tailored to meet the diverse needs of staff across different levels and departments. These activities include: 1. Curriculum & Instruction Committee Meetings: Goals include enhancing MTSS instruction, identifying curriculum strategies, and incorporating outcomes into district initiatives. 2. Professional Development Days: Activities will focus on diversity, equity & inclusion, social-emotional learning, and MTSS instruction enhancement.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Structured Literacy and English Language Development Training: Training sessions will focus on enhancing instruction for English Learners and implementing effective literacy programs. 4. Implementation of a district-wide learning walk model that focuses on building collaborative learning activities through teachers observing teachers. 5. Ethnic Studies Cohort: Goals include developing, piloting, and implementing an Ethnic Studies course to promote cultural awareness and inclusivity. 6. Secondary Job-Embedded Professional Development: Training will target essential standards, grading practices, and Tier I instruction improvement among content teams and individuals. 7. Staff Development & Reform: Differentiated professional development opportunities focused on organizational goals will be provided to all staff members. 8. Training and Support to equip site administrators, special education teachers, and case managers with the skills to provide comprehensive ELD instruction for dually identified students (DISs), This action will be monitored by Metrics 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.		
4.3	Measurement and Data Analysis of Student Achievement and Progress [Discontinued]	[DISCONTINUED Action] Provide a data dashboard to support the monitoring and analysis of student achievement and progress data including state and local assessment data. This centralized data dashboard will support the monitoring of student groups and LCAP and SPSA goals and actions. Staff will be supported in the use of this platform through ongoing professional development and training support to strengthen their use of data to inform and adjust instructional decisions. As staff use the platform, they will provide feedback and help identify areas for additional professional development and support. The utilization of a data dashboard by staff supports identifying specific needs and gaps that exist for students who are English Learners, low income, foster youth, and homeless. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		This action has been removed from 2026-27 LCAP.		
4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot at Valley View Elementary and Pleasanton Middle School The primary goal of this initiative for year 3 of implementation is to support high-quality, consistent Dual Language Immersion (DLI) instruction across grade levels. Key objectives include: Developing a shared understanding of the language allocation model Articulating Student Learning Outcomes (SLOs) in the four domains (Listening, Speaking, Reading & Writing) of Language Acquisition in both English and Spanish for the DLI students Beginning the conversation to build a tiered system of supports and interventions for DLI and EL students Plan for 2026-27 is to continue to align the curriculum and articulate the student learning outcomes at each grade level for the two target languages in listening, speaking, reading and writing. This action will support English Learners at Valley View Elementary and Pleasanton Middle School. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.	$25,250.00	Yes
4.5	Support for Dually Identified English Learners and Students with Disabilities (ELIMINATED ACTION)	(ELIMINATED ACTION) This action will now be included as part of Action 4.2 High Quality Professional Development. Support for Dually Identified English Learners and Students with Disabilities. The proposed training and coaching is to train the site-level teams on effective IEP documentation and strategies for delivering designated and integrated ELD instruction to dually identified students. The goals include:		

Action #	Title	Description	Total Funds	Contributing
		Training and Support to equip site administrators, special education teachers, and case managers with the skills to provide comprehensive ELD instruction for dually identified students (DISs), IEP Documentation to ensure accurate and appropriate documentation of goals, supports, and services in student IEPs. Equity in Access-Create systems and processes to enable dually identified students to achieve grade-level standards, access A-G courses, and stay on track for high school graduation. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 4.1, 4.2, and 4.3.		
4.6	Teacher Induction Support	Provide partial funding for teacher induction program costs for eligible beginning teachers. The district has an ongoing need to recruit, support, and retain fully credentialed teachers, particularly in positions serving schools and student groups with higher concentrations of unduplicated pupils. Beginning teachers often face financial barriers to completing induction requirements necessary to earn a Clear Credential. Through the induction by Alameda County Office of Education, the district provides access to credential completion and ongoing professional support for beginning teachers. Induction provides individualized mentoring, coaching, and professional learning focused on instructional practice. As participating teachers strengthen instructional effectiveness and remain employed in the district, students benefit from greater instructional continuity and access to appropriately credentialed educators. This aligns with State Priority 1 related to teacher assignment and credentialing. This action will be monitored by Metric 4.1 and 4.2.	$120,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 3: Parent Engagement-Efforts to seek parent input and decision making.	Local Control Advisory Committee (LCAC) In 2023-2024 participation: • 8 Parent/Community Members • 2 Student Members (one from each comprehensive High School)	Local Control Advisory Committee (LCAC) In 2024-2025 participation: • 8 Parent/ Community Members • 2 Student Members (one from each	Local Control Advisory Committee (LCAC) In 2025-2026 participation: • 11 Parent/ Community Members • 11 Student Members (one from	Local Control Advisory Committee (LCAC) In 2026-2027 participation: • 9 Parent/Community Members • 3 Student Members (one from	LCAC +3 Parent/ Community Members +8 Student Members 1 CSEA Classified member 1 APT Certificated member

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Student Services • Assistant Superintendent of Teaching and Learning • Assistant Superintendent of Business Services In addition, the LCAC was supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between September 2023 and May 2024	comprehensive High School) • 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Education Services • Assistant Superintendent of Business Services In addition, the LCAC was supported by staff from the	each comprehensive High School) • 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Education Services • Assistant Superintendent of Business Services In addition, the LCAC was supported by staff	each High School) • 1 California State Education Association (CSEA) Classified member • 1 Association of Pleasanton Teachers (APT) Certificated member • Deputy Superintendent of Student Services • Assistant Superintendent of Teaching and Learning • Assistant Superintendent of Business Services	Deputy Superintendent of Student Services Assistant Superintendent of Business Services LCAC has met monthly between September and May Educational Partners that provided input in the LCAP Development Process +82

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All participants are invited to share feedback on these meetings. *2023-2024 435 Educational Partners provided input in the LCAP Development Process.	Educational Services Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between August 2024 and May 2025 All participants are invited to share feedback on these meetings. *2024-2025 702 Educational Partners provided input in the LCAP Development Process	from the Educational Services Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between September 2025 and May 2026 All participants are invited to share feedback on these meetings. *2025-2026 517 Educational Partners provided input in the LCAP Development Process and 150 public comments at Board of Trustee budget meetings.	In addition, the LCAC will be supported by staff from the Teaching and Learning Team at every meeting. Staff from other divisions attend the LCAC Meetings as needed. Held monthly meetings between September 2026 and May 2027 All participants are invited to share feedback on these meetings. *2026-2027 600 Educational Partners provided input in the LCAP Development Process.	
5.2	Priority 3: Parent Engagement-Efforts to seek parent input and decision making.	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions are described and questions answered. Outcome data and any	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions	District English Learner Advisory Committee (DELAC). Descriptions of PUSD's educational programs, LCAP goals and actions	DELAC has met four times this year. No Change in the number of meetings. Same % of events that were supported with

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Priority 3: Parent Involvement: Parent Outreach Data	2024 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. Quantitative outcomes will include number of contacts and the increase/decrease from the prior year. Baseline and target established in 2024-25 and will be updated in 2025-26	2025 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. There continues to be is no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric at this time. Baseline and target in 2024-25 was not established as expected.	2026 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. There remains no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric at this time. Baseline and target in 2024-25 was not established as expected.	2026 Parent Liaisons follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Once this is established, Parent Liaisons analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data.	Parent Liaisons are using the same system of contact logs. There is no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric at this time.
5.5	Priority 3: Parent Involvement: Parent Outreach Data	Spring 2024 The Special Education Department monitors and records the participants at the Special Needs Committee monthly	Spring 2025 The Special Needs Committee (SNC) monthly meetings promote parent/guardian participation at	Spring 2026 The Special Needs Committee (SNC) monthly meetings promote parent/guardian participation at	Spring 2027 The Special Education Department monitors and record the participants at the	Participation of parents/guardians of Students with Disabilities participate in monthly Special

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meetings and will promote parent/guardian participation at these meetings with the intent to increase by 5% parent/guardian participation in these monthly meetings. Spring 2024 0.7% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	these meetings. The SNC specifically focuses on ensuring representation of at least one parent from each PUSD school. Spring 2025 0.1% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	these meetings. The SNC specifically focuses on ensuring representation of at least one parent from each PUSD school. Spring 2026 0.2% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	Special Needs Committee monthly meetings and will promote parent/guardian participation at these meetings with the intent to increase by 5% parent/guardian participation in these monthly meetings. Spring 2026 5.7% of parents/guardians of Students with Disabilities participate in monthly Special Needs Committee meetings.	Needs Committee meetings: -0.5%

Goal Analysis [2025-26]

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

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

While the district was able to implement most Goal 5 actions as planned to promote family and community engagement, both successes and challenges were experienced during implementation. Efforts focused on strengthening communication, increasing family access to supports, and improving engagement opportunities for educational partners.

Action 5.1: Parent Liaisons was fully implemented during the 2025–26 school year. Parent Liaisons supported differentiated and student-centered services by assisting families with communication, connecting families to district and community resources, and increasing access to engagement opportunities. Educational partner feedback indicated that families valued the increased support because Parent Liaisons helped reduce barriers related to language, school systems, and access to services.

Action 5.2: Translation and Interpretation Services was discontinued during the 2025–26 school year due to budget reductions and shifting resource priorities. While some translation and interpretation supports continued through site and district staff.

Overall, implementation of Goal 5 actions strengthened family outreach and engagement systems while also highlighting challenges related to maintaining language-access supports during a period of budget constraints.

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

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

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

-Action 5.1: Parent Liaison- Classified: Budgeted: $818,125; YTD Actual: $693,403. Reduction in costs were related to change in personnel impacting in salaries and benefits.

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

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

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

Action 5.1: Parent Liaisons demonstrated effectiveness in supporting family engagement, particularly for English Learner families. Liaisons provided communication support, connected families to resources, and increased access to school engagement opportunities. Parent Outreach Data (Metric 5.4) shows consistent documentation of contacts and engagement topics through liaison logs. Families reported that these supports helped reduce language and access barriers.
However, limitations in data disaggregation (e.g., ethnicity and unduplicated student groups) reduced the district's ability to fully analyze impact. In addition, Metric 1.10 shows declines in English Learner outcomes, including proficiency (28%) and reclassification rates (35%), indicating that improved outreach has not yet translated into improved academic outcomes. As a result, this action is considered partially effective.

Overall, while Goal 5 improved engagement and connectedness indicators, continued declines in academic-related metrics highlight the need to strengthen parent communication systems, language access, and targeted engagement strategies to better support student outcomes.

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

The following action with continue into 2026-2027 with budget modifications:
Action 5.1-Parent Liaison-Classified - The number of positions funded will remain at 7 but the number of days and hours worked by each liaison will be reduced. The overall cost of LCAP Supplemental funding decreases accordingly. In addition to Metric 5.1, 5.2, 5.3, 5.4, and 5.5, this action will also be monitored by Metric 1.2-ELD Professional Development, 1.3-SBAC ELA ,1.4-SBAC-Math, 1.5-AP Exams, 1.6-CCI Prepared, 1.7-CTE Pathway Completion, 1.8-Graduation, 1.9-UC/CSU Eligible, 1.10-ELPAC, 1.11-ELPI, 1.12-MAP growth in ELA and math, and 1.13-Chronic Absenteeism

The following action will be reinstated in the 2026-2027 LCAP due to increased need:
Action 5.2 Parent/Guardian Translation and Interpretation Services to ensure which timely translation and interpretation support for families. Reinstating this action ensures equitable, districtwide communication and meaningful access for English Learner families and other linguistically diverse households.

The following metric continue to be not available:
Metric 5.3: Parent Involvement: Parent Participation Data In 2024-2025, the School Quality Survey was not administered due to low participation and overlap with the questions on the California Healthy Kids Survey. This part of the metric continues to be discontinued.
Metric 5.4: Parent Involvement: Parent Outreach Data. When Parent Liaisons record the number of unique parent contacts, quantitative outcomes will be reported and will include number of contacts and the increase/decrease in the number of contacts from the prior year. There is no clear documentation breakdown to provide an effective analysis of unduplicated student disaggregated data for this metric.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Liaison-Classified	Parent Liaisons will provide support, including focused outreach to parents/guardians to ensure access to technology and content area parent	$531,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education services and to maximize access to the National School Lunch Program (NSLP) for qualified students to better meet student nutritional and educational needs, and to support parents/guardians and families, convey information regarding the school and/or district activities and procedures, refer families to other agencies, serve as a resource for English Learner, low income, foster youth, and homeless families. Parent Liaisons will follow a protocol for recording the number of unique parent contacts, the frequency of these contacts and the general topic of the contact through Parent Liaison contact logs. Parent Liaisons will analyze the data and develop additional resources to address concerns that emerge in the themes and patterns within the data. 7.0 FTE, Funded 100% by LCAP supplemental funding. This action will be monitored by Metric 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 5.1, 5.2, 5.3, 5.4, and 5.5.		
5.2	Parent/Guardian Translation and Interpretation Services [REINSTATED Action]	[REINSTATED Action] Provide access to documents and meetings in the primary language of the parents/guardians of English Learners, Long-term English Learners, and Newcomers through a qualified translator/interpreter in languages as needed to support increased educational partner engagement and participation. This action will be monitored by Metric 5.1, 5.2, 5.3, and 5.4. This action was discontinued for 2025-2026 and is reinstated for the 2026-27 LCAP.	$45,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,331,847	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.308%	0.000%	$0.00	3.308%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Educational Partners also indicated a need to provide extended and flexible access to resources to unduplicated student groups that may not have access to resources at home, have food or housing insecurities, or a lack of space appropriate for learning. **Scope:**		
1.3	**Action:** Resources/support to accelerate and enhance access to learning and achievement [Discontinued] **Need:** Unduplicated students have a significant achievement gap in comparison to students overall. This is evidenced in A-G course completed and graduation rates. See data below: Spring 2023 A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5%	Through the implementation of the AVID model, participating unduplicated students will develop the academic skills needed to prepare for college/career opportunities. AVID is a well respected model that helps students build study habits and learning skills as well as confidence and competence to support high achievement. The AVID elective teachers also conduct site-wide professional development to share AVID best practices and strategies that can be implemented across all content areas to support the needs of all students. Based on the research of strategies such as Tunner and Scarborough that can best prepare students for college and career readiness, students enrolled in the AVID elective and supported by the use of AVID strategies by	The District is using the follow metric to measure this goal: 1.15-AVID Percentage of participating students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4% Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed. Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58%	teachers across content areas show a higher percentage of not only being accepted into post-secondary options, but completing their course of study and is the most effective use of these funds. As it is likely that other low-performing students may benefit from these actions, they will be provided on a schoolwide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support unduplicated students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:**		
1.4	**Action:** Assessment Analyst-Classified **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46%	This portion of the position supports staff at all sites in identifying specific needs and gaps that exist for students who are English Learners, low income, and foster/unhoused. This position focuses on taking data from multiple sources including the NWEA MAP (Measures of Academic Progress) testing system and the Illuminate data system that maintains CAASPP, ELPAC, and historical elementary report card data. The Assessment Analyst updates the Illuminate data system with the most current data metrics to allow users within PUSD to access longitudinal data reports to inform instructional decisions to best support the needs of English Learners, low income and foster/unhoused students. The Assessment Analyst also runs data reports to verify students' eligibility for the California State Seal of Biliteracy and the Golden State Seal Merit Diploma and this data is used to support English Learners, low income, foster youth, and homeless students in earning these recognitions. This action is the most effective use of funds because of the importance of supporting users in the organized collection and access to student achievement data. Feedback	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile	from educational partners also emphasized the importance of coordinating the collection and analysis of data to support staff in improving the outcomes of student groups. This position has been designed to support the needs of sites in their analysis of data to inform instruction and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile Educational Partner feedback indicated the need for support in accessing and analyzing student performance data to inform instructional decisions that address student achievements gaps for unduplicated student groups. This portion of this position will focus on providing the data regarding student achievement of identified student groups in a format that will support sites in data analysis to inform instructional decisions. **Scope:** LEA-wide		
1.6	**Action:**	The district College and Career Readiness Specialist works closely with high school	The District is using several metrics to

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** LEA-wide		
1.7	**Action:** Coordinator of Early Literacy and Numeracy [Discontinued] **Need:**	The Coordinator of Early Literacy and Numeracy focuses on coordinating, implementing, and evaluating the impact of early literacy and numeracy programs and interventions for English Learner, low-income, foster youth, and homeless students with learning gaps. This position also	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	oversees the management of the academic early intervention programs at all school sites. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can accelerate learning for young learners to build a strong foundation for students in meeting and exceeding grade level standards. This position has been designed to support the needs of sites in their development of students' early literacy and math skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	15% in 81-99%ile 13% in 61-80%ile The analysis of the data indicates a need to support English Learner, low-income, foster youth, and homeless students through early literacy and numeracy programs and interventions to address learning gaps and to have a strong focus on early literacy to accelerate learning for young learners and provide additional opportunities for students to accelerate engagement and student understanding of key concepts. **Scope:**		
1.9	**Action:** College Boot Camp Academy **Need:** English Learner, low income and foster/unhoused students have a significant achievement gap in comparison to students overall in meeting A-G course completion requirement and earning a status of prepared on the CCI Indicator. This is evidenced in A-G course completed, graduation rates and the CCI Indicator. See data below: Spring 2023 A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5%	Participation in the College Boot Camp provides opportunities for English Learners, low income and foster/unhoused students to visit college campuses and engage in college/career readiness activities that promote a college going culture specifically for students who may otherwise not have that level of exposure. Priority for participation will be given to English learners, low income, foster youth, and homeless students. Based on the research of Tunner and Scarborough, this action was designed to increase engagement and goal attainment for older students with a goal of being college and career ready and this action is the most effective use of these funds. Hattie states that enrichment programs broaden the educational lives of students and allow students to explore subjects in depth. Educational partners also provided feedback and indicated the importance of supporting unduplicated students in meeting	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*SWD: 22.4% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.)	college and career entrance requirements. This program has been designed to support the needs of students in becoming college and ready and will create an opportunity to significantly increase A-G course completion and meeting the CCI indicator. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** LEA-wide		
1.14	**Action:** NEW ACTION: Support for Credit Recovery **Need:** Support for Credit Recovery action is added to the LCAP to address disparities in course completion and graduation readiness for unduplicated students, particularly students experiencing homelessness, English learners, and low-income students. Many students in these groups experience barriers such as chronic absenteeism, housing instability, interrupted schooling, transportation challenges, and limited access to academic support outside of the school day, which can result in credit deficiencies that place them at risk of not graduating on time. **Scope:** Schoolwide	This action is provided on a schoolwide basis because credit deficiencies affect multiple student groups, while unduplicated students demonstrate greater need. Providing schoolwide access removes barriers and ensures that students can receive timely intervention without delaying support. This action is expected to improve outcomes for unduplicated pupils because students who recover credits are more likely to remain on track for graduation, stay engaged in school, and maintain access to college and career pathways. Effectiveness will be measured through graduation rates, credit completion, course completion, and student engagement data. Research from IES and AIR supports credit recovery and individualized intervention systems as effective strategies for improving course completion, engagement, and graduation outcomes for at-risk students. Research on students experiencing homelessness also demonstrates that flexible learning structures, relationship-based academic support, and	This action will be monitored by Metric:1.3, 1.4, 1.7, 1.8, 1.11, and 1.13.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		continuity of services are critical factors in improving engagement and educational stability.	
2.1	**Action:** Elementary and Secondary Intervention Specialists-Certificated **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income, foster youth, and homeless student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74%	To address the learning gaps, Intervention Specialists are assigned to support sites with a focus on supporting English Learners, low income, foster/unhoused students in literacy and numeracy through Tier 2 and Tier 3 supports. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level standards. Educational partners also indicated the importance of intervention specialists in supporting the learning needs of students. To inform their supports, they utilize student assessment data, research-based best practices and coach teachers in instructional best practices. This position has been designed to support the needs of sites in their development of students' literacy and math skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, and 2.14.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional classroom support to provide differentiated supports as needed for groups of students. **Scope:** LEA-wide		
2.3	**Action:** District Social Workers-Certificated **Need:** While there has been improvement in reducing the chronic absenteeism rate for students overall, there continues to be high chronic absenteeism rates for several of our students groups including Black/African American, Hispanic/Latino, low income, students with disabilities and English learners. See results below: Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1%	Social workers support the needs of supporting English Learners, low income, foster youth, and homeless students by connecting them with needed wraparound services and function as a liaison between families and schools to improve student attendance and academic performance. Based on the research of Hattie, this action is the most effective use of these funds because of the importance of providing socio-emotional support in improving behavioral outcomes. This position has been designed to support the needs of students and families and will create an opportunity to significantly increase attendance and academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While progress has been made, a continued focus is needed to further address the chronic absenteeism rates for these student groups. Educational partners also provided feedback about the importance of having social workers as a liaison between families and schools. **Scope:** LEA-wide		2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion
2.4	**Action:** Child Welfare Attendance Specialist-Classified (MODIFIED Action) **Need:** While there has been improvement in reducing the chronic absenteeism rate for students overall, there continues to be high chronic absenteeism rates for several of our students groups including Black/African American, Hispanic/Latino, low income, students with disabilities and English learners. See results below: Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1%	Chronic absenteeism disproportionately impacts English learners, low-income students, foster youth, and students experiencing homelessness. These students often face barriers such as housing instability, transportation challenges, family responsibilities, and frequent school transitions that limit consistent attendance and access to instruction. Alternative strategies, such as general attendance campaigns or site-based interventions alone, do not provide the intensive, individualized support needed for students with complex needs. This approach was selected because targeted attendance intervention has the greatest potential to improve school engagement, increase instructional time, and support improved academic outcomes for unduplicated students.	The District is using this metric to measure this goal: 2.10-Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While progress has been made, a continued focus is needed to further address the chronic absenteeism rates for these student groups. Educational partners also provided feedback about the importance of having a child welfare attendance specialist to connect families to wraparound services. **Scope:** LEA-wide	The child welfare attendance specialist support the needs of supporting English Learners, low income, foster youth, and homeless students by connecting with families of students who are chronically absent and connecting them with needed wraparound services to improve student attendance and academic performance. Hattie states that attendance is fundamental to the educational process and feedback from educational partners emphasized the importance of having a primary communicator regarding attendance and this action is the most effective use of these funds. This position has been designed to support the needs of students and their families and will create an opportunity to significantly increase student attendance. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	
2.5	**Action:** World Dance Program [Revised] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income, foster youth, and homeless student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS)	The World Dance Program for students in 2nd through 12th grades uses a holistic and culturally relevant approach to support students and families with an emphasis on cultures, including Hispanic/Latino, Black/African American, Indian, and more. This action is an effective use of funds because English learners, low-income students, foster youth, students experiencing homelessness, and African American students may have fewer opportunities to participate in enrichment activities due to financial barriers and limited access to after-school programs. Educational partner input identified a need for culturally relevant enrichment, academic support, and family engagement opportunities that strengthen school connectedness and student success.	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile	The program provides access to musical instruction, including Mariachi, STEP, Hip Hop, Bollywood, and other classes based on student interest, along with academic support, family engagement opportunities, and an evening meal for participating families. These services increase and improve opportunities for unduplicated pupils by reducing barriers to participation, supporting academic progress, and strengthening relationships between families and schools. Alternative strategies, such as traditional after-school programs without enrichment or family supports, do not address the academic, cultural, and basic needs that may limit student participation. This approach was selected because integrating enrichment, academic support, family engagement, and meals promotes student engagement and attendance while increasing access to meaningful learning opportunities for unduplicated students. Based on the research of DuBois and Karcher (2005), mentoring opportunities demonstrate that youth benefit from close, caring relationships with adults that serve as positive role models. This program has been designed to addressing the academic needs of students through a culturally relevant approach and will create an opportunity to significantly increase academic achievement. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional support to address student performance gaps and to have this support provided through a culturally relevant approach to support students and families. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Reading Intervention Support Specialists (RISS)-Classified **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income and foster/unhoused student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74%	While this action is being implemented on a schoolwide basis at school sites with less than 40% unduplicated pupil enrollment, it is the most effective use of funds to meet the district's goals for unduplicated students. To address learning gaps with a focus on supporting English Learners, low income, and foster/unhoused students, Reading Intervention Support Specialists work with Intervention Specialists to provide academic support and small group instruction in Tier I and Tier 2 using research based strategies. This action is the most effective use of these funds and is based on the research of Dr. Susana Dutro and Dr. Laurie Olsen that supports that beginning with a strong focus on early literacy, the district can accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level standards. The district considered alternative delivery models but determined that implementing the service schoolwide allows for more flexible grouping and and scheduling aligned to student literacy levels. Education partners also indicated the importance of Reading Intervention Support Specialists in supporting the learning needs of students and continuing this action. This position has been designed to support the needs of sites in their development of students' early literacy skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis. The design of this action ensures that the needs of English learners, low-income, and foster/homeless students remain the	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS Key indicators of School Climate and Well Being- Secondary School Engagement and Supports: 2.14-A-G Completion

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional classroom support to provide differentiated supports as needed for groups of students. **Scope:** Schoolwide		
2.7	**Action:** Support for development of targeted intervention plans **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income and foster/unhoused student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards	To support staff development that includes the analysis of student performance data, this funding will be used for release time, substitute pay and professional development opportunities. This time will be spent on teacher collaboration with a focus on data analysis to develop targeted intervention plans for English Learners, low income, foster youth, and homeless students. This is the most effective use of funds because planning for short and long term interventions requires time and planning and educational partners strongly supported the need for time to engage in Data Talks and thoughtfully plan their intervention approaches based on their data analysis. This action has been designed to support the needs of sites in their instructional planning to address the learning gaps of students and will create an	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.8-EL Proficiency 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile	opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for time for teacher teams to meet to analyze student performance data to inform instructional planning. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Targeted Community & Tutoring Support (Revised) **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learners, low income foster youth, and homeless student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30%	The Targeted Community and Tutoring Support program provides expanded tutoring, mentoring, and family engagement opportunities for African American students, low-income students, foster youth, and students experiencing homelessness. Services are available after school, on weekends, and during school breaks to increase access for students who may face barriers to participating during the regular school day. Tutoring provides individualized academic support based on student needs, with ongoing progress monitoring to address learning gaps and improve academic outcomes. The program also partners with district parent networks and community organizations to provide workshops and opportunities that strengthen family engagement and student connectedness. Educational partners identified expanded tutoring and mentoring as a priority for addressing academic performance gaps among unduplicated students. The district considered providing support only during the school day; however, feedback indicated that transportation, family responsibilities, and scheduling barriers limited participation. This approach was selected because flexible, culturally responsive support outside of the regular school day increases access to academic interventions and family engagement opportunities. Research, educational partner feedback, and district experience support the continuation of this strategy. While this action is principally directed toward unduplicated pupils, it is provided on an	The District is using several metrics to measure this goal including: 2.1-SBAC ELA 2.2-SBAC Math 2.3-AP Exams 2.4-CCI Prepared 2.5-CTE Pathway Completion 2.6-Graduation 2.7-UC/CSU Eligible 2.9-MAP growth in ELA and math 2.10-Chronic Absenteeism 2.11-Graduation Rate 2.12- Suspension Rate 2.13-CHKS 2.14-A-G Completion

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile To address these gaps, educational partner feedback indicated a need for additional support to address student performance gaps and to have this support provided at flexible times and locations. **Scope:** LEA-wide		
2.10	**Action:** NEW ACTION: Youth & Family Liaison **Need:** Our data shows the need for improved services for unduplicated pupils, particularly students experiencing homelessness, foster youth, immigrant students, refugee students, kinship youth, and Unaccompanied Immigrant Youth (UIY), because the Youth & Family Liaison provides direct outreach, enrollment assistance, school stability support, coordination of transportation and basic needs resources, family communication, and connections to academic, behavioral health, and community-based services.	This action increases and improves services for unduplicated pupils because the Youth & Family Liaison provides specialized outreach, resource connection, and navigation for McKinney-Vento, Foster and Kinship, refugee, immigrant, and Unaccompanied Immigrant Youth (UIY) populations. Services include enrollment assistance, school stability support, family communication, transportation coordination, and connections to academic, behavioral health, and community resources. This is an effective use of funds because students experiencing homelessness and other highly mobile unduplicated students often face barriers such as housing instability, transportation challenges, and interrupted schooling that negatively impact attendance and academic	This action will be monitored by Metric 2.1, 2.2, 2.6, 2.10, 2.11, and 2.12.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This position was initiated the prior year through now-expired grant funding and local data shows a significant increase in our effectiveness in reaching potential and identified McKinney-Vento students from 106 students in April 2025 to 181 students in March 2026, including an increase in Spanish-speaking families from 51 to 86. During the same period, the number of students assessed for McKinney-Vento eligibility increased from 132 to 266, while pending assessments due to lack of parent response decreased from 103 to 7, primarily because this targeted position was able to work specifically with the families. This action specifically targets our Homeless Youth, a student population that saw an increase in suspensions to 7.6% and a 9% decrease in met or exceeded standard for SBAC ELA. Additional support for Homeless Youth is a required action under Differentiated Assistance. **Scope:** LEA-wide	outcomes. Alternative strategies, such as relying on site staff or general counseling services, were not selected because they do not provide the specialized and consistent support needed for highly mobile students and families. The action is provided on an LEA-wide basis because these student groups are enrolled across multiple school sites and often experience mobility throughout the year. Research from the National Center for Homeless Education and SchoolHouse Connection supports relationship-based outreach and coordinated case management because these practices improve attendance, school stability, family engagement, and access to educational supports for homeless and highly mobile youth.	
2.11	**Action:** Secondary Intervention Scheduling Program **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or	This action addresses the limitations of fixed intervention classes, which may not respond to changing student needs throughout the year. Unduplicated students often require timely academic and behavioral support that can be adjusted based on current data.	This action will be monitored by Metric 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English learner, low income, foster youth, and homeless student groups. See results below: Spring 2025 SBAC ELA Met or Exceeded Standards *All Students: 78% *English Learners: 16% *Long Term English Learners (LTEL): 13%** *Low Income 43% *Students with Disabilities 24% *Black/African American: 32% *Hispanic/Latino: 43% *Homeless: 17.65% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2025 SBAC Math Met or Exceeded Standards *All Students: 74% *English Learners: 19% *Long Term English Learners (LTEL): 14%** *Low Income: 35% *Students with Disabilities: 24% *Black/African American: 22% *Hispanic/Latino: 33% *Homeless: 8.20% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2025	Research supports the use of Multi-Tiered System of Supports (MTSS) and data-based decision making because frequent monitoring and targeted interventions improve student outcomes when supports are matched to identified needs. The Minga platform increases and improves services for unduplicated pupils by using real-time academic, attendance, behavior, and referral data to match students with intervention, tutoring, reteaching, and enrichment opportunities. Staff can regularly adjust supports as student needs change, increasing access to timely intervention for students with the greatest need. Alternative strategies, such as fixed intervention classes or manual scheduling, were not selected because they limit flexibility and responsiveness. This approach was selected because it allows staff to efficiently provide targeted supports throughout the school year. This action is provided on a schoolwide basis because all students may benefit from intervention and enrichment opportunities; however, unduplicated pupils are expected to benefit most due to greater academic, attendance, and behavioral needs. Schoolwide implementation removes barriers to access and ensures timely support for students as needs arise.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Graduation Rate *All Students: 94.8% *English Learners: 76.6% *Low Income: 88.1% *SWD: 76.9% *Black/African American: 73.3% *Hispanic/Latino: 88.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) *Homeless (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) To address these gaps, educational partner feedback indicated a need for additional classroom support to provide differentiated supports as needed for groups of students. **Scope:** Schoolwide		
2.12	**Action:** Social Emotional Curriculum **Need:** Local attendance, behavior, and school climate data indicate that low-income students, English learners, and foster youth experience higher rates of chronic absenteeism, behavioral incidents, and lower levels of school connectedness than their peers. Educational partner feedback identified a need for additional supports that build self-regulation, relationship skills, and positive engagement with school.	The district determined that implementing social-emotional learning (SEL) curriculum and targeted supports is the most effective use of funds because district data and educational partner input identified social-emotional, engagement, and school connectedness needs that disproportionately affect low-income students, English learners, and foster youth. These barriers can contribute to absenteeism, behavior incidents, and reduced access to instruction. The elementary SEL curriculum provides explicit instruction in self-management, relationship skills, and responsible decision-making, while the middle	This action will be monitored by Metric 2.10, 2.12, and 2.13.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	school pilot provides additional lessons, staff training, and interventions at a school serving a high concentration of unduplicated pupils. Research supports SEL because students with stronger social-emotional skills demonstrate improved engagement, behavior, and academic outcomes. As students develop these skills, they are better able to participate in learning and attend school consistently. Alternative strategies, such as relying solely on counseling services or site-based interventions, were not selected because they do not provide consistent instruction for all students. This approach was selected because it combines universal SEL with targeted supports to address identified needs and improve outcomes for unduplicated pupils.	
4.1	**Action:** Integration Specialists- Certificated **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS)	Research indicates that teachers are the single most important school based factor affecting student achievement and English Learner, low-income, foster youth, and homeless students need access to highly qualified teachers and investing in improved teacher practice is critical to improved outcomes in reading and math. Integrated specialists will provide training, model lessons, disaggregate data by student group, and coach teachers to ensure that teachers practice is responsive to the needs of these students. This action is the most effective use of these funds and is based on the research of Dr Susana Dutro and Dr. Laurie Olsen that supports investing in improved student practice to accelerate learning for learners to build a strong foundation for students in meeting and exceeding grade level	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners:	standards and educational partners strongly support the continuing of this action. This position has been designed to support the needs of sites in their development of students' literacy and math skills and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile The analysis of the data indicates a need to support English Learner, low-income, and foster/unhoused students to address learning gaps and to focus on the implementation of instructional best practices. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** High Quality Professional Development (MODIFIED ACTIONS) **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27%	To support teachers in addressing performance gaps for English learners, low-income students, foster youth, and students experiencing homelessness, the districtwide professional development plan will strengthen instructional practices through training on implementation of new curriculum, common formative assessments, disaggregating data by student group, MTSS, student engagement, and maintaining high expectations for all students. This action is the most effective use of funds because teacher effectiveness is one of the strongest school-based factors influencing student achievement. District data and educational partner input identified a need for more consistent instructional practices to address achievement gaps for unduplicated pupils. Research in adult learning theory emphasizes relevant, experience-based learning for adults. Ongoing professional learning promotes alignment across grade levels, content areas, and school sites to better meet student needs. Alternative strategies, such as one-time trainings or site-based professional learning, were considered but not selected because they may lead to inconsistent implementation. This districtwide approach was selected because it builds staff capacity and creates coherent instructional practices that support unduplicated pupils. This action is provided on an LEA-wide basis because all students benefit from effective	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities	instruction; however, unduplicated pupils are expected to benefit most from improved teaching practices designed to address their identified needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reading: 10% 81- 99%ile 9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile There also continues to be a significant achievement gap between the unduplicated student groups and students overall in our graduation rates and A-G Course Completion. In particular, there is a gap in the graduation rate of students overall versus English Learners, low income, foster youth, and homeless student groups. See data below: Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Education Partners indicated a need for ongoing professional development to continue to strengthen instructional practices and learning about best practices that will support English Learners, low income and foster/unhoused students. **Scope:** LEA-wide		
4.3	**Action:** Measurement and Data Analysis of Student Achievement and Progress [Discontinued]	This centralized data dashboard will support the monitoring of student groups and LCAP and SPSA goals and actions. Professional development and	The District is using multiple metrics to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and unduplicated student groups. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35%	training will be provided to staff to strengthen their use of data to inform and adjust instructional decisions. The utilization of a data dashboard supports identifying specific needs and gaps that exist for students who are English Learners, low income, foster youth, and homeless. This action is the most effective use of funds because of the importance of supporting users in the collection and access to student achievement data. Feedback from educational partners also emphasized the importance of coordinating the collection and analysis of data to support the focus on improving the outcomes of student groups.. This action has been designed to support the needs of sites in their instructional planning to address the learning gaps of students and will create an opportunity to significantly increase academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile Socio-economically Disadvantaged: Reading: 13% 81- 99%ile 17% 61-80%ile Math: 22% in 81-99%ile 14% in 61-80%ile Students with Disabilities Reading: 10% 81- 99%ile		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	9% 61-80%ile Math: 15% in 81-99%ile 13% in 61-80%ile There also continues to be a significant achievement gap between the unduplicated student groups and students overall in our graduation rates and A-G Course Completion. In particular, there is a gap in the graduation rate of students overall versus English Learners, low income and foster youth/unhoused student groups. See data below: Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) A-G Course Completion Requirements Met: *All Students: 79.1% *Black/African American: 25.5% *Hispanic/Latino: 50.4% *English Learners: 42.3% *Low income: 54.5% *SWD: 22.4%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be a achievement gap between all students and unduplicated student groups. See data below: *Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 93% *English Learners: 80% *Low Income: 80% *SWD: 58% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Feedback from Education Partners indicated a need for a data dashboard platform to monitor the progress of English Learners, low income and foster/unhoused students throughout the year. **Scope:**		
4.6	**Action:** Teacher Induction Support **Need:**	The LCAP will cover the teacher induction costs for eligible beginning teachers assigned to schools and programs serving significant numbers of low-income students, English learners, and foster youth, while other funding sources cover the	4.1, 4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Analysis of local staffing and credentialing data indicates that schools serving low-income students, English learners, and foster youth experience greater challenges in recruiting and retaining fully credentialed teachers. Educational partner feedback also identified the importance of maintaining stable instructional staff and reducing turnover in schools serving unduplicated pupils. Teacher vacancies, turnover, and delays in credential completion can disrupt instructional continuity and limit student access to experienced educators. **Scope:** LEA-wide	remaining costs so there is no cost to participating teachers. This action is an effective use of funds because access to effective, appropriately credentialed teachers is critical to improving outcomes for unduplicated pupils. Research indicates that induction programs, including mentoring and coaching, improve teacher effectiveness and retention, reducing disruptions in learning caused by staff turnover. Alternative strategies, such as requiring teachers to self-fund induction or limiting support for beginning teachers, not selected because the Alameda County Office of Education (ACOE) is a primary provider of teacher induction services in the county, this partnership provides a high-quality and cost-effective pathway for teachers to earn a Clear Credential.This approach was selected because it ensures all eligible teachers can access mentoring, job-embedded learning, and credential completion at no cost. This action supports unduplicated pupils by increasing instructional continuity and strengthening teacher capacity to meet diverse student needs. Because all students benefit from effective and stable educators, this action is provided on an LEA-wide basis; however, unduplicated pupils are expected to benefit most from increased access to credentialed and experienced teachers.	
5.1	**Action:** Parent Liaison- Classified	Parent Liaisons provide focused supports for parents/guardians based on specific needs and for families of unduplicated students to increase	The District is using multiple metrics to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is a significant achievement gap between the unduplicated student groups and students overall. In particular, there is a gap in the graduation rate and chronic absenteeism of students overall versus unduplicated student groups. See data below: Spring 2023 Graduation Rate *All Students: 96.7% *English Learners: 86.6% *Low Income: 91% *SWD: 84.5% *Black/African American: 70.6% *Hispanic/Latino: 95.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 Chronic Absenteeism *All Students: 13.1% *Black/African American: 28.1% *Hispanic/Latino: 22.6% *English Learners: 18.4% *Low income: 26.7% *SWD: 23.8% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Educational partner feedback from our unduplicated families including English learners and low income indicate that they need support in accessing and navigating the	connection and communication with school, administrators, and teachers often in the parents/guardians home language. This action is the most effective use of these funds and is based on the research of Dr. Joyce Epstein and best practices indicating that providing liaisons between families and schools and building a home/school connection increases involvement and engagement and is related to improvements in academic outcomes for students. This position has been designed to support the needs of students and families and will create an opportunity to significantly increase attendance and academic progress. As it is likely that other low-performing students may benefit from these actions, they will be provided on a LEA-wide basis.	measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 5.1-LCAC Participation 5.2-DELAC Participation 5.3-School Quality Survey Completion 5.4-Parent Liaisons Contact Logs 5.5-Special Needs Committee Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational processes and expectations to understand how they can best support their children in succeeding academically. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS)	To address the performance gap for English Learners and Long Term English Learners, the Coordinator of Language Acquisition will provide support to sites to strengthen their instructional capacity in language acquisition and understanding the needs of English Learners and Long Term English Learners to increase student progress in demonstrating English language proficiency and help support staff at all sites in providing appropriate instructions strategies to address learning gaps. Based on the research of Dr Susana Dutro and Dr. Laurie Olsen, we have chosen to emphasize the importance of understanding language acquisition to support their instructional delivery model and this action is the most effective use of these funds. This position will provide leadership and direction for districtwide services to support Designated and Integrated English Language Development for English	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	*All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in	Learner and Long-Term English Learner (LTEL) students and the District Dual Language Immersion Pathway leading to the State Seal of Biliteracy. This position will also provide focused support at Foothill High to increase student progress in demonstrating English language proficiency as measured by the English Learner Progress Indicator.	1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Sections for Secondary English Language Development [REINSTATED] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023	To address the performance gaps for English Learners and Long-Term English Learners at the secondary level, additional sections will be provided at Middle Schools and comprehensive High Schools for English Language Development and sheltered content classes to support English Learner and Long-Term English Learner (LTEL) students. Teachers of those sections will also be provided professional development support in instructional practices and strategies that best address the achievement gap for English Learners and Long-Term English Learners.	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [REINSTATED action) **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74%	Due to the specific needs of English Learners, Long-Term English Learners and Newcomer students at the secondary level, providing additional supplemental materials will support these students in accessing the core curriculum and their needs to develop their academic language, particularly complex reading and writing. These materials will provide flexibility in meeting the range of language acquisition needs through the differentiation of activities.	The District is using several metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	*English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math: 23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.11	**Action:** A-G Counselor to Support Unduplicated Students **Need:** English Learner, low income and foster/unhoused students have a significant achievement gap in comparison to students overall in meeting A-G course completion requirement and earning a status of prepared on the CCI Indicator. This is evidenced in A-G course completed, graduation rates and the CCI Indicator. See data below: Spring 2024 Graduation Rate *All Students: 94.3% *English Learners: 81.8% *Low Income: 88.1% *SWD: 80% *Black/African American: 76% *Hispanic/Latino: 91.3% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) While there is less of an achievement gap in student groups meeting the College and Career Readiness Indicator criteria, there continues to be an achievement gap between all students and unduplicated student groups. See data below:	The A-G Counselor works closely with high school students and families that are at risk for not completing A-G course requirements. This position has been designed to prepare students, especially English Learners, low income, foster youth, and homeless students to be college and ready and will create an opportunity to significantly increase A-G course completion and meeting the CCI indicator. As it is likely that other low-performing students may benefit from these actions, they will be provided on a schoolwide basis.	The District is using several metrics to measure this goal including: 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.13-Chronic Absenteeism 1.14-A-G Course Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	*Percent of students who earned CCI Prepared by completing a-g course requirements with a grade of C minus or better plus an additional criteria: *All students: 88% *English Learners: 64% *Low Income: 73% *SWD: 61% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) The feedback from Educational Partners also indicated the need to support English Learner, low income foster youth, and homeless students in meeting college and career entrance requirements and ensuring that all students are college and career ready. **Scope:** Limited to Unduplicated Student Group(s)		
1.13	**Action:** Internet Access and Connectivity Support (NEW ACTION) **Need:** Unduplicated students, including English Learners, low-income students, foster youth, and students experiencing homelessness, have a higher rate of a lack of reliable internet access outside of school. Internet access is critical to access our adopted curriculums as most have a digital component and without access, students face obstacles to complete coursework and study.	By providing hotspots and internet connectivity support, unduplicated students will have increased access to curriculum resources, instructional platforms, supplemental intervention programs, and college and career readiness tools necessary to support academic progress and engagement. Students will be identified through educational partner input, technology access surveys, school site referrals, and enrollment data. Additionally, as PUSD is in Differentiated Assistance for our Homeless Youth, the hotspots	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Improved access to the online curriculum will be measured through our academic metrics, including Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% *Low Income 40% *Students with Disabilities 28% *Black/African American: 41% *Hispanic/Latino: 46% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% *Low Income: 30% *Students with Disabilities: 27% *Black/African American: 24% *Hispanic/Latino: 35% *Foster Youth (Due to privacy concerns, data for student groups with fewer than 11 members is suppressed.) **Scope:** Limited to Unduplicated Student Group(s)	serve unhoused youth at a higher rate than non-unhoused students.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77% *English Learners: 16% Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile	We have DLI (Spanish) at Valley View Elementary School (VVES) and Pleasanton Middle School. Currently, a formal program review is underway at VVES and is expected to be completed by June 4th. Preliminary findings indicate that there is a lack of curriculum alignment and there is a need to formalize the language allocation plan as well as articulation of Student Learning Outcomes (SLOs) in both languages for students in grades K-8 in the DLI program. The proposal is to undertake this work to be completed over the next 3 years in a phased manner. This collaborative work will involve teachers, support staff, and site administrators.	The District is using multiple metrics to measure this goal including: 1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math: 55% in 81-99%ile 19% in 61-80%ile English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile On the 2024 English Learner Progress Indicator (ELPI), 57.4% of ELs are making progress towards English language proficiency. This is a decrease of 1.1% in comparison to 2023 ELPI. 11.3% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:** Limited to Unduplicated Student Group(s)		
4.5	**Action:** Support for Dually Identified English Learners and Students with Disabilities (ELIMINATED ACTION)	As of September 2024, 26% of English Learners (ELs) in our district are also identified for Special Education services, with 43% classified as Long-Term English Learners (LTELs). These students demonstrate marginal or no progress on the	The District is using multiple metrics to measure this goal including:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a performance gap between our overall student group and English Learners. See results below: Spring 2024 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 77% *English Learners: 16% Spring 2024 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 73% *English Learners: 23% Winter 2025 MAP Growth for grades 3-8 Achievement: All Students Reading: 44% 81- 99%ile 26% 61-80%ile Math: 55% in 81-99%ile 19% in 61-80%ile	ELPAC assessment, resulting in persistently low reclassification rates. This prolonged EL status limits their access to grade-level content and restricts enrollment opportunities in college-preparatory middle and high school courses, thereby affecting their long-term academic success. This action will support the launch a pilot professional development program (Community of Practice) for a group of 12-15 case managers and special education teachers at our secondary schools to provide them with the knowledge, tools, and resources to better address the unique needs of our dually identified students in PUSD. Based on the level of participation and feedback, we will modify and adapt the modules and professional development format for 2025-26 and expand it to elementary schools as well.	1.2-ELD Professional Development 1.3-SBAC ELA 1.4-SBAC-Math 1.5-AP Exams 1.6-CCI Prepared 1.7-CTE Pathway Completion 1.8-Graduation 1.9-UC/CSU Eligible 1.10-ELPAC 1.11-ELPI 1.12-MAP growth in ELA and math 1.13-Chronic Absenteeism 1.14-A-G Course Completion Requirements Met 4.1-Appropriate credentialing, access to instructional materials, school facilities in good repair 4.2-California state standards implementation 4.3-Access to a broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners: Reading: 3% 81- 99%ile 11% 61-80%ile Math: 15% in 81-99%ile 15% in 61-80%ile On the 2024 English Learner Progress Indicator (ELPI), 57.4% of ELs are making progress towards English language proficiency. This is a decrease of 1.1% in comparison to 2023 ELPI. 11.3% of ELs decreased at least one ELPI level. This performance gap indicates a need to support the needs of our English Learners and Long Term English Learners. The analysis of the data also verifies the need to support improved instructional practices to address learning gaps. **Scope:**		
5.2	**Action:** Parent/Guardian Translation and Interpretation Services [REINSTATED Action] **Need:** While the majority of students overall are meeting or exceeding standards on the SBAC in ELA and Math or performing at the 61% or greater percentile on the MAP Growth assessment, there continues to be a	Parent/Guardian translation and interpretation services provide families access to school information, programs, and academic communications in a language they understand. This action is principally directed toward English learner families because language barriers may limit their ability to engage in school activities and support student learning. This action is the most effective use of funds because research shows that family engagement	The District is using multiple metrics to measure this goal including: 5.1-LCAC Participation 5.2-DELAC Participation 5.3-School Quality Survey Completion 5.4-Parent Liaisons Contact Logs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performance gap between our overall student group and English Learners. See results below: Spring 2023 SBAC ELA Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 78% *English Learners: 20% Spring 2023 SBAC Math Met or Exceeded Standards (aka Distance from Standard, DfS) *All Students: 74% *English Learners: 32% Spring 2024 MAP Growth for grades 3-8 Achievement: All Students Reading: 43% 81- 99%ile 26% 61-80%ile Math: 62% in 81-99%ile 16% in 61-80%ile English Learners: Reading: 4% 81- 99%ile 11% 61-80%ile Math:	is associated with improved attendance, academic achievement, and school connectedness. Research shows that students whose families are engaged in their education are more likely to attend school regularly and achieve at higher levels. Providing translation and interpretation services increases equitable access to information and strengthens family-school partnerships. Alternative strategies, such as English-only communications or informal translation support, were not selected because they may limit family participation and create inconsistent access to information. This approach was selected because professional translation and interpretation services ensure meaningful engagement for multilingual families. This action is provided on an LEA-wide basis because multilingual families are enrolled across the district; however, English learner families are expected to benefit most because these services directly address language barriers to participation and access.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	23% in 81-99%ile 14% in 61-80%ile On the 2023 English Learner Progress Indicator (ELPI), 58.4% of ELs are making progress towards English language proficiency. While this is an increase of 2% in comparison to 2022 ELPI test, 13.7% of ELs decreased at least one ELPI level. There has been an increase in the number of English Learners and Newcomers especially at the secondary level. Due to the increase of the number of families who speak a primary language other than English, there is a need to provide increased translation/interpretation supports to ensure all families can participate and engage to support their child's academic progress. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$161,167,060	$5,331,847	3.308%	0.000%	3.308%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,331,847.00	$1,147,821.00	$86,624.00	$528,451.00	$7,094,743.00	$6,497,456.00	$597,287.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Supports will be provided across all school sites for English Learners and Long Term English Learners with Foothill High receiving additional support based on need.	2026-2027	$438,293.00	$0.00	$262,975.00	$87,659.00		$87,659.00	$438,293.00	
1	1.2	Library Technician - Classified [Discontinued]						2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.3	Resources/support to accelerate and enhance access to learning and achievement [Discontinued]						2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.4	Assessment Analyst-Classified	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$138,805.00	$0.00	$69,403.00	$69,402.00			$138,805.00	
1	1.5	Sections for Secondary English Language Development [REINSTATED]	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hart Middle School, Harvest Park Middle	2026-2027	$1,395,000.00	$0.00	$1,395,000.00				$1,395,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School, Pleasanton Middle School, Amador Valley High School, Foothill High School, Village High School									
1	1.6	District College & Career Readiness Specialist-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hart Middle School, Harvest Park Middle School, Pleasanton Middle School, Amador Valley High School, Foothill High School, Village High School	2026-2027	$170,517.00	$0.00	$51,155.00	$119,362.00			$170,517.00	
1	1.7	Coordinator of Early Literacy and Numeracy [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.8	Access to Rigorous Content and Grade Level Standards	All	No			All Schools	2024-2025 to 2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.9	College Boot Camp Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 to 2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [REINSTATED action)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pleasanton Middle School	2026-2027	$0.00	$19,000.00	$19,000.00				$19,000.00	
1	1.11	A-G Counselor to Support Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	Specific Schools: Amador High School, Foothill	2026-27	$139,740.00	$0.00	$111,792.00	$27,948.00			$139,740.00	

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
					)		High School 9-12									
1	1.12	New LREBG Funding [Proposed]	All	No			All Schools	2025-26 to 2026-27	$256,471.00	$0.00		$256,471.00			$256,471.00	
1	1.13	Internet Access and Connectivity Support (NEW ACTION)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$27,500.00	$27,500.00				$27,500.00	
1	1.14	NEW ACTION: Support for Credit Recovery	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Grades 9-13	2026-2027	$144,408.00	$0.00	$144,408.00				$144,408.00	
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,268,319.00	$0.00	$920,223.00	$348,096.00			$1,268,319.00	
2	2.2	Youth Development Specialist for Newcomer English Learners	Newcomers and English Learners	No			All Schools	2026-2027	$89,250.00	$0.00				$89,250.00	$89,250.00	
2	2.3	District Social Workers-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$293,231.00	$0.00	$210,375.00		$82,856.00		$293,231.00	
2	2.4	Child Welfare Attendance Specialist-Classified (MODIFIED Action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$259,401.00	$0.00	$259,401.00				$259,401.00	
2	2.5	World Dance Program [Revised]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$100,000.00	$0.00	$40,000.00	$60,000.00			$100,000.00	
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	2026-2027	$371,077.00	$0.00	$247,385.00	$61,846.00		$61,846.00	$371,077.00	
2	2.7	Support for development of targeted intervention plans	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$246,000.00	$0.00	$246,000.00				$246,000.00	
2	2.8	Targeted Community & Tutoring Support (Revised)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$75,000.00	$75,000.00				$75,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Supporting African American & Hispanic Students (Modified Action)	African American Student Group, Hispanic Student Group	No			All Schools	2026-2027	$0.00	$50,000.00		$50,000.00			$50,000.00	
2	2.10	NEW ACTION: Youth & Family Liaison	Low Income	Yes	LEA-wide	Low Income	All Schools		$85,262.00	$0.00	$85,262.00				$85,262.00	
2	2.11	Secondary Intervention Scheduling Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Amador Valley High School, Foothill High School, Hart Middle School	2026-2027	$0.00	$38,500.00	$38,500.00				$38,500.00	
2	2.12	Social Emotional Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools, Hart Middle School		$35,768.00	$0.00	$32,000.00		$3,768.00		$35,768.00	
3	3.1	Implement Equity Plan [Modified]	All	No			All Schools	2026-2027	$0.00	$67,037.00		$67,037.00			$67,037.00	
4	4.1	Integration Specialists-Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$534,261.00	$0.00	$314,565.00			$219,696.00	$534,261.00	
4	4.2	High Quality Professional Development (MODIFIED ACTIONS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$120,000.00	$120,000.00				$120,000.00	
4	4.3	Measurement and Data Analysis of Student Achievement and Progress [Discontinued]						2024-2025	$0.00	$0.00	$0.00				$0.00	
4	4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: English Learners at Valley View Elementary and Pleasanton Middle School TK-8	2026-2027	$0.00	$25,250.00	$25,250.00				$25,250.00	

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
4	4.5	Support for Dually Identified English Learners and Students with Disabilities (ELIMINATED ACTION)						2026-2027								
4	4.6	Teacher Induction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$120,000.00	$50,000.00			$70,000.00	$120,000.00	
5	5.1	Parent Liaison- Classified	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$531,653.00	$0.00	$531,653.00				$531,653.00	
5	5.2	Parent/Guardian Translation and Interpretation Services [REINSTATED Action]	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$0.00	$45,000.00	$45,000.00				$45,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$161,167,060	$5,331,847	3.308%	0.000%	3.308%	$5,331,847.00	0.000%	3.308 %	**Total:**	$5,331,847.00
								LEA-wide Total:	$3,015,037.00
								Limited Total:	$1,886,517.00
								Schoolwide Total:	$430,293.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Supports will be provided across all school sites for English Learners and Long Term English Learners with Foothill High receiving additional support based on need.	$262,975.00	
1	1.4	Assessment Analyst-Classified	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,403.00	
1	1.5	Sections for Secondary English Language Development [REINSTATED]	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hart Middle School, Harvest Park Middle School, Pleasanton Middle School, Amador	$1,395,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Valley High School, Foothill High School, Village High School		
1	1.6	District College & Career Readiness Specialist-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Hart Middle School, Harvest Park Middle School, Pleasanton Middle School, Amador Valley High School, Foothill High School, Village High School	$51,155.00	
1	1.9	College Boot Camp Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [REINSTATED action)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pleasanton Middle School	$19,000.00	
1	1.11	A-G Counselor to Support Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Amador High School, Foothill High School 9-12	$111,792.00	
1	1.13	Internet Access and Connectivity Support (NEW ACTION)	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$27,500.00	
1	1.14	NEW ACTION: Support for Credit Recovery	Yes	Schoolwide	Foster Youth Low Income	Grades 9-13	$144,408.00	
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$920,223.00	
2	2.3	District Social Workers-Certificated	Yes	LEA-wide	English Learners Foster Youth	All Schools	$210,375.00	

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 (%)
					Low Income			
2	2.4	Child Welfare Attendance Specialist-Classified (MODIFIED Action)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,401.00	
2	2.5	World Dance Program [Revised]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$247,385.00	
2	2.7	Support for development of targeted intervention plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,000.00	
2	2.8	Targeted Community & Tutoring Support (Revised)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	2.10	NEW ACTION: Youth & Family Liaison	Yes	LEA-wide	Low Income	All Schools	$85,262.00	
2	2.11	Secondary Intervention Scheduling Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Amador Valley High School, Foothill High School, Hart Middle School	$38,500.00	
2	2.12	Social Emotional Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools, Hart Middle School	$32,000.00	
4	4.1	Integration Specialists-Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,565.00	
4	4.2	High Quality Professional Development (MODIFIED ACTIONS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
4	4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: English Learners at Valley View Elementary and Pleasanton Middle School	$25,250.00	

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 (%)
						TK-8		
4	**4.6**	Teacher Induction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
5	**5.1**	Parent Liaison- Classified	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$531,653.00	
5	**5.2**	Parent/Guardian Translation and Interpretation Services [REINSTATED Action]	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,757,696.90	$6,978,623.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised]	Yes	$351,111.78	$404,180
1	**1.2**				
1	**1.4**	Assessment Analyst-Classified	Yes	$139,243.88	$135,995
1	**1.5**	Sections for Secondary English Language Development [Discontinued]	Yes	$0	$600,000
1	**1.6**	District College & Career Readiness Specialist-Certificated	Yes	$158,057.46	$170,373
1	**1.9**	College Boot Camp Academy	Yes	$10,000.00	$8,640
1	**1.10**	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [Discontinued]	Yes	$0	$13,040
1	**1.11**	A-G Counselor to Support Unduplicated Students [New]	Yes	$155,000.00	$135,825
1	**1.12**	New LREBG Funding	No	$256,471.00	$256,471
2	**2.1**	Elementary and Secondary Intervention Specialists-Certificated	Yes	$2,207,899.90	$1,760,094

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Youth Development Specialist for Newcomer English Learners	No	$85,000.00	$135,365
2	2.3	District Social Workers-Certificated [Revised}	Yes	$568,250.77	$728,530
2	2.4	Child Welfare Attendance Specialist-Classified	Yes	$92,453.31	$88,489
2	2.5	Mariachi Afterschool Program [Revised]	Yes	$85,860.00	$85,860
2	2.6	Reading Intervention Support Specialists (RISS)-Classified	Yes	$579,411.47	$471,117
2	2.7	Support for development of targeted intervention plans [Revised]	Yes	$246,000.00	$246,000
2	2.8	African American Family Network STEP and Regional Tutoring Support	Yes	$60,000.00	$59,963
2	2.9	Supporting African American Students [New Action]	No	$50,000.00	$50,000
3	3.1	Implement Equity Plan [Modified]	No	$117,037.26	$117,037
4	4.1	Integration Specialists- Certificated	Yes	$683,252.79	$629,092
4	4.2	High Quality Professional Development	Yes	$25,000.01	$139,149
4	4.4	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action]	Yes	$50,000.00	$50,000.00

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)
4	**4.5**	Support for Dually Identified English Learners and Students with Disabilities [New Action]	Yes	$19,522.53	$0.00
5	**5.1**	Parent Liaison- Classified [Revised Metrics]	Yes	$818,124.74	$693,403

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,130,165	$4,969,450.00	$5,198,313.00	($228,863.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Coordinator of Accountability and Special Programs & Coordinator of Curriculum, Instruction and Assessment [Revised]	Yes	$234,074.52	$242,508		
1	1.4	Assessment Analyst-Classified	Yes	$69,621.94	$67,997		
1	1.5	Sections for Secondary English Language Development [Discontinued]	Yes	$0.00	$600,000		
1	1.6	District College & Career Readiness Specialist-Certificated	Yes	$52,685.82	$51,112		
1	1.9	College Boot Camp Academy	Yes	$10,000.00	$8,640		
1	1.10	Secondary Supplemental Curriculum Resources for English Learners, Long-Term English Learners and Newcomer Students [Discontinued]	Yes	$0.00	$13,040		
1	1.11	A-G Counselor to Support Unduplicated Students [New]	Yes	$105,000.00	$67,913		
2	2.1	Elementary and Secondary Intervention Specialists-Certificated	Yes	$1,430,322.10	$1,184,051		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.3**	District Social Workers-Certificated [Revised}	Yes	$485,394.77	$577,253		
2	**2.4**	Child Welfare Attendance Specialist-Classified	Yes	$92,453.31	$88,489		
2	**2.5**	Mariachi Afterschool Program [Revised]	Yes	$8,586.00	$8,586.00		
2	**2.6**	Reading Intervention Support Specialists (RISS)-Classified	Yes	$579,411.47	$471,117		
2	**2.7**	Support for development of targeted intervention plans [Revised]	Yes	$246,000.00	$246,000		
2	**2.8**	African American Family Network STEP and Regional Tutoring Support	Yes	$60,000.00	$59,963		
4	**4.1**	Integration Specialists-Certificated	Yes	$683,252.79	$629,092		
4	**4.2**	High Quality Professional Development	Yes	$25,000.01	$139,149		
4	**4.4**	Dual Language Immersion Curriculum Development and Alignment and Spanish Language Arts/Dual Language Immersion Pilot [New Action]	Yes	$50,000.00	$50,000.00		
4	**4.5**	Support for Dually Identified English Learners and Students with Disabilities [New Action]	Yes	$19,522.53	$0.00		
5	**5.1**	Parent Liaison- Classified [Revised Metrics]	Yes	$818,124.74	$693,403		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$158,325,830	$5,130,165	0	3.240%	$5,198,313.00	0.000%	3.283%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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