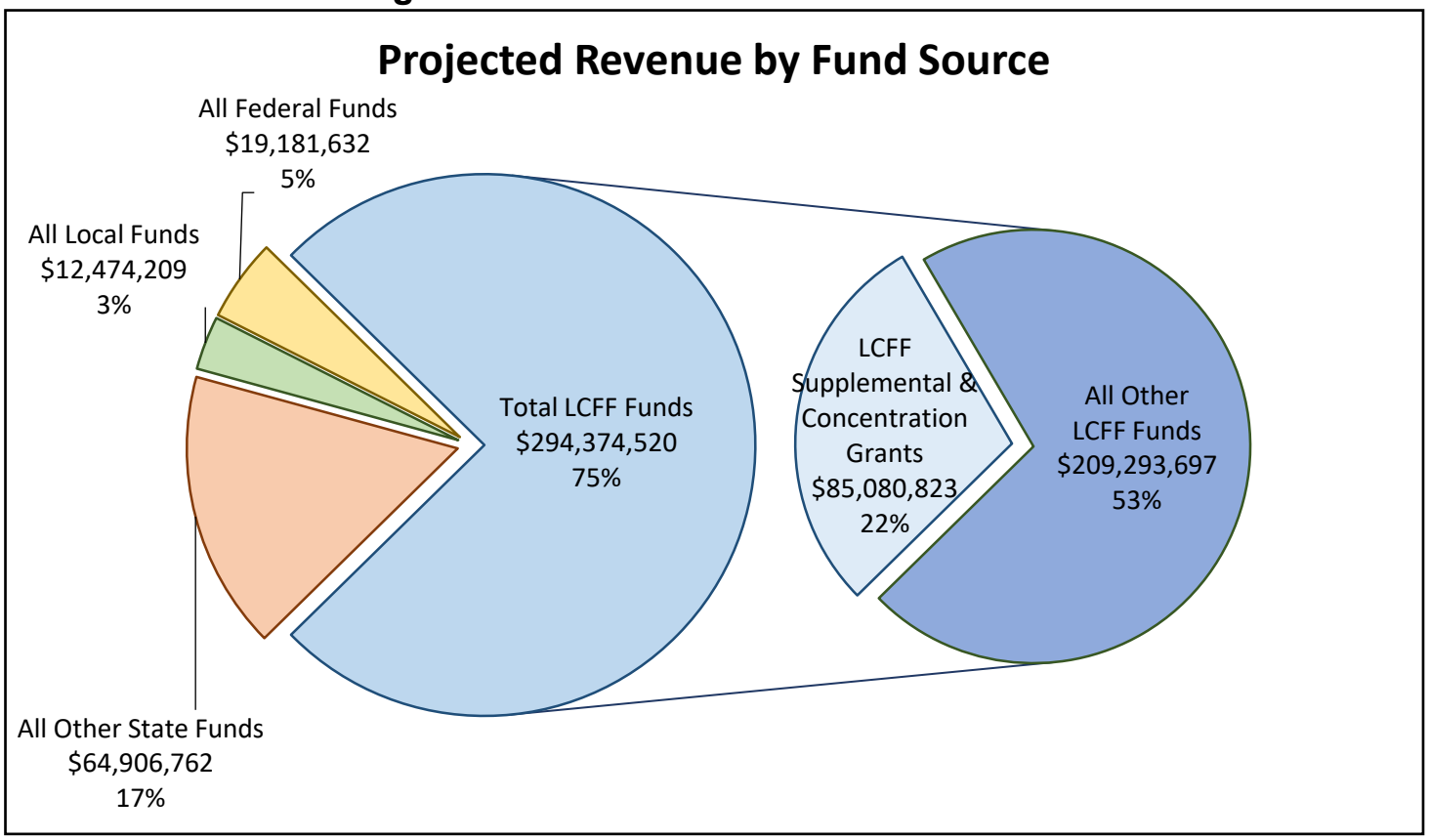
LCFF Budget Overview for Parents (BOP)

Local Educational Agency (LEA) Name: Pomona Unified School District
CDS Code: 19-64907-00000000
School Year: 2025-26
LEA contact information: Sandra Garcia
Email: Sandra.Garcia@pusd.org
Phone: (909) 397-4800 x23660

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

Budget Overview for the 2025-26 School Year

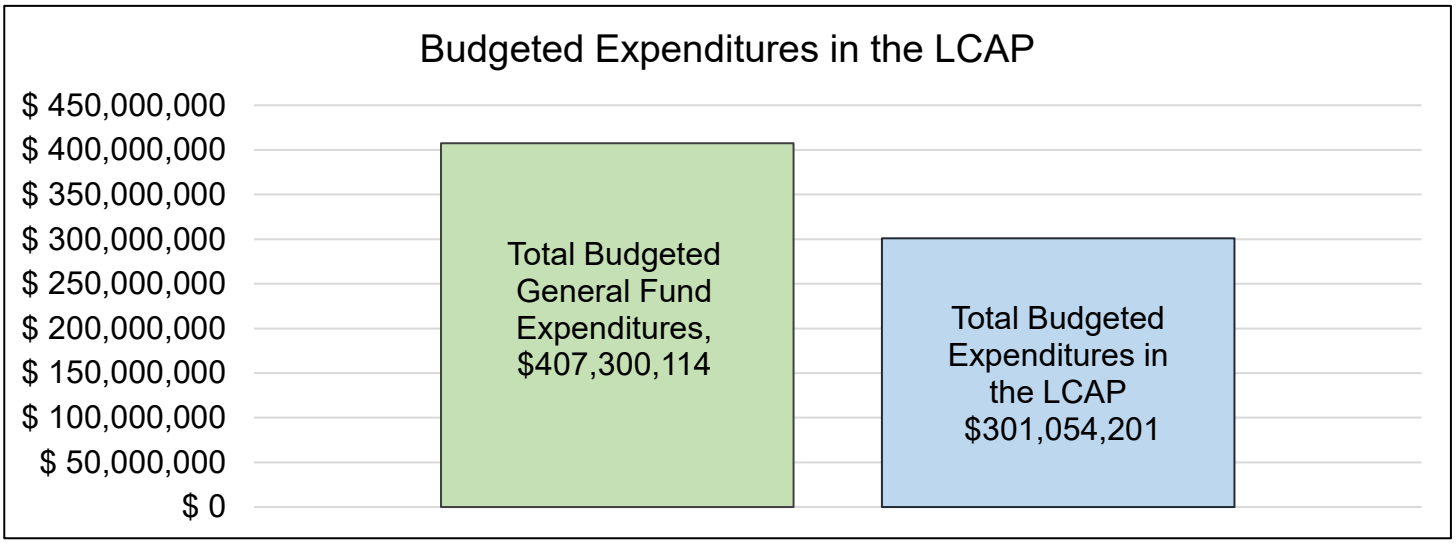


This chart shows the total general purpose revenue Pomona Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pomona Unified School District is $390,937,123.00, of which $294,374,520.00 is Local Control Funding Formula (LCFF), $64,906,762.00 is other state funds, $12,474,209.00 is local funds, and $19,181,632.00 is federal funds. Of the $294,374,520.00 in LCFF Funds, $85,080,823.00 is generated based on the enrollment of high needs students (Foster Youth, English Learner, and Low-Income students).

LCFF Budget Overview for Parents (BOP)

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



This chart provides a quick summary of how much Pomona Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pomona Unified School District plans to spend $407,300,114.00 for the 2025-26 school year. Of that amount, $301,054,201.00 is tied to actions/services in the LCAP and $106,245,913.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

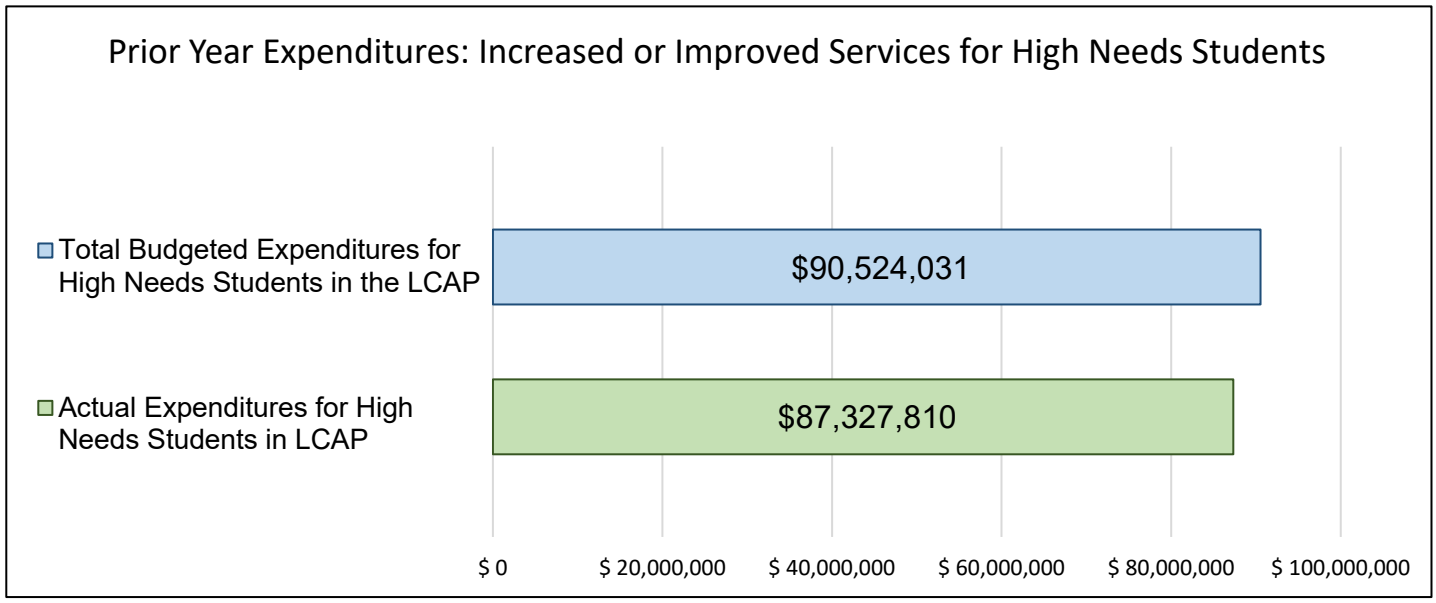
Expenditures not included in the Local Control and Accountability Plan are general fund expenditures that contribute to the Pomona Unified School District's overall general operating functions. These general operating expenditures include certificated, classified and management salaries and benefits,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

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

In 2025-26, Pomona Unified School District is projecting it will receive $85,080,823.00 based on the enrollment of Foster Youth, English Learner, and Low-Income students. Pomona Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pomona Unified School District plans to spend $85,904,074.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents (BOP)

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Pomona Unified School District's LCAP budgeted $90,524,031.00 for planned actions to increase or improve services for high needs students. Pomona Unified School District actually spent $87,327,810.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $3,196,221.00 had the following impact on Pomona Unified School District's ability to increase or improve services for high needs students:

The total Actual Expenditures for actions and services to increase or improve services for high needs students in 2024 25 is less than the total Budgeted Expenditures for those planned actions and services. The difference is due to challenges related to hard-to-fill vacancies and staffing shortages. Pomona Unified School District was unable to hire or retain all of the staff for which we had budgeted; this includes positions such as paraeducators, math teacher leads, student interns, school mental health staff and others. The impact of not being able to attract and hire staff to support English Learner, Foster Youth, and Low-Income students resulted in a delay of timely services such as tutoring, counseling and professional learning. As a result, student performance in the areas of English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI) yielded mixed student outcomes. In response to student data and educational partner input, budgets for the upcoming school year have been adjusted in order to maximize the use of funds for purposes of increasing or improving services for high needs students.

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

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.

Pomona Unified School District (PUSD) is located in the eastern part of Los Angeles county serving the communities of Pomona and Diamond Bar. The district comprises 36 schools: 18 elementary schools, 5 K-8 schools, 4 middle schools, 7 high schools, and 2 dependent charter schools with a student enrollment of 19,516 from grades Transitional Kindergarten to 12th. PUSD strives to provide a well-rounded, challenging, and quality educational program that develops character and integrity. Additionally, PUSD offers a short term independent studies program at one of the elementary schools for students who qualify to maintain academic achievement and attendance through a nontraditional and asynchronous instructional setting. This ensures that qualified students continue to receive equitable access to education.

The student population of PUSD reflects cultural diversity that includes 86.1% Hispanic, 4.4% Asian, 3.7% African American, 2.6% White, 1% Filipino, 1% Two or More Races, 0.2% American Indian, and 0.2% Pacific Islander (California School Dashboard, 2024). The special populations consist of 89.6% Socioeconomically Disadvantaged, 26.7% English Learners, 15% Homeless, 0.9% Foster Youth, and 14.5% Students with Disabilities, including 90% of students who are eligible for free or reduced-price meals (California School Dashboard, 2024). To help ensure prompt access to services for all students, the district employs 1,593 certificated staff and 1,693 classified staff, both of which have slightly increased in the last year due to recruitment efforts.

For the 2025-26 school year, both Park West Continuation High School and Pomona Alternative School (PAS) will continue to receive Equity Multiplier funding due to the nonstability rates and percentage of socioeconomically disadvantaged students. As indicated in the previous year, Pomona Alternative School (PAS) is identified for nonstability in enrollment due to their unique circumstance to support students with involuntary transfers and students in home & hospital instruction. Park West Continuation High School is identified for nonstability in enrollment and lowest performance in the area of College and Career Indicator (CCI) in addition to new areas in the 2024 California School Dashboard that include Pupil Achievement in English Learner Progress (ELPI), English Language Arts (ELA), Mathematics and School Climate in Suspension Rate. To continue supporting Park West and PAS, the district will collaborate with site administrators and educational partners to revisit focused goals to address the nonstability rates and lowest performance areas, and support the implementation of strategies/ actions to increase student outcomes in the identified areas. Additionally, Lincoln Elementary is newly identified for Equity Multiplier funding due to nonstability in enrollment and percentage of socioeconomically disadvantaged students. The district will support Lincoln Elementary through consultations with the site administrator, support staff, and educational partners to develop focused goals to address the nonstability rate and Chronic Absenteeism for Students with Disabilities.

On the contrary, Kellogg Elementary will no longer receive Equity Multiplier funding for the 2025-26 school year due to the decrease in nonstability in enrollment and percentage of socioeconomically disadvantaged students. To help Kellogg maintain the efforts that have been in place to decrease nonstability in enrollment and Chronic

Absenteeism, the district will continue to have check-ins with the site administrator and support staff, provide consultations, and monitor progress using local and state data.

Overall, PUSD continues to prioritize well-rounded and quality educational programs and instruction with support and services for all students in order to increase and improve student outcomes. The challenges that the district faces include the rise in inflation, increase in homelessness, social and economic uncertainties, decline in student enrollment, and retention of certificated and classified staff due to competitive salaries in neighboring districts. These challenges continue to influence how the district responds and collaborates with educational partners to address students' academic and social-emotional needs in addition to staff retention and parent involvement.

Reflections: Annual Performance

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

Pomona Unified School District (PUSD) prioritizes and emphasizes to all educational partners that students' academic and engagement needs are essential to the design and implementation of the LCAP and all other supplemental state and federal plans. PUSD works alongside its educational partners (teachers, local bargaining units, other school personnel, SELPA administrators, principals/administrators, students, parents/community members, district committees, and Equity Multiplier schools) to analyze student engagement data and students' academic data in order to improve upon district initiatives, goals and outcomes, and the professional needs of educators and schools. The supports and services that were put in place yielded the following outcomes:

PUSD state and local data showed some SUCCESSES in overall student performance in the 2024-2025 school year.
- PUSD showed improvements in pupil achievement, school climate, and pupil engagement based on the 2024 California Dashboard. Some key successes include improvements in Mathematics, Suspension Rate, Chronic Absenteeism, Graduation Rate, and College and Career Readiness for the All Students student group. Students also improved on District Interim Assessments in English Language Arts (ELA), they showed improvement in Lexile reading levels and phonological awareness based on PAST assessment data.
- Based on the 2024 CA Dashboard Mathematics achievement showed notable improvements for English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Asian, and Filipino student groups.
- Based on the 2024 CA Dashboard Suspension Rates improved significantly for multiple student groups, including All Students, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, American Indian, Filipino, Hispanic, Pacific Islander, White, and Two or More Races.
- Based on the 2024 CA Dashboard, Chronic Absenteeism Rates showed significant decline for ALL student groups, meaning that less students were chronically absent. In addition, local chronic absenteeism data showed a decline for all student groups in 2024-2025.
- Based on the 2024 CA Dashboard Graduation Rates improved significantly for multiple student groups, including All Students, English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, African-American, Hispanic and White students. Homeless Youth were the only student group identified in the highest performing level (Blue) on the 2024 Dashboard for Graduation Rate and represent 367 of PUSD students.
- Based on the 2024 CA Dashboard College and Career Indicator showed notable improvements. Students with Disabilities jumped two levels from the lowest performance (Red) to medium performance (Yellow). The Foster Youth, Homeless Youth, and Hispanic student groups also showed improvement by landing in the mid performance level (Yellow), compared to being low-performing (Orange) in 2023.
- Based on the 2024 Dashboard data, Lincoln Elementary, Marshall Middle, and Pomona High will be exiting Comprehensive Support and Improvement (CSI), meaning that all three schools showed improvement in student achievement.
- Strategies for English Learners yielded positive results this year based on reclassification data. Last school year, PUSD met its 15% target threshold for reclassifying English learners, and are on the way to meeting that threshold again this school year. Seventeen schools achieved an ELPI (English Learner Proficiency Indicator) level above the 45.7% state average, and twelve schools were identified as either Improved or Significantly Improved on the 2024 Dashboard.
- Pantera Elementary also received very-high performance (Blue) levels on all 2024 Dashboard indicators.

Educational partners continue to state the ongoing need for support for academic achievement, with a particular focus on establishing foundations for students to succeed in multiple areas. They indicated that interventions, tutoring, and summer school programs need to be ongoing and available. Educational partners also advocated to continue to build the capacity of teachers in their field and to be able to respond to the unique needs of student groups. They indicated that college and career readiness is most important for all students to succeed academically, and they continued to advocate for English language development for our English learners and other related subgroups: Long-Term English learners, Newcomers, and English learners dually-identified as Students with Disabilities. The support of Elementary and Secondary Resource Teachers (G4A19 and G4A20) continue to provide small-group and individualized support for English learners and Low-Income students. Professional learning through English Language

Development (ELD) programs (G4A10) helped teachers and school staff bring evidence-based language strategies into the classroom with the use of the PUSD English Learner/ Multilingual Student Master Plan, which helps ELs improve academically and in their English proficiency. Finally, through the work of Attendance Clerks (G5A8), Mental Health Support Staff (G5A2), School Site Specialists (G5A4), and Multi-tiered Systems of Support (MTSS) (G2A9), PUSD improved its Chronic Absenteeism rates districtwide. PUSD will continue these services in order to improve academic and engagement outcomes for all students.

While there were improvements in student achievement and engagement, some CHALLENGES and areas of need were identified. The areas of need indicated below are based on data from the 2024 California Dashboard and PUSD Local Assessments.
- Progress on the English Learner Progress Indicator (ELPI) declined slightly in 2024, with Long-Term English Learners showing a larger decline than the English Learner student group.
- English Learners, Long-Term English Learners, Foster Youth, and Students with Disabilities are all at the lowest performing (red) level on the English Language Arts (ELA) indicator.
- Students with Disabilities and African-American students are both at the lowest performing (red) level on the Mathematics indicator.
- African-American students continue to be at the lowest-performing (red) level for Suspension Rate and were the only student group that saw a slight increase in change from last year. Foster Youth are still in the low-performing (orange) level according to the Dashboard.
- Long-Term English Learners were placed in the lowest-performing (red) level of the College/Career indicator. The African American and White student groups showed the largest declines in progress, both being low-performing (orange) on the Dashboard.
- While three schools were no longer identified for Comprehensive Support and Improvement-CSI (Lincoln ES, Marshall MS, and Pomona HS), Pomona HS and Diamond Ranch HS were identified for Targeted Support and Improvement (TSI). Pomona HS and Diamond Ranch HS will need to address support for their student groups with the highest needs in their School Plan for Student Achievement (SPSA).
- On District Interim Assessments (DIAs), All Students, including English Learners, Foster Youth, and Low-Income students showed declines in Math Benchmark I in comparison to the 2023 Math Benchmark I assessments.
- Most students who took the CAASPP Science California Science Test (CAST) scored at Standard Nearly Met, with All Students scoring at 60.67%, a decline of 0.91% from 2023. The majority of all other student groups - English learners, Foster Youth, and Low-Income - also do not meet the standard on the CAST. 49.94% of English learners acquired a score of Standard Not Met.
- There were some declines in passing Advance Placement (AP) test scores from 2023. There were less students that scored a 3, 4, or 5 on their AP tests districtwide. There was also a slight decrease in students achieving UC/CSU requirements according to the Dashboard.

Educational partners continue to advocate for increased academic support in English Language Arts and Mathematics, as well as support in English Language Development. PUSD will continue to provide Math Support (G4A12) and English Language Arts Support (G4A13) to students and professional learning to educators in order to improve student outcomes across all content areas. Feedback also supports the need to focus upon foundational literacy and math readiness in order for students to have access to college and career opportunities. Parents and community members have shared the same sentiment with regard to supporting language development so that English learners, including Long-Term English learners and Newcomers, can have better educational outcomes as they progress in their K-12 education until their graduation. PUSD will continue to provide Paraeducator and Student Intern support in both Elementary and Secondary (G2A13 and G4A24) to support with academic progress; Paraeducators for English Learners (G4A21) will continue to receive professional training in order to work with students in their core content classes to close achievement gaps. Additional support and consideration is needed to address the increase in Suspension Rate in the African American student group. PUSD will continue to implement services in Positive Behavior Intervention and Support (PBIS) (G6A5) in order to address the individualized needs of students.

OBSERVATIONS FROM STATE AND LOCAL DATA
The release of the California School Dashboard Data for PUSD in 2023 indicated several points of significance for student groups in PUSD:
-Multiple student groups showed very low performance in both ELA (English Learners, Students with Disabilities) and Math (English Learners, Homeless Youth, Students with Disabilities, African-American Students).
-English Learners making progress in English Learner Progress decreased 5.7%, from 53.9% to 48.1%.
-Chronic Absenteeism decreased across almost all student groups,
-Suspension Rate increased across almost all student groups, although Foster Youth and African-American students are still showing very low performance (red category) and higher suspension rates.
-While changes in the Graduation Rate vary, Foster Youth saw an increase in Graduation Rate, and English Learners saw a decline to 75.7% Graduation Rate.

Performance of Student Groups in PUSD according to the California Dashboard:
-English Learners and Students with Disabilities have the most categories in the red or lowest bar (indicating very low performance), and those categories include English Language Arts, Mathematics, and College and Career Readiness.

-African American students are at the lowest performance level (red category) in Math and Suspension Rate.
-Foster Youth are at the lowest performance level in Suspension Rate.
-Homeless Youth are lowest-performing in Mathematics.
-Filipino students and White students are lowest-performing in Chronic Absenteeism.

The 2023 California Dashboard highlighted schools and student groups that are in need of improved student outcomes. The following schools received RED performance levels in one or several of the dashboard indicators.

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

K-8 Schools:
-Cortez: Chronic Absenteeism (All Students, English learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Harrison: ELPI (English Learners), ELA (English Learners), Math (English Learners, Socioeconomically Disadvantaged, Students with Disabilities), Suspension Rate (Homeless Youth, African-American), Chronic Absenteeism (English Learners, Students with Disabilities)
-Lexington: ELPI (English Learners), ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Homeless Youth)
-San Jose: ELPI (English Learners), ELA (English Learners, Students with Disabilities), Math (English Learners), Suspension Rate (African-American), Chronic Absenteeism (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Vejar: Suspension Rate (English Learners, Homeless Youth)

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

High Schools and Academies:

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

The 2024 California Dashboard highlighted schools and student groups that are in need of improved student outcomes.
-Multiple student groups showed very low performance in ELA (English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities) and Math (Students with Disabilities, African-American Students).
-English Learners making progress in English Learner Progress (ELPI) decreased by -2.4%, and Long-Term English Learners decreased by -4.2%.
-Chronic Absenteeism decreased across all student groups, showing improvements in overall attendance in PUSD.
-Suspension Rates decreased for almost all student groups, except African-American students, who saw an increase of +0.4%.
-Graduation Rates varied by student group, but outstanding groups included Homeless Youth showing an increase of +6.8% and African-American students showing an increase of +7.0%. Students with Disabilities showed a decrease of -1.9% and Filipino students a decrease of -5.3%.
- Most student groups are at level or low-performing in College/Career, however Long-Term English Learners are the only student group with the lowest performance level (red) on the Dashboard.

The 2024 California Dashboard highlighted schools and student groups that are in need of improved student outcomes. The following schools received RED performance levels in one or several of the dashboard indicators.

Elementary Schools:
-Alcott: ELA (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-Allison: ELA (Homeless Youth), Math (Homeless Youth)
-Barfield: Suspension Rate (Homeless Youth), and Chronic Absenteeism (Homeless Youth)
-Decker: ELA (Students with Disabilities)
-Golden Springs: Chronic Absenteeism (White)
-Kellogg (will no longer receive Equity Multiplier funds): Math (English Learners)
-Kingsley: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities), Chronic Absenteeism (English Learners, Homeless Youth)
-Lincoln (exited Comprehensive Support and Improvement-CSI, identified for Equity Multiplier): Math (Homeless Youth), Chronic Absenteeism (Students with Disabilities)
-Lopez: ELA (All Students, English Learners, Socioeconomically Disadvantaged), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Madison: ELPI (All Students, English Learners)
-Philadelphia: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities)
-Ranch Hills: ELA (Students with Disabilities)
-Roosevelt: ELA (English Learners), Math (English Learners)
-Washington: ELA (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (Homeless Youth, Students with Disabilities), Chronic Absenteeism (Students with Disabilities)
-Westmont: ELPI (All Students, English Learners)

K-8 Schools:
-Cortez: ELPI (All Students, English Learners), Suspension Rate (Homeless Youth), ELA (Students with Disabilities), and Math (Students with Disabilities). The Suspension Rate of Homeless Youth dropped two performance levels between 2023 and 2024.
-Harrison: ELA (English Learners)
-Lexington: ELA (English Learners, Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Long-Term English Learners)

-San Jose: ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Students with Disabilities)
-Vejar: ELA (Long-Term English Learners), Math (Long-Term English Learners, Students with Disabilities)

Middle Schools:
-Emerson: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
-Lorbeer: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (Long-Term English Learners), Suspension Rate (African-American), Chronic Absenteeism (Homeless Youth)
-Marshall (exited Comprehensive Support and Improvement-CSI): Chronic Absenteeism (English Learners, Homeless Youth)
-Simons (identified for Additional Targeted Support and Improvement-ATSI): ELPI (Long-Term English Learners), ELA (English Learners, Long-Term English Learners, Homeless Youth, Students with Disabilities), Math (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Suspension Rate (Students with Disabilities)

High Schools and Academies:
-Diamond Ranch (identified for Targeted Support and Improvement-TSI): ELA (English Learners, Students with Disabilities), Math (Students with Disabilities), Suspension Rate (African-American)
-Fremont Academy: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-Ganesha: ELPI (All Students, English Learners, Long-Term English Learners), ELA (All Students, English Learners, Long-Term English Learners, Students with Disabilities), Math (English Learners, Long-Term English Learners, Students with Disabilities), Suspension Rate (English Learners, Long-Term English Learners, Students with Disabilities)
-Garey: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), College/Career (Long-Term English Learners)
-Pomona (exited Comprehensive Support and Improvement-CSI, identified for Targeted Support and Improvement-TSI): ELA (All Students, Long-Term English Learners, Homeless Youth, Students with Disabilities, Hispanic), Math (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Graduation Rate (English Learners, Students with Disabilities), College/Career (Long-Term English Learners, Students with Disabilities)
-Village Academy: Suspension Rate (Long-Term English Learners)
-Park West Continuation HS: ELPI (All Students, English Learners, Long-Term English Learners), ELA (All Students, Socioeconomically Disadvantaged, Hispanic), Math (All Students, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), College/Career (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)

District Interim Assessments (DIAs):
PUSD students take two district interim benchmark assessments (DIAs) in English Language Arts (ELA) and Mathematics which indicate where students are meeting the standards in ELA and Math. The districtwide average for ELA Benchmark I was 53%, which was the same outcome as the 2023-2024 school year. The district wide percent average for Math Benchmark I was 57%, which is one percent above the outcome for the 2023-2024 school year. Districtwide, students are near the standard in both ELA and Math according to Benchmark I outcomes.

Below is a districtwide summary of students meeting the standard in both ELA and Mathematics by grade level in both benchmarks I and II for 2024-2025.
-Kinder students reached an average of 62% on ELA Benchmark I, 1% below last school year, and are nearing the standard. They also reached an average of 80% on Math Benchmark I, 2% more than last school year, and above the standard. They maintained the same average ELA Benchmark II score of 68% this school year, and an average Math Benchmark II score of 74% in this school year.
-First grade students scored an average of 62% on ELA Benchmark I, and 74% on Math Benchmark I. Both percentages are the same outcomes from last school year, and are approaching the standard in ELA and at the standard in Math. For ELA Benchmark II, students scored an average of 58%, a 2% decrease from last school year. For Math Benchmark II, students scored an average of 65%, a 2% decrease from last school year.
-Second grade students scored an average of 50% on ELA Benchmark I, 2% above last school year. They also scored 59% on Math Benchmark I, 1% below from last school year. On ELA Benchmark II, students scored an average of 56%, 2% above last school year. On Math Benchmark II, students scored an average of 66%, the same outcome as last school year.
-Third grade students scored an average of 43% on ELA Benchmark I, maintaining the same outcome as last school year. They scored an average of 53% on Math Benchmark I, 1% below last year's outcome. On ELA Benchmark II, students scored an average of 46%, 1% below last school year, while on Math Benchmark II, students scored an average 56%, 2% below last school year.

-Fourth grade students scored an average of 38% on ELA Benchmark I, 1% below last year's outcome. They scored an average of 52% on Math Benchmark I, 3% below last year's outcome. For ELA Benchmark II, students scored an average of 45%, 1% below last year, while on Math Benchmark II, students scored an average 48%, 1% above last school year.
-Fifth grade students scored an average of 45% on ELA Benchmark I and 59% in Math Benchmark I, both being 1% above last year's outcome. For ELA Benchmark II, students scored an average of 43%, 1% above last school year. For Math Benchmark II, students scored an average of 48%, 2% above last school year.
-Sixth grade students scored an average of 56% on ELA Benchmark I, maintaining last year's outcome. They scored an average of 61% on ELA Benchmark II, a 3% decrease from last school year. They also scored an average 49% in Math Benchmark I, 1% above last school year, and an average of 46% in Benchmark II, 2% above last school year.
-Seventh grade students scored an average of 58% on ELA Benchmark I and an average of 63% on Math Benchmark I, both scoring 1% below last year's outcome. On ELA Benchmark II, students scored an average of 54%, 1% above last school year, while students scored an average of 52% on Math Benchmark II, the same average as last school year.
-Eighth grade students scored an average of 56% on ELA Benchmark I, 3% below last year's outcome. They also scored 50% on Math Benchmark I, 1% below last year's outcome. On ELA Benchmark II, students scored the same average of 63% from last school year. On Math Benchmark II, students scored an average of 48%, 2% below last school year.
-Ninth grade students scored an average of 54% on ELA Benchmark I, gaining 3% from last year's outcome. On ELA Benchmark II, students scored an average of 52%, a 10% drop from last school year.
-Students in Secondary Math I (mainly includes ninth graders) scored an average 38% on Math Benchmark I, a 3% increase from last school year. On Math Benchmark II, students scored an average of 52%, an increase of 10% from last school year. Students on a two-year pathway for Math I scored an average of 40% on Math Benchmark II.
-Tenth grade students scored an average of 55% on ELA Benchmark I, 5% above last year's outcome. Students scored an average of 58% on ELA Benchmark II, an increase of 2% from last year.
-Students in Secondary Math II (mainly includes tenth graders) scored an average 52% on Math Benchmark I, the same outcome as last school year. On Math Benchmark II, students scored an average of 51%, a 17% increase from last school year.
-Eleventh grade students scored an average of 62% on ELA Benchmark I, the same outcome as last school year. They also scored 64% on average on ELA Benchmark II, a 15% increase from last year.
-Students in Secondary Math III (mainly includes eleventh grade) scored an average of 52%, up 11% from last school year. They also scored an average of 59% on Math Benchmark II, an increase of 13% from last year.

District data outcomes around literacy:
PUSD students made progress in reading and overall literacy in 2024. All students, including our English Learner, Foster Youth, and Low-Income student groups, made progress on their Achieve 3000 Level Set assessments given at the start of every school year. In the early grade levels, the percentage of students in grades Kinder through second grade who met their grade-specific lexile level increased from 2023, based on PAST data.

English Learner Progress:
English Learners made great progress in 2024, as shown on the 2024 California Dashboard, District Interim Assessments (DIAs), and district reclassification rates. A districtwide effort to close the achievement gap for English learners and Long-Term English learners improved ELPI outcomes, DIA ELA and Math performance, and lessened the number of English learners needing to reclassify in the future. Educational partners have given ongoing feedback on the need to support English learners, Long-Term English learners, and other subgroups with academics (ELA, Math, and other content areas),small-group instruction, and opportunities to reach college and career readiness.

Based on the 2024 California Dashboard and a number of 3,645 students, 45.7% are making progress in English language proficiency. This is a slight decline from the 2023 outcome. However, summative ELPAC results showed promising insight.
-45.4% of EL students PROGRESSED at least one ELPI level, a 1.5% increase than in 2023, which is a positive outcome.
-0.5% of EL students MAINTAINED an ELPI level 4. PUSD increased their efforts to reclassify English learners who scored a 4 on last year's -ELPAC Summative Assessment.
-38.2% of EL students MAINTAINED an ELPI level lower than a 4, an increase of 5.5% from 2023.
-15.9% of EL students DECREASED at least one ELPI level, 3% decrease than in 2023, which is a positive outcome.
There is a greater percentage of EL students who received either a 3 or 4 on the ELPAC in 2024, and the percentage of students that decreased one ELPI level also decreased in 2024.

The introduction of the Long-Term English learner student group to the 2024 Dashboard gave PUSD greater insight into the needs of English learner students across the district. Long-Term English learners (LTELs) are low-performing on the ELPI and Math on the Dashboard, while being very-low performing (red) in ELA. A notable disparity on the Dashboard between EL and LTELs is in their performance on the ELA and Math CAASPP; LTELs have a greater negative distance-from-standard (DFS) in both areas compared to the EL student group. LTELs also place lower in Suspension Rate and Graduation Rate compared to ELs, and are in the lowest-performing level (red) on the

College/Career indicator.

Reclassification rates districtwide are also progressing, although not at the rates that were achieved last school year. The district reclassification rate was 14.8%. District reclassification rates indicated that 11.4% of elementary students reclassified, an increase of +2.5% . At the middle school level, 33% reclassified, an increase of +9.3%. Finally, 15.2% of high school ELs reclassified, a decline of +3.4%.

While the increased parent and community voice around English learner progress resulted in improved outcomes across the district, the inclusion of Long-Term English learners gives much-needed insight into the unique needs of this student group, and the disparities that need to be addressed. PUSD will continue to bring English language support and multilingual opportunities to English learners in order to close achievement gaps and increase college and career readiness. Programs like AVID Excel (G4A2), Designated English Language Development (G4A10), and Literacy Intervention (G4A6) give English learners and Long-Term English learners the interventions they need to reach English proficiency necessary for college and career opportunities pre- and post-graduation.

CSI and TSI Schools:
Based on the outcomes of the 2024 Dashboard, all three schools identified for Comprehensive Support and Improvement (CSI) will be exiting CSI this school year - that includes Lincoln Elementary, Marshall Middle, and Pomona High schools. Both Lincoln Elementary and Marshall Middle schools no longer have any very-low performing (red) indicators for ELA on the Dashboard.
Pomona High still has some red indicators, as mentioned above, and while they no longer qualify for CSI, they are now identified for Targeted Support and Improvement (TSI).
Diamond Ranch HS has also been identified as TSI - their African American student group was identified as very-low performing (Red) in Suspension Rate.

Equity Multiplier Schools:
Three PUSD schools were identified for Equity Multiplier funding - Lincoln Elementary, Park West, and Pomona Alternative School. All three schools assessed their data and input from educational partners to focus support on areas of low-performance on the CA Dashboard. Lincoln will address the Math indicator for Homeless Youth and Chronic Absenteeism indicator for Students with Disabilities. Park West and Pomona Alternative School will address the College and Career Indicator for All Students, English Learners, Homeless Students, Socioeconomically Disadvantaged Students, and Hispanic students. Kellogg Elementary, previously identified as an Equity Multiplier school, will not receive Equity Multiplier funding in 2025-2026. Goal 9 will remain in place in order to progress monitor Kellogg's metrics.

PUSD RESPONSE TO STUDENT NEEDS
Actions within the LCAP will address needs for students based on Educational Partner Input on the PUSD LCAP survey and the themes that emerged from their feedback: quality staff recruitment and retention, direct academic support, accessible and culturally responsive parent engagement, college and career preparation, comprehensive counseling and academic support, extracurricular activities that build school belonging, and STEM/Technology education for future opportunities.

Learning Recovery Emergency Block Grant (LREBG) and the 2025-2026 PUSD LCAP
Pomona USD has focused the use of Learning Recovery funds to support learning recovery and social emotional services through outside services and community partnerships within the City of Pomona. In anticipation of having remaining LREBG funds for 2025-2026 school year, those services will be put in place as a part of existing actions within the LCAP, which include:
-Contracts supporting literacy, math, and support for students with dyslexia (G2A6 Additional Math Learning Opportunities, G2A10 Improve Student Achievement, G4A4 Summer and Saturday School, G4A13 English Language Arts Support),
-Tutoring, reading, and writing support for secondary schools (G2A2 Media Center Support, G4A7 Data Analysis),
-Academic, mental, and social-emotional wellbeing services for students and families who are low-income, homeless, or in need of trauma-related services (G5A2 Crisis Intervention Team, G5A10 Social Emotional Support - High School, G5A11 Trauma Informed Services),
-Restorative Justice services, positive school climate support, and social emotional support for students (G6A2 Restorative Justice, G6A5 Positive Behavior Intervention and Support, G6A6 Elementary Campus Supervisors),
- Arts and Music partnerships and opportunities for elementary and secondary students (G7A2 Visual and Performing Arts and Physical Education (PE) - Secondary, G7A6 (Art, Music, and Physical Education (PE) - Elementary), and
-Minimizing barriers to college pathways through mentorship, tutoring, and access to college resources (G5A1 Online Academic Credit Recovery, G5A5 Counselors Elementary School, G5A7 Counselors Secondary School, G7A8 College and Career Equity).

Reflections: Technical Assistance

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

Pomona Unified School District (PUSD) was identified for Differentiated Assistance last year based on the 2023 CA Dashboard due to low performance levels of three student groups. As a result of the technical assistance support that PUSD received and the Differentiated Assistance Plan that was put in place, PUSD no longer meets the technical assistance criteria for two of the three groups previously identified (based on the 2024 CA Dashboard). Below is a summary of last year's technical assistance eligibility, the Differentiated Assistance Plan that PUSD put in place, followed by a summary of changes to this year's technical assistance eligibility and PUSD's Differentiated Assistance Plan.

2024-25 Technical Assistance Eligibility (2023 CA Dashboard):
PUSD was identified for Differentiated Assistance based on 2023 CA Dashboard lowest performance ratings in the areas of:
-English Learner (EL) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math,
-African American (AA) student group in Suspension and CAASPP- English Language Arts and Math, and
-Students with Disabilities (SWD) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math.

2024-25 Differentiated Assistance Plan
As part of receiving technical assistance, our district worked with the county office to develop focus goals in the follow areas:
-By 2028, PUSD will implement Multi-Tiered System of Support (MTSS)- Building Whole Child Supports Across Tiers (G5A6 Professional Development and G6A5 Positive Behavior Intervention and Support-PBIS) to help with the screening, progress monitoring, multi-level prevention system, and data-based decision making as measured by the Schoolwide Integrated Framework for Transformation (SWIFT) in order to strengthen family and community partnerships; provide inclusive academic, behavioral, and social-emotional instruction; and fully integrate organizational structure with a positive, strong district and school culture.
-By 2028, PUSD will implement support for English Language Arts-Every Child Reading by Third Grade (G4A13 English Language Arts Support, G4A13 Elementary Level Literacy Coaches, and G4A22 Elementary Intervention Teacher) to increase percentage of students in grade 3 scoring proficient and above grade level on the California Assessment of Student Performance and Progress (CAASPP) assessment by 50%; decrease percentage of students in grades K-3 scoring below the automatic level cut point on the universal screener assessment Phonological Awareness Screening Test (PAST) by 50%; and decrease the percentage of students in grades K-3 scoring below the benchmark goals on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments by 50%.
-By 2028, PUSD will implement support for Mathematics (G2A6 Additional Math Learning Opportunities and G4A12 Math Support) to have 100% of students in grades K-5 meet the Typical Growth Goal on I-Ready; 50% of students in grades K-5 meet their Stretch Growth Goal on I-Ready; 50% of students in grades 3-5 meet or exceed standard (3 or 4) on Mathematics CAASPP assessments; increase the percentage of 6th, 7th, 8th, and 11th grade students who have met or exceeded standards on CAASPP by 5% each year for a total of a 25%; and 80% will score a level 2 or higher on the mathematics discourse rubric in the teacher role category based off of data collected quarterly from site principals and district administration.
-By 2028, PUSD will implement support for TK-1 Chronic Absenteeism (G2A4 Transitional Kindergarten & All Day Kindergarten Support, G3A6 Orientation for Elementary Students, and G5A4 Monitor Attendance Patterns) in order to establish positive attendance culture, provide supportive services, create a school attendance team, sustain efforts, and celebrate successes.

In addition to the above-mentioned focus areas, our district provided support to the following students groups:
-To support English Learner students (G4A10 English Language Development Support, G4A19 Resource Teacher Academic Support- Elementary, and G4A20 Resource Teacher Academic Support-Secondary), PUSD will continue to provide school site leadership professional learning on the English Learner Progress Indicator (ELPI); establish ELPI as the leading School Plan for Student Achievement (SPSA) data metric for the English Language Development (ELD) SPSA goal; provide quarterly professional learning for paraeducators who support English Learner students; and introduce the Urgent- Growth- Celebration Data protocol for data interpretation.
-To support African-American students: Suspension Rate & CAASPP Results (G5A4 Monitor Attendance Patterns, G6A1 Positive School Climate and G6A2 Restorative Justice) PUSD will continue enhancing family and community engagement through strong partnerships between schools, families, and communities to create a supportive network; increase support services such as counseling, mentorship, academic support, foster restorative justice practices within schools to address disciplinary issues and empower students with opportunities for conflict resolution, mediation, and community-building activities that help students take responsibility for their actions and repair harm caused; implement culturally responsive practices to increase awareness and understanding of cultural differences and biases that may contribute to disproportionate suspension rates among African American students; and provide academic and behavioral interventions to increase engagement and student academic outcomes.
-To support Students with Disabilities (SWD) (G1A7 Inclusion Staff and G2A14 Partnership Classes), PUSD will continue to increase inclusive practices and provide greater opportunities and accessibility to core academic programs; provide curricular expectations for Tier 3 interventions; provide professional learning for implementation of a structured literacy approach; provide training for site administrators regarding accessibility for opportunities to the least restrictive environment; and continue encouraging mainstreaming and inclusion to increase accessibility to general education programs for students with disabilities.

Overall, the implementation and support of the focus areas and student groups mentioned above resulted in several successes as evident on the 2024 CA Dashboard. In particular, English Learner students made progress in CAASPP Math with an increase of 3.2 points and -113.4 distance from standard, moving from the Red to Orange performance level. In the area of College/ Career Indicator (CCI), English Learner students increased by 1.1 points with an overall rate of 10.3%, moving from lowest performance to now the Orange performance level. Additionally, Students with Disabilities (SWD) made progress in the area of College/ Career Indicator (CCI) with an increase of 5.4 points and an overall rate of 12.2%, moving from lowest performance to now the Yellow performance level. With the progress and growth observed on the 2024 CA Dashboard, both English Learners and Students with Disabilities (SWD) are no longer eligible for Differentiated Assistance or meeting the criteria in two different state priority areas. To ensure improved student outcomes for Students with Disabilities, the district will continue to monitor progress for these student groups in the areas of ELA, Math, and CCI in an effort to make progress in the current performance level and/ or increase a performance level through the support and actions outlined in the plan, specifically in the areas of MTSS, Every Child Reading By Third Grade, and Mathematics.

2025-26 Technical Assistance Eligibility (2024 CA Dashboard) and Modified Differentiated Assistance Plan
Along with the successes and growth observed on the 2024 California School Dashboard were also areas of needed growth. Based on the review of the 2024 California School Dashboard, one student group remains eligible for Differentiated Assistance and meeting the criteria in two different state priority areas and one student group was newly eligible for Differentiated Assistance. These student groups are the African American and Long-Term English Learner students. The African American student group continues to be low performing in Suspension and CAASPP English Language Arts (ELA) and Math. In 2024, African American students declined 6.7 points in English Language Arts and 0.9 points in Math, and increased 0.4 points in Suspension. The district will continue to provide support with the implementation of focused areas mentioned above to ensure that African American students are making progress in the low performing areas. Additionally, with the unexpended Learning Recovery Emergency Block Grant (LREBG) funds, the district is adapting actions (G5A6 Professional Development and G6A2 Restorative Justice) which have been designated as Differentiated Assistance (DA) Actions to ensure that African American students are receiving adequate support and services to minimize academic gaps in the area of ELA, Math, and Suspension.

The Long-Term English Learner student group, who are new on the California School Dashboard, are low performing in the areas of College/ Career Indicator (CCI) and CAASPP English Language Arts and Mathematics. In 2024, Long-Term English Learner students declined 1.1 points in English Language Arts and increased 0.9 points in the area of College/ Career Indicator in the Red performance level. To support Long-Term English Learner students, the district will implement the support and services outlined in the focused areas mentioned above in addition to adopting a new limited action designated as a Differentiated Assistance (DA) Action, G4A25 Support for Long-Term English Learners (LTELs). This action will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. Teachers On Assignment (TOAs) will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. In addition, TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness. The district is committed to ongoing work with educational partners to ensure that the lowest performance areas and student groups receive support and services to increase student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher input is mainly gathered during professional development sessions, during school meetings, and through surveys distributed during the school year. PUSD holds professional development at the start of each school year and during select days during the school year - teachers provide input at the end of their sessions. PUSD also holds Late-Start Friday meetings at every school on Friday mornings, where teachers engage in collaboration, data analysis, and discussions around the effectiveness of the programs that are in place at their schools and in their classrooms. Teachers' responses on the 2025-26 LCAP Survey identified key themes around academic achievement, parent involvement and school belonging. Teachers overwhelmingly expressed the need to recruit and retain teachers districtwide. They expressed that reading academic support is a great need district wide. In addition, teachers indicated that extracurricular activities would support in fostering a sense of school belonging, and that STEM, arts and music needed to be accessible to ensure college and career readiness.
Local Bargaining Units	Our district made a concerted effort to meet throughout the school year with the leadership of both bargaining units for purposes of engaging them in the LCAP development process. Consultations were held on a bi-monthly basis, where Associated Pomona Teachers (APT) and California School Employees Association (CSEA) leaders would give their insights on staff and school needs throughout the year. State and Federal Programs staff would facilitate these consultations and help bargaining unit leadership make connections between the needs of schools and what state supplemental funds can do to support the needs of students. Bargaining leaders' priorities revolved around making sure that staff also have opportunities for professional learning, especially given that so much of what is needed in the classroom is behavioral and social emotional support, on top of math and literacy support. Bargaining unit leadership supported the addition of Educational Partner Learning Walks, where educational partners had the opportunity to learn and see LCAP services to students in-action. Bargaining unit leadership members were part of a cohort that attended the first Learning Walk of the school year, alongside parents, school staff, and district administrators at Arroyo Elementary.
Other School Personnel	Classified employees, which include custodians, student interns, paraeducators, campus supervisors, clerks, and office managers, provided input on the LCAP through the district LCAP Survey. They echoed the feedback received throughout the school year in regards to staffing needs—that it is essential to focus on the recruitment and retention of educators and staff. In the past, they have stated that professional learning for support staff, particularly for paraeducators and paraprofessionals, was necessary because they often work with students who exhibit elevated behaviors. Based on the LCAP Survey input from classified staff, academic support and support for parents is necessary for student achievement. They also indicated that college and career readiness and counselor support for all students is necessary for engagement and success, that additional training for all staff providing direct services to students is needed, and that there needs to be a focus upon the arts, music, and STEM initiatives. Certificated staff, including non-rostered teachers, Literacy Coaches, Intervention Teachers, Resource Teachers for academic support, School Site Specialists, Counselors, and Teachers on Assignment, provided input through the LCAP Survey, and through their interaction with site principals and district cohorts. Within the survey, certificated staff indicated that recruitment and retention are a high priority for engaging and supporting students. They also indicated that academic and reading support are most effective in helping students master grade-level skills, and that parent support and involvement are important for student success. They indicated that counselor support, both academic and social-emotional, are necessary to keep students motivated and that students are in need of college and career exposure.
Special Education Local Plan Area (SELPA)	Our consultations with the SELPA administrator were essential in order to engage in meaningful conversations around the needs and supports for students with exceptional needs. These consultations occur regularly throughout the year, including weekly district-level Instructional Leadership Team (ILT) meetings and LCAP SELPA consultation meetings during the first and second semesters. The collaborative effort of these consultations ensure that supports and services are properly identified in the development of both the LCAP and the SELPA Local Plan. The result of the consultations indicated that the need to provide a more inclusive and least restrictive learning environment for students with exceptional needs continues to be imperative to ensure students receive appropriate educational opportunities alongside their peers. The SELPA Administrator expressed the urgent need to build the capacity of school site administrators around improving Tier I instruction for all students, and the need to support general education teachers in changing their mindsets around servicing Students

	with Disabilities within the general education classroom setting. Additionally, the consultations informed the district that the Multi-Tiered System of Support (MTSS) is essential to provide a framework for early identification, targeted interventions/ support, and ongoing progress monitoring in order to provide differentiated support. This aligns with educational partner feedback and LCAP survey responses that indicate the need to have intervention systems that provide partnerships between general education and special education teachers in order to effectively provide differentiation and student-centered learning tailored to individual needs.
Principal/ Administrators	Collaboration with principals and administrators occurred throughout the school year in order to engage in meaningful discussions around the district's LCAP services and supports for PUSD students. These collaborations occurred at principals' meetings, district's Instructional Leadership Team (ILT) meetings, directors' meetings, and summer administrative institutes. Additionally, meetings with administrators overseeing respective LCAP goals and actions took place between October- February to discuss the levels of implementation, effectiveness, and plans for changes to respective actions based on student data and feedback from educational partners. These collaborative meetings contributed to both the LCAP MIdyear Report and the development of the 2025-26 LCAP. For the 2025-26 LCAP survey, there were 47 responses from Principals and Administrators. This was an increase of 22 responses from 2024-25. The increased participation indicated the growing understanding of the LCAP supports and services in addition to the commitment to collaborative decision-making and alignment between school-level and district level priorities. Additionally, the higher participation helped the district identify emerging needs in order to support more equitable services and supports across all schools within the district. In reviewing the responses from Principals and Administrators, the same needs surfaced from the previous year indicating there are continued needs for teachers to receive professional development on evidence-based instructional strategies, students to receive academic support such as intervention and tutoring, mental and social emotional support, college and career exposures, parent
Students (Grades 7th -12th)	Student voice is a critical component of the LCAP development as they are the direct recipients of the supports and services outlined in the plan. The district engaged students in various ways throughout the school year to gain their perspective and strengthen student voice. One of the ways Pomona USD engaged students was through the Superintendent Student Advisory Committee (SSAC), where select students from grades 9th-12th represented their school sites and participated in four meetings held by the Superintendent to gain better understanding of the LCAP, offer insights into student needs, and provide feedback aimed at enhancing student engagement and academic achievement. SSAC students shared their input, feedback, and suggestions on the development of the annual LCAP survey at the meetings and through a Google form to ensure that the LCAP survey was comprehensive to all educational partners before it was launched districtwide, including being pushed out to every 7th-12th grade student Chromebook. Pomona USD made a conscious effort to increase student responses and participation in the annual LCAP survey by creating an LCAP video to promote the survey and inform secondary students about a districtwide contest for a chance to be recognized for being the school site with the highest percentage of student participation. The result of the contest was a remarkable 250% increase in student participation, with the LCAP survey responses soaring from 774 responses last year to 2,724 responses this year. This dramatic growth in student input demonstrated significantly improved student engagement with the LCAP development process. Survey results revealed that students continue to express the importance of academic support through intervention programs, tutoring services, expanded college and career readiness initiatives, mental health services, and additional support for English Learners/ Multilingual Learners.
Parent/ Community Members	PUSD engages with parents and community members throughout its schools in a variety of forums, some of which are parent advisory groups, Back-to-School Night, Town Hall Meetings, Coffee with the Principal, Coffee with the Superintendent, the Parent Center, and district Board meetings. Parents and community members also provided input through the LCAP Survey, as well as through their participation in the Parent Advisory Committee (PAC). (See EDUCATIONAL PARTNERS - DISTRICT ADVISORY GROUPS for additional information) Parents and community members emphasized the importance of recruiting and retaining educators, and in providing academic support for students, including intervention, summer school, and tutoring. They echoed that there needs to be an increase in parent presence (parent involvement) and support, and that schools need to focus on college and career readiness programs for student academic success. Parents and community members indicated that students need opportunities for credit recovery, and community members emphasized that support from counselors is necessary. Parents indicated a desire for more extracurricular opportunities and STEM experiences, while community members also advocated for more arts and music programs.

District Advisory Committees	PUSD expanded its reach of the Parent Advisory Committee (PAC) by inviting all other district-level parent committees to participate in the work of PAC. Our district committees include the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), the Community Advisory Committee (CAC), the African-American Parent Advisory Council (AAPAC), Parent Leads, and the Superintendent Students Advisory Council (SSAC). Presentations were made in front of all district advisory groups, where they received the 2024-25 LCAP Overview, which is a quick 17-page guide to the PUSD LCAP. The presentation included the basics of the LCAP, including its purpose, the Budget Overview for Parents, the three-year cycle, and its organization of Goals and Actions that are meant to increase and improve services for the three identified student groups: English learners, Foster Youth, and Low-Income students. The presentations were held at the start of the school year. All district committee members were invited to be a part of the Parent Advisory Committee (PAC), and all committees had the opportunity to share their input on the 2025-26 PUSD LCAP Survey in the spring semester. Based on the LCAP Survey, parent advisory group members indicated that the recruitment and retention of teachers and educators needs to be ongoing, and that students need support in the classroom from paraeducators, student interns, and other support staff. They indicated that academic support and college and career readiness are essential for student academic achievement, and that additional counseling support would help increase student engagement and attendance. They also indicated support for PBIS, other school support staff, and PBIS practices in order to improve school climates. They also provided feedback that in order to provide students with high-quality educational experiences more programs need to focus on STEM. The District Advisory Committee (DAC) is composed of parent representatives from every school, and serves as a bridge between the district and schools in addressing the achievement gaps of students and barriers to parent involvement. DAC mainly focuses on how Title I funds assigned to schools can support academic and engagement needs. In April, district staff shared the actions within the LCAP that provide supplemental support to students and how their school plans should work alongside the district LCAP. They voiced that students need support in reading and math and that parents need more workshops and resources to support those interventions. Tutoring and counseling support is important to parents to ensure that their children are not falling behind in academics or becoming deficient in credits towards graduation. The District English Learner Advisory Committee (DELAC) is made up of parent school representatives and acts as a bridge of communication between the district and schools. They meet regularly to discuss barriers to English language development and where students need support for academic success. DELAC members also form a part of the Parent Advisory Committee (PAC). They regularly discuss the services within the LCAP that are working to provide support for English learners, Long-Term English Learners (LTELs), Newcomer students, and dually-identified English learners (i.e., English learners also in need of Special Education services). They stated that English learners need more paraeducators on site that are bilingual and that can provide small-group instruction for students. Newcomers, in particular, need this intervention so that they can make better connections to their curriculum and to their schools. DELAC parents are concerned with the needs of Long-Term English learners, and how their delay in reclassification is affecting their college and career outcomes. They advocated for AVID programs, and the need for AVID Excel for English learners to start in 6th grade - a transition year for students between elementary and middle schools. They agree that college and career exposure leads to greater outcomes for graduation and post-graduation success. They gave praise to the work of Resource Teachers for providing academic support to all students, and that more Resource Teachers are needed in the schools with the highest need. Finally, they echoed what many parents are saying - that communication between teachers and parents must improve and become more frequent. Parents want to meet the teachers that are providing ELD instruction to students and want to be able to talk about the progress students are making in learning English. The Parent Advisory Committee (PAC) meets five times a year, and all educational partners are welcome, including district advisory committee members, community members, school staff, administrators, and students. This year was the first year that we held two sessions of PAC for each meeting date—one in-person morning session and one virtual evening session—in order to accommodate limited parent availability that was resulting in low PAC member attendance. PUSD aims to maximize attendance at PAC to effectively message to educational partners that the LCAP is a plan for all students, and that their input with data analysis determines the increased and improved services to students. Our October 2024 meeting was focused upon presenting the 2024-25 LCAP Overview to parents and to share the main differences between this year’s plan and the previous year’s plan; we emphasized that this year was the first year of a new three-year cycle, and we presented pictures of the LCAP in action at the meeting and every meeting thereafter. At the PAC

	January 2025 meeting, we hosted our LCAP Survey Kickoff and published the survey districtwide. Parents also received an overview of the 2024 California Dashboard and saw the connection between the Dashboard, their schools, and the LCAP. We also shared a draft of the LCAP Midyear Report and received feedback on the reported data and expenditures. Parents received the responses to the LCAP survey at the March 2025 meeting, as well as a follow-up presentation about the LCAP Metrics and how to read the Measuring and Reporting Results section of the LCAP. Parents got a glimpse of upcoming changes to the 2025-26 LCAP at the April 2025 meeting, and they also gave input on Goal 3 Parent Involvement in response to our district Parent Involvement Survey. In May 2025, parents received a completed draft of the 2025-26 LCAP, a proposed Budget Overview for Parents (BOP), and asked Questions to the Superintendent in time for Public Review and Approval in June. A significant addition to our regular Parent Advisory Committee (PAC) meetings is the development and incorporation of our Educational Partner Learning Walks (Goal 3 Action 4 in the LCAP). The need to develop Learning Walks stemmed from the fact that many Educational Partners, including PAC members, had a difficult time providing PUSD feedback on how to improve and increase services in the LCAP because they did not fully understand which student supports and services were funded with LCFF funds out of the LCAP or what the services looked like in-action. To address this concern, the Learning Walks (or site walkthroughs) were developed aimed at helping educational partners better understand in what ways LCAP services are supporting our students. Educational partners who participated in the Learning Walks included PAC members, district and site administrators, bargaining unit members, and other school and district staff. By visiting school sites, talking to employees whose services are included in the LCAP, analyzing student data, and reflecting on the observations from the walkthroughs, PAC members and other educational partners were able to provide more meaningful feedback to support the development of the LCAP. PUSD successfully held its first Educational Partner Learning Walk visit at Arroyo Elementary School in April 2025 and shared the outcomes and learning points at the following PAC meeting. The goal is to have more schools be a part of this work in 2025-26 and help build the necessary partnerships with parents and community members for improved student outcomes.
Consultation for Equity Multiplier	For the 2025-26 school year, three schools were identified for Equity Multiplier funds- Lincoln Elementary, Pomona Alternative School (PAS), and Park West Continuation High School. The district implemented a strategic response process that included: 1) Site administrators at each school receiving a formal notification 2) Sharing with district parent committees such as PAC, DAC, and DELAC about schools identified for Equity Multiplier funds and providing opportunities for questions and feedback 3) Scheduling an initial consultation meeting with all respective school site administrators, support staff, and district staff, such as the Director of Elementary Support and the Director of Secondary Support to discuss the nonstability rates and areas of lowest performance as indicated on the 2024 California Dashboard 4) Sharing a sample Google form to gather input/ feedback from educational partners on how to best utilize Equity Multiplier funds at respective schools to support the identified areas 5) Scheduling a follow up consultation to review the responses from the Google form that was pushed out to educational partners at respective sites and drafting the focus goals and strategies to support students in the identified areas 6) Finalizing focus goals for each Equity Multiplier school and sharing the goals with educational partners at respective school sites and at the PAC, DAC, and DELAC as follows: --Modify Goal 10: PAS/ Park West: By June 2026, Pomona Alternative School (PAS) and Park West will decrease chronic absenteeism by 5% and expose students to more Career Technical Education (CTE) courses, opportunities, and mentorship in order to motivate students, improve academic achievement and attendance, expand their post secondary career options in an effort to improve graduation rate as measured by the California School Dashboard and local data. --Adopt Goal 11: Lincoln: By June 2026, Lincoln will decrease its overall Chronic Absenteeism rate including Students with Disabilities by 6% and improve by one performance level on the Dashboard for Chronic Absenteeism through the implementation of a comprehensive multi-tiered system that addresses root cause for absenteeism. Homeless students will improve in their single-year growth in Math achievement as measured by iReady and improve one performance level on the Dashboard for Mathematics through targeted and tiered math support. --Maintain Goal 9: Kellogg: In addition, Kellogg Elementary, which received Equity Multiplier funds in 2024-25 made significant progress and no longer qualifies for Equity Multiplier funds for the 2025-26 school year based on the 2024 California School Dashboard.

	Through consultation with LACOE, site administrator, support staff, and district staff, the team agreed to keep and maintain Goal 9: Kellogg Elementary and use unspent funds to ensure continued progress with their nonstability rate and to maintain the effective supports that have been established to support student achievement.

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

Engagement: Pomona USD's approach to developing the 2025-26 LCAP was centered on student data and educational partner feedback and input. Teachers, Local Bargaining Unit Members, Other School Personnels, Special Education Local Plan Area (SELPA) Administrators, Principals/ Administrators, Secondary Students in Grades 7-12th, and Parents/ Community Members all contributed valuable input throughout the year to ensure the LCAP is a continuous cycle of improvement that reflects the diverse needs of all PUSD students and families. Input and recommendations are provided in multiple ways including Board meetings, district committee meetings, principal meetings, the annual LCAP survey, and superintendent student advisory council meetings.

Equity Multiplier: Through educational partner engagement, we established Focus Goals for the three schools-Lincoln Elementary, Pomona Alternative School and Park West identified for Equity Multiplier funds under Priority Areas (4) Pupil Achievement, (5) Pupil Engagement, and (6) School Climate to measure student academic outcomes and access to a variety of academic coursework, expand post-secondary career options, and improve graduation rate. These targeted goals address each school's high rates of nonstability and socioeconomically disadvantaged students with a focus on supporting the lowest performing student groups as indicated on the CA Dashboard. Opportunities for educational partner input and feedback were given at respective site's leadership meetings, School Site Council (SSC) meetings, and at district DAC, DELAC, and PAC meetings. Additionally, a Google form was shared with parents/ guardians, certificated/ classified staff, and secondary students (PAS/ Park West) on how to best use Equity Multiplier funds to support the site's nonstability rates and identified lowest performing areas and student groups. The survey responses were reviewed by site and district staff during consultations to ensure that the Focus Goals and supports align to educational partner feedback and student needs.

Based on feedback and the review of the 2024 Dashboard data, Park West and Pomona Alternative School will continue to address the College and Career indicator for All Students including English Learners, Homeless Students, Socioeconomically Disadvantaged Students, and Hispanic students in addition to adding actions focusing on new red indicators. The new red indicators include Pupil Achievement in English Language Arts and Math and School Climate in Suspension Rate for all student groups in order to improve academic achievement and attendance, expand post secondary career options and improve graduation rate in Goal 10. Lincoln Elementary will address the Math indicator for Homeless Youth and Chronic Absenteeism indicator for Students with Disabilities in Goal 11. Lastly, Kellogg Elementary, previously identified as an Equity Multiplier school, will not receive Equity Multiplier funding in 2025-2026. However, feedback from educational partners suggested keeping and maintaining Goal 9 for Kellogg in order to ensure continued progress with their nonstability rate and use unspent funds to maintain the effective supports that have been established to support student achievement. Lastly, an internal metric—Chronic Absenteeism Rates Pupil Resources Report—will be adopted in Goal 9 to help with progress monitoring of student attendance in order to ensure timely and responsive support.

Other Actions: Feedback from educational partners continues to emphasize the need to provide additional student support and improve parent involvement and communication in order to support student outcomes. As a result of educational partner feedback and input, the following actions will be adapted (modified) or adopted:

-G1A1 Support with Staff Recruitment and Hiring: Augmented to increase funding to add personnel to support with hard to fill positions such as college interns and paraeducators
-G2A4 Transitional Kindergarten and All-Day Kindergarten Support: Augmented to increase funding to add personnel to support All-Day Kinder and TK
-G2A9 Multi-Tiered Systems of Support:Augmented to increase funding to add personnel to support general education teachers
-Adopt a new action, G3A7 Parent/ Community Outreach and Engagement Specialists to enhance parent and family engagement across the LEA and at individual school sites through strategic communication and outreach initiatives to systematically address barriers to participation, ensure equitable access to information, and create meaningful opportunities for English Learner, Foster Youth, and Low-Income families
-G4A7 Data Analysis: Augmented to increase funding to add personnel to support data systems that serve as the infrastructure for creating a responsive system of support
-G4A14 Elementary Level Literacy Coaches: Augmented to increase funding to add personnel to support with the growth of elementary programs
-G4A21 Paraeducators for English Learners: Augmented to increase funding to add personnel to support English Learners
-G4A22 Elementary Intervention Teachers: Augmented to increase funding to add personnel to support K-8 schools with intervention services
-Adopt a new limited action, G4A25 Support for Long-Term English Learners to support the specific needs of Long-Term English Learners. Long-Term English Learner Teachers on Assignment (LTEL TOAs) will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. TOAs will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward

reclassification, academic achievement, and college and career readiness.
-Adopt a new limited action, G5A12 Student Engagement Support to provide resources to remove barriers and challenges in accessing and succeeding in school in an effort to improve attendance and college and career readiness for Low-Income students, especially those who lack a fixed, regular, and adequate nighttime residence.
-G6A3 Extracurricular Activities: Augmented to increase funding to add personnel to expand access to athletics for low-income students.

Metrics: Educational partner input remains instrumental in determining the metrics that will be maintained or selected to help with monitoring student academic performance, attendance rates, engagement, and family participation/ involvement. Selected metrics, whether state or local, help evaluate the effectiveness of actions and provide opportunities for meaningful discussions around areas of growth and areas of needed growth to ensure a Continuous Cycle of Improvement. As a result, selected metrics underwent a reporting change or reporting revision due to calculation errors or comprehensibility purposes during the development of the LCAP Midyear Report. The updated metrics include:
-G4, Metrics 13 Achieve 3000 Average Level Set: The data for this metric has been updated from what was reported in the 2024-25 LCAP in order to better communicate the % of students who are meeting their grade specific Lexile level.
-G4, Metrics 14-17 PAST (Phonological Awareness Screening Test) All, EL, FY, LI-Highest Achievement Level: The data for these metrics have been updated from what was reported in the 2024-25 LCAP in order to better communicate the % of students who are meeting their grade specific automatic reading level.
The selection of metrics reflect Pomona USD's commitment to a well-rounded approach in supporting the diverse needs of all students and ensuring that metrics are comprehensible for educational partners.

Proposed Expenditures: Funding allocations reflect feedback from educational partners and student data in order to increase and improve student outcomes. For the 2025-26 LCAP, funds are allocated to support teacher development and instruction quality, educational support and training for parents/ community members, college and career readiness, English Language Development, student engagement, comprehensive supports through mental health services and engaging curriculum, and targeted interventions for the lowest performing student groups or areas as identified on the California School Dashboard. Additionally, schools identified for Equity Multiplier are going to allocate funds to address nonstability rates and identified areas of lowest performance and student groups as indicated on the California School Dashboard. Pomona USD continues to be committed to ongoing educational partner collaboration and discussions, analysis of student data, and progress monitoring of programs and services to ensure all students receive equitable support in order to succeed.

To ensure a cycle of continuous improvement, Pomona USD will continue ongoing collaboration with educational partners to ensure meaningful conversations around student data, goals and actions, levels of implementation and effectiveness, and equitable services and supports for all students.

Goals and Actions

Goal

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

State priorities addressed by this goal.

1, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need access to high quality staff, proper instructional materials and well-maintained facilities in order to develop the educational

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest-TAMO Report All students will be taught by appropriately assigned and fully credentialed teachers	2021-22 TAMO Report 87.8%	2022-23 TAMO Report 87.1%		90.0%	-0.70%
2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation All students will have access to facilities that are in good repair.	2023-24 FIT Report 100%	2024-25 FIT Report 100%		100%	0%
3	Sufficiency of Materials Report All students will have access to standards-aligned instructional materials	2023-24 Materials Report 100% Sufficient	2024-25 Materials Report 100%		100%	0%

Goal Analysis for 2024-2025

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

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

Based on consultations with administrators overseeing Goal 1, all actions were fully implemented except for G1A3 Custodial Staff-Vandalism Crew and G1A6 Custodial Staff, which were partially implemented due to vacancies.

Implementation successes for Goal 1, Basic Services included:
-The Human Resources clerk monitored misassignments and supported recruitment of qualified staff including Intervention Teachers, Counselors, and School Site Specialists through increased job fairs and social media efforts to ensure qualified staff support student learning (G1A1 Support with Staff Recruitment and Hiring)
-Veteran teachers supported beginning teachers through the credentialing process in an effort to build their capacities and to ensure beginning teachers are on track to complete the Induction program (G1A2 Teacher Teacher)
-Credentialed teachers, administrators, and other educational staff provided quality educational experiences (G1A4 Teaching and Support Staff)
-Custodial staff maintained district properties to provide safe and clean learning environments for all (G1A5 General Custodial Staff)
-Inclusion Specialists promoted least restrictive environments and inclusive practices where all students, regardless of ability or particular needs, can learn and thrive in a general education settings (G1A7 Inclusion Staff).

Implementation challenges for Goal 1, Basic Services included:
-Vacancies for Campus Service Workers which were adopted positions in the 2024-25 LCAP were not filled in a timely manner and retention of custodial staff in G1A3 Custodial Staff-Vandalism Crew and G1A6 Custodial Staff. In order to help fill vacancies and retain staff, ongoing recruitment efforts continue and the restructuring of salaries was negotiated in order to make pay more comparable to neighboring districts.

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

There are no material differences between the budgeted expenditures and estimated actuals.

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

Overall, the evaluation of this goal yielded student achievement in the areas of attendance and academics in Math. The staffing and recruitment actions (G1A1 Support with Staff Recruitment and Hiring, G1A2 Teacher Support, G1A4 Teaching and Support Staff, and G1A7 Inclusion Staff) were effective, particularly in math achievement. The Math CAASPP data showed overall growth across almost all student groups with All Students improving by 2.1 points, English Learners by 3.2 points, Low-Income by 2.2 points, and most notably, Foster Youth showing remarkable growth of 17.2 points. Students with Disabilities improved by 2.0 points, Homeless students by 3.4 points, and Hispanic students by 1.2 points. Only African American students showed a slight decline of 0.9 points, although this is well within the range that the CA Dashboard identifies as "Maintained". Furthermore, the Teaching Assignment Monitoring Outcomes (TAMO) report was a valuable tool in tracking credentialed staff, despite the slight decrease in percentage of fully credentialed teachers from 87.7% in 2021-22 to 87.1% in 2022-23. This monitoring system was successful in helping the district identify staffing gaps and prompted Human Resources Clerks to increase recruiting efforts to attract qualified candidates to ensure that students maintained access to qualified educators. As a result, these positive outcomes can be attributed to the effective recruitment of credentialed staff including Intervention Teachers, School Counselors, and School Site Specialists who provided targeted academic and social-emotional support. Additionally, the support of beginning teachers through the credentialing process enhanced their instructional capacity, particularly benefitting our student population in order to support student achievement, especially in the area of mathematics.

In English Language Arts, the actions and data indicated mixed results and partial effectiveness. The CAASPP ELA data indicated slight declines across most student groups with All Students declining by 3.4 points, English Learners by 0.7 points, Low-Income by 3.2 points, Foster Youth by 11.8 points, Students with Disabilities by 4.9 points, and Hispanic students by 3.5 points. Only Homeless students showed growth with a 1.0 point increase. However, local District Interim Assessment (DIA) data showed progress in the current year in ELA with All Students increasing by 2.25%, English Learners by 15.85%, Low-Income by 2.92%, and Foster Youth by 4.39%. The TAMO report was important here, as it helped ensure that despite the slight percentage decrease in fully credentialed teachers, those who were working with students in intervention settings had the appropriate qualifications to deliver literacy instruction, which may explain the positive trends seen in local assessments even as state assessments showed slight declines.

The facility support actions (G1A3 Custodial Staff-Vandalism Crew, G1A5 General Custodial Staff, and G1A6 Custodial Staff) showed strong correlation with improved attendance rates. Data indicated an overall decline in chronic absenteeism across all student groups, with fewer students absent more than 10% of the school year. In particular, Chronic Absenteeism data on the California School Dashboard indicated that districtwide All Students went from 36.2% chronically absent in 2023 to 26.5% chronically absent in 2024, a decline of 9.7% in chronic absenteeism. In particular, the Low-Income student group went from 37.7% chronically absent in 2023 to 27.6% chronically absent in 2024, a decline of 10.2%. Positive Facilities Inspection Tool (FIT) Report results further confirm the effectiveness of these actions. Clean, well-maintained facilities created conducive learning environments that encouraged regular attendance, while the vandalism crew's quick response to facility issues maintained school pride and school connectivity. The additional workspace for small group instruction provided by custodial staff facilitated targeted interventions that contributed to student engagement and thereby improved attendance

The overall data analysis of the actions in this goal correlate to students' academic achievement and school climate. Therefore, the actions will continue to be implemented to ensure students have fully credentialed teachers, standards-aligned instructional materials, and a conducive learning environment to increase engagement and attendance, though additional focus will be needed to strengthen ELA outcomes to match the successes observed in mathematics.

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.

Based on student outcomes and educational partner input, the goal, metric, and desired outcomes will remain the same for the 2025-26 academic year except for the increase in funding to add personnel to improve support in G1A1 Support with Staff Recruitment and Hiring.

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	Support with Staff Recruitment and Hiring	The Human Resources clerk and Teacher Specialist will support the recruitment, hiring, and placement of the staff that are to be assigned in order to increase or improve support for English Learners, Foster Youth, and Low-income students as described in the plan, and ensure prompt access to services for our students.	$280,568.00	Yes
2	Teacher Support	Veteran teachers will receive stipends and will use materials, supplies, and professional development management systems to work with beginning teachers to support them through the credentialing process. Special assignment hours and sub days will allow for mentor training, observation and coaching of candidates, and for candidates to observe their mentors and model classrooms. This will enable them to better meet the academic and social emotional needs of our English Learners and Low-income students.	$431,742.00	Yes
3	Custodial Staff - Vandalism Crew	Custodial staff and Campus Service Workers will be assigned to comprehensive high schools with the highest concentration of Low-income students to complete repairs, maintain school grounds, and clean-up vandalism in order to maintain a safe and positive learning environment.	$445,458.00	Yes
4	Teaching and support Staff	Properly credentialed teachers, administrators and other educational support staff will provide a quality educational experience for all students leading to career and college readiness.	$128,552,814.00	No
5	General Custodial Staff	District properties will be maintained in clean condition by the custodial staff in order to sustain a safe and positive learning environment.	$10,112,952.00	No
6	Custodial Staff	Custodians will work to provide a safe and clean learning environment for students at school. This will mitigate interrupted instructional time for our English Learners and Low-Income students.	$1,243,502.00	Yes
7	Inclusion Staff	PUSD's Inclusion Specialists will promote least restrictive environment and inclusive practices by utilizing itinerant education specialists to support the inclusion program. Inclusion specialists will consult and collaborate with general education teachers and paraeducators to allow students receiving special education services access to participate in the general education classroom throughout the school day with accommodations, modifications, and support to meet their needs.	$521,031.00	No

Goal

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

State priorities addressed by this goal.

2, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LEA Rating-Implementing policies or programs Rubric Scale 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool ELA: 3 ELD: 3 Math: 3 NGSS: 3 HSS: 3	2024-25 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 3 HSS: 3		ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4	ELA: +1 ELD: +1 Math: +1 NGSS: 0 HSS: 0

2	LEA Rating- Professional learning, teacher needs, and teacher support Rubric Scale 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support - 3	2024-25 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support: 4		PD: 5 Teacher Needs: 4 Teacher Support: 4	PD: 0 Teacher Needs: 0 Teacher Support: +1
3	Educational Software for Guiding Instruction (ESGI) Transitional K Report Reading Readiness and Math Readiness	2023-24 District TK Report Reading Readiness: 67% Math Readiness: 75%	2024-25 District TK Report Reading Readiness: 70% Math Readiness: 81%		Reading Readiness: 69% Math Readiness: 78%	Reading Readiness: +3% Math Readiness: +6%
4	Student Enrollment Report CA Dashboard	2023 CA Dashboard EL: 27.8% FY: 0.9% HL: 15.5% LI: 90.8% SWD: 13.9%	2024 CA Dashboard EL: 26.7% FY: 0.9% HOM: 15% LI: 89.6% SWD: 14.5%		EL: 27.8% FY: 0.9% HL: 15.5% LI: 90.8% SWD: 13.9%	EL: -1.1% FY: 0% HOM: +0.5% LI: -1.2% SWD: +0.6%

5	DataQuest Enrollment by Subgroup	Updated 2023-24 DataQuest All: 21.633 EL: 24.0% FY: 0.8% HOM: 13.6% SWD: 13.1% LI: 80.9%	2024-25 DataQuest All: 21,122 EL: 22.4% FY: 0.8 % HOM: 12.5 % SWD: 14.6% LI: 86.7%		All: 21,633 EL: 96.2% FY: 91.8% HL: 95.6% SWD: 92.5% LI: 92.3%	All: -511 EL: -1.6% FY: 0% HOM: -1.1% SWD: +1.5% LI: +5.8%

Goal Analysis for 2024-2025

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

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

PUSD made significant progress towards its goal of implementing state academic standards to all students. The actions within Goal 2 were fully implemented, with a few actions that were partially implemented due to hiring challenges. While there were challenges addressed, the successes improved student outcomes.

Implementation successes included:
-Library Clerks provided students with greater and quicker access to reading materials to support their literacy growth at all schools (G2A1 Library Support, G2A2 Media Center Support),
-More teachers were added to reduce the number of combination classes in elementary schools (G2A3 Combination Class Reduction Elementary and K-8),
-There were more TK and K classrooms this year than the previous year (G2A4 Transitional Kindergarten & All-Day Kindergarten Support),
-There was an increase in teacher technology proficiency and higher student engagement through interactive learning tool (G2A5 Technology Teacher Leads),
-More teachers were able to implement Summer school programs (G2A6 Additional Math Learning Opportunities),
-More teachers were able to attend professional learning on how to incorporate small-group instruction and interventions (G2A8 Support for Classroom Instruction),
-Special education program specialists were able to meet weekly with classroom teachers during office hours (G2A9 Multi-Tiered Systems of Support),
-School and district staff coordinated multiple academic and social emotional programs for the student groups with the highest need, and professional learning for teachers and school administrators (G2A10 Improve Student Achievement)
-All-Day Kindergarten was implemented with less turn-around of Kinder teachers, which helped expand programs across the 23 elementary schools (G2A11 Kindergarten Teachers).
-Paraeducators and student interns provided small-group intervention and direct support to students during instruction (G2A13 Elementary Paraeducators and Student Interns).

Implementation challenges included:
-Library clerks needed more time during the school day to provide support, and there were materials and resources needed for TK students (G2A1 Library Support),
-There was higher turnover than anticipated within TK and K positions (G2A4 Transitional Kindergarten & All Day Kindergarten Support),
-Teachers had varying levels of comfort with integrating technology in the classroom and that required more intensive support for teachers than initially anticipated. Another challenge was arranging meeting times and aligning district objectives with contracted service providers (G2A5 Technology Teacher Leads),
-It was difficult to fill Teaching Teacher Specialist positions for additional math support at the middle schools and high schools (G2A6 Additional Math Learning Opportunities),
-It was challenging to continue supporting National Board Certified Teachers and prospective teachers due to reduced interest and staffing availability (G2A7 National Board Certified Strategies to Support Classroom Instruction),
-It was difficult to compete with surrounding districts on the number of professional development days, given that those districts have less days on their calendar than PUSD (G2A8 Support for Classroom Instruction), and that affects teacher interest,
-High teacher turn-over with Tier I services made it harder to provide overall good instruction to students (G2A9 Multi-Tiered Systems of Support), and
-Program Specialist vacancies affected the training and coaching sessions that teachers needed to develop standards-based goals for students with individualized plans (G2A12 Program Specialists).
Educational Partner input specified that professional learning for teachers and a focus on strengthening students' foundational skills are high priorities for next school year.

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

There are no material differences anticipated for the majority of actions, however, any difference between budgeted expenditures and estimated actuals for the following actions were primarily attributed to vacancies of high-need positions as well as vacancies in areas of support.
There were challenges in hiring Teaching Teacher Specialists to provide ongoing math support to teachers and students (G2A6 Additional Math Learning Opportunities).
There were recurring vacancies in TK and K classes (G2A4 Transitional Kindergarten and All Day Kindergarten Support).
There were paraeducator vacancies and there was high turn-over (G2A13 Elementary Paraeducators and Student Interns).
There were challenges in hiring Program Specialists for Special Education (G2A12 Program Specialists).

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

Goal 2 actions were partially effective in providing all students access to the California State Academic Standards. In evaluating G2A1 (Library Support), G2A2 (Media Center Support), G2A5 (Technology Teacher Leads), G2A7 (National Board Certified Strategies to Support Classroom Instruction), G2A9 (Multi-Tiered Systems of Support), G2A11 (Kindergarten Teachers), and G2A13 (Elementary Paraeducators and Student Interns), we determined that these actions were somewhat effective, with improvement needed in English Language Arts (ELA). All student groups, including English Learners, Foster Youth, and Low-Income students, made improvements on the local assessment, ELA District Interim Assessments. While local assessments showed gains for all student groups, there was a decline in performance on the CAASPP ELA, as indicated on the 2024 CA Dashboard. Foster Youth was the student group with the largest decline of -11.8 points, showing ineffectiveness of these actions in improving on the CAASPP ELA. Looking into the ESGI Reading and Math Readiness of TK students (G2 Metric 3), there was a decline in Reading Readiness of -14% and a decline in Math Readiness of -3%, indicating that these actions are demonstrating to be ineffective for TK students. On the other hand, Attendance Rates (G5 Metric 1), Chronic Absenteeism (G5 Metric 2), and Suspension Rate (G6 Metric 3) all had favorable outcomes, which showed that G2A9 was effective in improving attendance and suspension for students. In addition, English learners showed an increase of +0.52% in attendance, Foster Youth an increase of +1.32%, and Low-Income an increase of +0.25%. English learners showed a decrease of -5.0% on local Chronic Absenteeism reports, as well a decrease of -10.1% on the 2024 Dashboard. Foster Youth showed a decrease of -5.79% on local Chronic Absenteeism reports and a decrease of -4.0% on the 2024 Dashboard. Low-Income showed a decrease of -4.03% on local Chronic Absenteeism reports, and a decrease of -10.2% on the 2024 Dashboard. Finally, Suspension Rate decreased by -1.3% for English Learners, by -1.8% for Foster Youth, and by -0.9% for Low-Income.

In addition, G2A3 (Combination Class Reduction Elementary and K-8), G2A4 (Transitional Kindergarten and All-Day Kindergarten Support), G2A6 (Additional Math Learning Opportunities), G2A8 (Support for Classroom Instruction), G2A10 (Improve Student Achievement), G2A12 (Program Specialists), and G2A14 (Partnership Classes) also showed growth and needed areas for improvement in Math, and were partially effective in improving student outcomes. PUSD students made a gain of +2.1 points on the CAASPP Math. Foster Youth made the largest gains with an increase of +17.2 points. Local DIA Math assessments showed that overall all students need additional support in meeting the Math standards, and the actions were ineffective in making improvements in Math local assessments, as students showed a decrease of -4.02 points.

Educational partner input indicated that direct academic support, teacher development and instructional quality, and technology and learning resources were necessary for improved outcomes. While additional staff that provided classroom support, summer school opportunities, reduced combination classes, and access to student achievement programs, it does not go unnoticed that African-American students continue to face barriers to achievement, and are not showing progress in ELA, Math, or Suspension Rate resulting in African-American students not having equitable access to the state academic standards. Foster Youth continue to need support in ELA and Math. In order for all students to improve, these actions will evolve to offer a restructuring of systems for intervention, continue to reduce student-to-teacher ratios where needed, continue to support teachers and classroom staff with professional learning that engages them in evidence-based practices to bridge academic gaps for all students.

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

Based on student outcomes and educational partner input, the goal, actions, and desired outcomes will remain the same for the 2025-26 academic year with an exception of the following adoptions to improve Implementation of Standards:
-Increase funding for staff support in G2A4 Transitional Kindergarten and All-Day Kindergarten Support and G2A5 Technology Teacher Leads.

-G2A2 Media Center Support is now identified as an LREBG action. It includes research from "Seven Steps to a Language Rich Classroom" and indicates metrics G4 Metric 1, G4 Metric 10, and G4 Metric 13 to help monitor effectiveness of the action. It will use $11,033 of LREBG funds to support this action through 2026-27.

-G2A6 Additional Math Learning Opportunities is now identified as an LREBG action. It includes research from The Wallace Foundation on "Getting to Work on Summer Learning" and indicates metrics G4 Metric 2, and G4 Metric 11 to help monitor effectiveness of the action. It will use $860,605 of LREBG funds to support this action through 2026-27.

-G2A10 Improve Student Achievement is now identified as an LREBG action. It includes research from the Institute for Education Sciences (IES) and What Works Clearinghouse, and indicates metrics G4 Metric 1, G4 Metric 1, G4 Metric 10, and G4 Metric 11 to monitor the action. It will use $1,285,261 of LREBG funds to support this action through 2026-27.

In addition to the above-mentioned changes, there will be a slight change to Goal 2, Metric 5 (DataQuest Enrollment by Subgroup) to correct a previous calculation error in the Baseline column. All other metrics will remain the same.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Library Support	Library Clerks will provide students access to elementary school libraries. Training for the library clerks will be offered to increase their ability to support English Learners and Low-income students. This will help increase the students' literacy skills and encourage their interest in reading which will support our PUSD reading initiative.	$1,117,849.00	Yes
2	Media Center Support	LREBG Action Teacher Specialists and Media technicians will promote literacy by providing support in research, literacy and media skills to English Learners and Foster Youth students by creating and maintaining the learning environments in the middle and high school libraries, including providing literacy events. Digital libraries will be available in order to encourage and support student's academic success. Research from the "Seven Steps to a Language Rich Classroom" indicates that maintaining print-rich environments with meaningful texts and opportunities support literacy efforts, and encourage shared reading experiences between students and adults. This action will support literacy events and contracts to continue to expose students to authors and books to encourage and nurture a love of reading and stories. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 10 (CAASPP ELA),	$1,613,324.00	Yes

		G4 Metric 13 (Achieve 3000). LREBG funds supporting this action: $7,533 through 2025-26, $3,500 through 2026-27.		
3	Combination Class Reduction Elementary and K-8	Additional Teachers at elementary and K-8 sites will help to reduce class size and the number of combination classes to better serve the Low-income students and English Learners who need interventions in order to increase scores on state and local assessments.	$3,594,883.00	Yes
4	Transitional Kindergarten & All Day Kindergarten Support	Teachers, classified staff and paraeducators will provide access to the standards-based curriculum while students are in Transitional and All-day Kindergarten. These programs will provide early access to education for English Learners and Low-income students who otherwise would begin school in first grade. Academic and social foundational skills will be established in order to increase literacy.	$4,074,993.00	Yes
5	Technology Teacher Leads	Technology Teacher Leads (TTLs) will train classroom teachers to engage English Learners and Low-income students by integrating technology with the support of contracted services in order to think critically, problem solve, communicate, and collaborate, resulting in higher college and career readiness.	$517,237.00	Yes
6	Additional Math Learning Opportunities	LREBG Action Teaching Teacher Specialists at the Middle and High School level will provide support in the area of mathematics to English Learners and Low-income students. Additionally, classified and certificated staff will provide support to the summer programs in order to extend the educational year for English Learners and Low-income students. Research from the Wallace Foundation on “Getting to Work on Summer Learning” indicates that summer programs that offer structured math-focused transition programs have the ability to bridge gaps and help build student confidence. This action will support additional hours for teachers and contracts, providing structured opportunities for incoming ninth graders during the summer and throughout the school year. Metrics being used to monitor this action: G4 Metric 2 (DIA Math), G4 Metric 11 (CAASPP Math). LREBG funds supporting this action: $706,572 through 2025-26, $154,033 through 2026-27.	$2,022,395.00	Yes
7	National Board Certified Strategies to Support Classroom Instruction	National Board Certified Teachers will implement high impact and evidence-based strategies during instruction that support Low-Income students. A Teacher Specialist will provide support with recruitment and resources to teachers that seek to become National Board Certified.	$679,341.00	Yes
8	Support for Classroom Instruction	Certificated staff will receive professional development and ongoing coaching to support classroom instruction for Foster Youth and Low-income students. The professional development for certificated staff will include the integration of technology, State Standards, and the use of positive behavior strategies to increase college and career readiness.	$2,956,022.00	Yes
9	Multi-Tiered Systems of Support (MTSS) Interventions	Teacher Specialists and Itinerant teachers will coach classroom teachers on strategies and interventions at teh highest levels of the Mulit-Tiered Systems of Support (MTSS) to improve behavior and academic achievement of English Learners, Foster Youth and Low-Income students in the general education setting.	$182,161.00	Yes
10	Improve Student Achievement	LREBG Action Certificated and classified staff will coordinate and manage services for English Learners, Foster Youth and Low-income students in order to increase and improve student academic achievement and socio-emotional wellbeing. Staff will attend conferences designed to maintain compliance of	$2,363,691.00	Yes

		designated services. Research from the Institute for Education Sciences (IES) and What Works Clearinghouse on general practices that improve student learning indicates that teachers that make instruction manageable for students through chunking or scaffolding instruction and setting high expectations support student success. Building relationships and connections support student social-emotional wellbeing. This action will support contracts that provide additional tutoring and mentoring for students, as well as provide teachers more opportunities for professional learning in incorporating effective strategies for learning and connection. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 2 (DIA Math), G4 Metric 10 (CAASPP ELA), G4 Metric 11 (CAASPP Math). LREBG funds supporting this action: $316,261 through 2025-26, $969,000 through 2026-27.		
11	Kindergarten Teachers	Kindergarten teachers will provide 180 minutes of instruction per day in order to implement the core Kindergarten Program for all Kinder students in the district.	$7,033,473.00	No
12	Program Specialists	Program Specialists will provide training, coaching, resources, and support for school staff to develop high-quality, standards-based goals for students' individualized education plans.	$1,000,578.00	No
13	Elementary Paraeducators and Student Interns	Paraeducators and Student Interns will be placed at elementary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress.	$201,471.00	Yes
14	Partnership Classes	General Education Teachers and Education Specialists will provide a co-teaching model for students with disabilities allowing access to educational opportunities alongside general education peers, creating a least restrictive, inclusive environment for students.	$1,088,991.00	No

Goal

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

State priorities addressed by this goal.

3, 4, 5

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Communication -Parent and Family Engagement Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in two-way communication Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 40.56% 4:23.78% 3: 22.38% 2: 8.39% 1: 4.90%	2024-25 Self-Reflection Tool All: 5: 42.90% 4: 35.33% 3: 12.30% 2: 3.79% 1: 2.52% EL: 5: 45.21% 4: 34.25% 3: 12.33% 2: 3.42% 1: 2.74% FY: 5: 44.44% 4: 25.93% 3: 18.52% 2: 7.41% 1: 0.00% LI: 5: 41.41% 4: 36.36% 3: 11.11% 2: 3.03% 1: 3.03%		All: 5: 43.56% 4: 27.78% 3: 21.38% 2: 5.39% 1: 1.90%	All: 5: +2.34% 4: +11.55% 3: -10.08% 2: -4.6% 1: -2.38% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

2	Resources-Parent and Family Engagement Rate PUSD's progress in providing families with information and resources to support student learning and development in the home. Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 31.58% 4: 24.81% 3: 26.32% 2: 11.28% 1: 6.02%	2024-25 Self Reflection Tool All: 5: 38.49% 4: 33.75% 3: 16.72% 2: 5.68% 1: 3.15% EL: 5: 44.52% 4: 30.14% 3: 17.12% 2: 5.48% 1: 2.74% FY: 5: 48.15% 4: 22.22% 3: 25.93% 2: 3.70% 1: 0.00% LI: 5: 34.34% 4: 38.38% 3: 16.16% 2: 7.07% 1: 2.02%		All: 5: 34.58% 4: 28.81% 3: 25.32% 2: 8.28% 1: 3.02%	All: 5: +6.91% 4: +8.94% 3: -9.6% 2: -5.6% 1: -2.87% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

3	Engagement-Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 30.95% 4: 13.49% 3: 32.54% 2: 15.08% 1: 7.94%	2024-25 Self Reflection Tool All: 5: 35.65% 4: 26.81% 3: 13.25% 2: 11.04% 1: 4.42% EL: 5: 40.41% 4: 31.51% 3: 10.96% 2: 6.85% 1: 4.79% FY: 5: 40.74% 4: 18.52% 3: 22.22% 2: 11.11% 1: 3.70% LI: 5: 35.35% 4: 24.24% 3: 16.16% 2: 13.13% 1: 2.02%		All: 5: 33.95% 4:17.49% 3: 31.54% 2: 12.08% 1: 4.94%	All: 5: +4.7% 4: +13.32% 3: -19.29% 2: -4.04% 1: -3.52% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

Goal Analysis for 2024-2025

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

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

Based on consultations with administrators overseeing Goal 3, all actions were fully implemented except for G3A4 Educational Partner Learning Walks, which was partially implemented due to delayed implementation.

Implementation successes for Goal 3, Parent Involvement included:
-Community school personnel connected with students and families through home visits, phone conferences, needs assessment, and parent conferences in order to identify barriers affecting school and provided students and families with resources, services, and support to minimize identified barriers and increase attendance and school engagement (G3A1 Community Schools)
-Staff from the State and Federal Programs department provided multiple trainings to parents and community members throughout the year on how to analyze student data, strategies for academic success and meaningful engagement, and participate in the decision-making process for English Learner, Foster Youth, and Low-Income students (G3A2 Parent Training on Student Data)
-Community School Liaisons, Family Caseworkers, and other classified staff provided parents and families with assistance and training, community events, and workshops in the areas of academic support to equip them with resources to support students at home (G3A3 Parent Support and Involvement)
- The Community Advisory Committee (CAC) met five times a year to learn, discuss, and provide input related to special education programs (G3A5 Community Advisory Committee–CAC)
-Teachers and school staff provided orientation to students entering Transitional Kindergarten/ Kindergarten or newly enrolled in order to build rapport and improve students' transition into school (G3A6 Orientation for Elementary Students)

Implementation challenges for Goal 3, Parent Involvement included:
-Delayed implementation of G3A4 Educational Partners Learning Walks due to the new action requiring the need to consult with leadership from various educational partner groups in order to formulate and finalize plans. The consultation with various educational partner groups, especially local bargaining units, and the planning needed to build out this action resulted in delayed implementation.

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

The difference between budgeted expenditures and estimated actuals were primarily attributed to the delayed implementation of G3A4 Educational Partners Learning Walk.

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

Overall, the evaluation of Parent Involvement actions demonstrates mostly effectiveness in improving student outcomes across attendance, academic, and graduation rates. The Community Schools action (G3A1) established targeted protocols for supporting students and families that directly impacted attendance and graduation metrics. The efforts provided by the Community Schools such as home visits, phone conferences, needs assessment, and parent conferences to identify barriers affecting school and providing students and families with resources, services, and support contributed to decreased chronic absenteeism rates with all student groups showing improvement (All Students: 19.44%, English Learners: 20.40%, Foster Youth: 19.87%, and Low-Income: 20.98%). Additionally, graduation rates increased significantly across all groups with Dashboard data indicating increases for All Students by 1.0%, English Learner by 4.8%, Low-Income by 1.1%, and Foster Youth by 6.5%. The Parent Training and Support actions (G3A2 Parent Training on Student Data and G3A3 Parent Support and Involvement) provided parents and community members with data literacy and support/ trainings. The State and Federal Programs staff in G3A2 and Community School Liaisons and Family Service Caseworkers in G2A3 collectively provided a comprehensive network of training, assistance, workshops, and events that strengthened parent capacity to support student learning.
The Self-Reflection Tool evaluated the district's parent engagement implementation efforts across three critical areas- Communication, Resources, and Engagement using a comprehensive 5-point ranking scale, where 1 indicated "Low- Exploration and Research Implementation" and 5 indicated "High- Full Implementation and Sustainability". Feedback from parents and community members in the Self-Reflection tool indicated that there was an overall improvement in implementation of two-way communication with parents, parent resources and trainings, and parent engagement at the district and site level. Further, the analysis of the Self-Reflection Tool showed a pattern of growth in the high implementation phases (5-Full Implementation and Full Implementation with Sustainability) while showing declines in the preliminary phases (1-Exploration and Research, Beginning Development, and Initial Implementation) indicating the successful implementation of parent involvement and engagement.

While the Educational Partners Learning Walk (G3A4) was implemented in the latter half of the school year and could not be fully evaluated for effectiveness, the initiative showed promise by providing opportunities for diverse educational partners to engage in school walkthroughs and learn about the LCAP actions and services in order to provide meaningful feedback regarding implementation and effectiveness of student supports. Educational partners have expressed positive feedback in how the action provides invaluable insights into the supports and services students receive and how parents can support students at home. The Community Advisory Committee action (G3A5) focused on advocating for high-quality special education programs and services. This action ensured that students with diverse needs received proper support and ensured inclusive parent involvement for all. The Orientation for Elementary Students action (G3A6) helped establish early rapport with families of Transitional Kindergarten/ Kindergarten and newly enrolled students. This proactive approach contributed to the positive local DIA ELA outcomes and created foundations for parent engagement. The orientations effectively built rapport with incoming families as evidenced by DIA data, parent feedback, and the Self Reflection Tool data on communication, resources, and engagement.

Additionally, for our contributing actions (G3A1-G3A4, and G3A6), we determined effectiveness for our English Learner, Foster Youth, and Low-Income students based on the following additional metrics- local G4 Metric 1 DIA ELA and G4 Metric 2 Math, and attendance. These actions were effective as local District Interim Assessment (DIA) data showed progress in the current year in ELA with All Students increasing by 2.25%, English Learners by 15.85%, Low-Income by 2.92%, and Foster Youth by 4.39%. This suggests that parent engagement with academic data contributed to student progress, particularly in literacy. However, in the area of Math, local DIA data indicated mixed results and partial effectiveness with All Students declining by 4.02, Low-Income declining by 4.03, Foster Youth declining by 5.23, and English Learners increasing by 2.82. Local attendance rates indicated effectiveness and an overall decline in student groups being absent more than 10% of the year with All Students declining 5.71%, English Learners declining 6.49%, Foster Youth declining 4.03%, and Low-Income declining 4.72%.

The overall data analysis of this goal indicates progress in student achievement through the support, trainings, resources, and meaningful engagement with Parent Involvement. Although these actions were mostly effective and will continue to be implemented to strengthen and build the capacity of parents and families, there is an overall decrease in in-person parent participation at district and site level advisory meetings in recent years. The district will continue to make an effort to reach parents and families to increase parent involvement.

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.

Based on student outcomes and educational partner input, the goal, metric, and desired outcomes will remain the same for the 2025-26 academic year with an exception of the following:

-Increase in funding to add personnel to improve support with Parent Involvement

-Adoption of a new action, G3A7 Parent/ Community Outreach and Engagement Specialists to enhance parent and family engagement across the LEA and at individual school sites through strategic communication and outreach initiatives to systematically address barriers to participation, ensure equitable access to information, and create meaningful opportunities for English Learner, Foster Youth, and Low-Income families

-Modification to the Self-Reflection Tool metric (G3, Metrics 1-3) to include disaggregated data in Year 1- Year 3 Target Outcomes for the English Learner, Foster Youth, Low-Income student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Schools	Community Schools Clerk, Liaisons, Coordinators, and Caseworkers will offer a wide range of social services and resources to support the specific needs of Low-income students, and their families at each comprehensive High School. They will use materials and supplies, special assignment hours, and attend conferences to guide the development of systematic and targeted protocols to determine priorities, best practices, and engagement strategies to increase graduation rates, improve student attendance, reduce suspensions, and increase family engagement.	$431,904.00	Yes
2	Parent Training on Student Data	The Director of State and Federal Programs, alongside Teacher Specialists and Classified Staff, will work with parents and community members in the evaluation of student data. Parents and community members will participate in the decision-making process in order to advocate for Foster Youth, English Learners, and Low-Income students, and receive training on strategies for academic success and legal rights to support meaningful engagement.	$694,928.00	Yes
3	Parent Support and Involvement	The Director of Pupil and Community Services will coordinate the work of the Community School Liaisons, Family Service Caseworkers, and other classified staff as they support English Learners, Foster Youth and Low-income students. The Parent Center staff will provide assistance and training for parents and community members. Conferences and special events will be available to parents and staff to support the academic achievement of students.	$391,081.00	Yes
4	Educational Partners Learning Walks	Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents, SELPA administrator, and secondary students) will engage in school walkthroughs to learn about LCAP supports and services, and to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions to increase parental involvement and student academic achievement.	$9,214.00	Yes
5	Community Advisory Committee (CAC)	The Community Advisory Committee (CAC) will meet five times annually to learn, discuss, and provide input to the Special Education Department regarding the local education plan and become	$500.00	No

		familiar with resources from Pomona's partner agencies. Materials and supplies will be provided to members of the committee.		
6	Orientation for Elementary Students	Teachers and support staff will provide orientation to English Learners, Foster Youth and Low-income students entering Transitional Kindergarten/Kindergarten and newly enrolled students in order to build rapport with incoming families and improve students' transition into school.	$20,392.00	Yes
7	Parent/ Community Outreach and Engagement	The Parent/ Community Outreach and Engagement Specialists will lead comprehensive efforts to enhance parent and family engagement across the LEA and at individual school sites through strategic communication and outreach initiatives to systematically address barriers to participation, ensure equitable access to information, and create meaningful opportunities for English Learner, Foster Youth, and Low-Income families.	$173,036.00	Yes

Goal

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

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DIA ELA Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 53.28% 54.64 ELs: 40.09% 43.26% LI: 52.30% 53.73% FY: 45.58% 48.31%	2024-25 DIA Report All: 55.53% 55.32% ELs: 55.94% 44.56% LI: 55.22% 54.4% FY: 49.97% 47.62%		All: 55.28% 57.64% ELs: 43.09% 46.26% LI: 55.30% 56.73% FY: 48.58% 51.31%	All: +2.25% +0.68% ELs: +15.85% +1.3% LI: +2.92% +0.67% FY: +4.39% -0.69%
2	DIA Math Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 55.90% 52.99 ELs: 48.81% 45.10% LI: 54.73% 51.92% FY: 49.08% 48.83%	2024-25 DIA Report All: 51.88% 54.87% ELs: 51.63% 47.01% LI: 50.7% 53.75% FY: 43.85% 42.03%		All: 58.90% 55.99% ELs: 51.81% 48.10% LI: 57.73% 54.92% FY: 52.08% 51.83%	All: -4.02% +1.88% ELs: +2.82% +1.91% LI: -4.03% +1.83% FY: -5.23% -6.80%

3	Reclassification Rates Percent of ELs Reclassifying by school type	2023-24 District Reclassification Report Elementary: 8.9% Middle: 23.7% High: 35.6% District Total: 18.2%	2024-25 District Reclassification Report Elementary: 11.4% Middle: 33% High: 15.2% District Total: 14.8%		Elementary: 11.9% Middle: 26.7% High: 38.6% District Total: 21.2%	Elementary: +2.5% Middle: +9.3%% High: -17.4% District Total: -3.4%
4	EL Progress on Language Proficiency The percentage of ELs at each level Beginning to Develop Somewhat Developed Moderately Developed Well Developed	Updated 2023 CA Dashboard Progressed 1 Level: 43.9% Maintained Level 4: 4.4% Maintained Levels 1-3: 32.7% Decreased 1 Level: 18.9%	2024 CA Dashboard Progressed 1 Level: 45.4% Maintained Level 4: 0.5% Maintained Levels 1-3: 38.2% Decreased 1 Level: 15.9%		Progressed 1 Level: 46.9% Maintained Level 4: 1.4% Maintained Levels 1-3: 29.7% Decreased 1 Level: 15.9%	Progressed 1 Level: +1.5% Maintained Level 4: -3.9% Maintained Levels 1-3: +5.5% Decreased 1 Level: -3.0%
5	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers Percent of students with both A-G/CTE Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3% Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%	2024 CA Dashboard CTE Pathway Completers All: 4.5% ELs: 3.8% LI: 4.5% FY: 2.9% Both A-G/CTE Completers All: 1.8% ELs: 0.5% LI: 1.8% FY: 2.9%		CTE Pathway Completers All: 5.8% ELs: 4% LI: 5.8% FY: 4% Both A-G/CTE Completers All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	All: -0.3% ELs: +0.8% LI: -0.3% FY: -0.1% All: -0.4% ELs: -0.1% LI: -0.4% FY: -0.1%

6	College and Career Readiness Dashboard The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2023 CA Dashboard All: 31.6% EL: 9.2% FY: 13.8% HOM: 18.6% LI: 30.8% SWD: 6.8% HI: 29.0%	2024 CA Dashboard All: 33.1% EL: 10.3% FY: 19.4% HOM: 24.9% LI: 31.9% SWD: 12.2% HI: 32.2%		All: 31.6% EL: 9.2% FY: 16.8% HOM: 21.6% LI: 33.8% SWD: 9.8% HI: 31.0%	All: +1.5% EL: +1.1% FY: +5.6% HOM: +6.4% LI: +1.1% SWD: +5.4% HI: +3.2%
7	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%	2024 CA Dashboard All: 35.1% ELs: 13.0% LI: 33.9% FY: 23.5%		All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	All: -1.3% ELs: -2.3% LI: -1.5% FY: -0.7%
8	EAP-ELA: Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 13.36% All Conditionally Ready: 23.58% EL Ready: 0.36% EL Conditionally Ready: 5.09% LI Ready: 18.4% LI Conditionally Ready: 28.36% FY Ready: 18.18% FY Conditionally Ready: 36.36%	2024 CA Dashboard All Ready: 18.64% All Conditionally Ready: 26.97% EL Ready: 0.00% EL Conditionally Ready: 7.27% LI Ready: 17.27% LI Conditionally Ready: 26.60% FY Ready: N/A FY Conditionally Ready: N/A		All Ready: 15.36% All Conditionally Ready: 25.58% EL Ready: 3.36% EL Conditionally Ready: 8.09% LI Ready: 18.4% LI Conditionally Ready: 31.36% FY Ready: 18.18% FY Conditionally Ready: 39.36%	All Ready: +5.28% All Conditionally Ready: +3.39% EL Ready: -0.36% EL Conditionally Ready: +2.18% LI Ready: -1.13% LI Conditionally Ready: -1.76% FY Ready: N/A FY Conditionally Ready: N/A

9	EAP-Math Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 8.20% All Conditionally Ready: 13.30% EL Ready: 0.00% EL Conditionally Ready: 0.36% LI Ready: 3.09% LI Conditionally Ready: 9.75% FY Ready: 0.00% FY Conditionally Ready: 9.09%	2024 CA Dashboard All Ready: 5.68% All Conditionally Ready: 11.54% EL Ready: 0.42% EL Conditionally Ready: 1.26% LI Ready: 5.09% LI Conditionally Ready: 11.49% FY Ready: N/A FY Conditionally Ready: N/A		All Ready: 11.20% All Conditionally Ready: 16.30% EL Ready: 3.00% EL Conditionally Ready: 3.36% LI Ready: 6.09% LI Conditionally Ready: 11.75% FY Ready: 0.00% FY Conditionally Ready: 9.09%	All Ready: -2.52% All Conditionally Ready: -1.76% EL Ready: +0.42% EL Conditionally Ready: +0.9% LI Ready: +2.09% LI Conditionally Ready: +1.74% FY Ready: N/A FY Conditionally Ready: N/A
10	CAASPP ELA Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All: 37.9 PBS EL: 80.5 PBS LI : 44.5 PBS FY: 76.3 PBS SWD: 111.6 PBS HI: 43.7 PBS HOM: 63.9 PBS	2024 CA Dashboard All: 41.3 PBS EL: 81.2 PBS LI: 47.8 PBS FY: 88.1 PBS SWD: 116.5 PBS HI: 47.2 PBS HOM: 62.9 PBS		All: 34.9 PBS EL: 77.5 PBS LI : 41.5 PBS FY: 73.3 PBS SWD: 108.6 PBS HI: 40.7 PBS HOM: 60.9 PBS	All: -3.4 points EL: -0.7 points LI: -3.3 points FY: -11.8 points SWD: -4.9 points HI: -3.5 points HOM: +1.0 points
11	CAASPP Math Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All: 85.0 PBS EL: 116.9 PBS LI: 91.6 PBS FY: 123.2 PBS SWD: 152.3 PBS AA: 118.0 PBS HOM: 108.1 PBS HI: 91.6 PBS	2024 CA Dashboard All: 82.9 PBS EL: 113.7 PBS LI: 89.4 PBS FY: 106.0 PBS SWD: 150.3 PBS AA: 118.9 PBS HOM: 104.7 PBS HI: 90.4 PBS		All: 82.0 PBS EL: 113.9 PBS LI: 89.6 PBS FY: 120.2 PBS SWD: 149.3 PBS AA: 115.0 PBS HOM: 105.1 PBS HI: 89.6 PBS	All: +2.1 points EL: +3.2 points LI: +2.2 points FY: +17.2 points SWD: +2.0 points AA: -0.9 points HOM: +3.4 points HI: +1.2 points

12	CAASPP Science CA Dashboard Science (CAST) California Science Test data Percentage of students moving toward meeting their grade level Distance from Standard (DFS)	2023 CA Reporting Site All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Net: 61.58% All Standard Not Met: 21.44% EL Standard Exceeded: 0.00% EL Standard Met: 1.78% EL Standard Nearly Met: 54.44% EL Standard Not Met: 43.78% LI Standard Exceeded: 2.73% LI Standard Met: 12.47% LI Standard Nearly Met: 62.52% LI Standard Not Met: 22.28% FY Standard Exceeded: 0.00% FY Standard Met: 9.68% FY Standard Nearly Met: 54.84% FY Standard Not Met: 35.48%	2024 CA Reporting Site All Standard Exceeded: 3.43% All Standard Met: 13.25% All Standard Nearly Net: 60.67% All Standard Not Met: 22.64% EL Standard Exceeded: 0.00% EL Standard Met: 1.18% EL Standard Nearly Met: 48.88% EL Standard Not Met: 49.94% LI Standard Exceeded: 2.64% LI Standard Met: 12.24% LI Standard Nearly Met: 61.43% LI Standard Not Met: 23.69% FY Standard Exceeded: 2.56% FY Standard Met: 7.69% FY Standard Nearly Met: 56.41% FY Standard Not Met: 33.33%		All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Net: 60.58% All Standard Not Met: 19.44% EL Standard Exceeded: 1.00% EL Standard Met: 2.78% EL Standard Nearly Met: 55.44% EL Standard Not Met: 42.78% LI Standard Exceeded: 3.73% LI Standard Met: 13.47% LI Standard Nearly Met: 63.52% LI Standard Not Met: 20.28% FY Standard Exceeded: 1.00% FY Standard Met: 10.68% FY Standard Nearly Met: 55.84% FY Standard Not Met: 32.48%	All Standard Exceeded: +0.04% All Standard Met: -0.34% All Standard Nearly Net: -0.91% All Standard Not Met: -1.20% EL Standard Exceeded: 0.00% EL Standard Met: -0.60% EL Standard Nearly Met: +5.56% EL Standard Not Met: -6.16% LI Standard Exceeded: -0.09% LI Standard Met: -0.23% LI Standard Nearly Met: +1.09% LI Standard Not Met: -1.41% FY Standard Exceeded: +2.56% FY Standard Met: -1.99% FY Standard Nearly Met: -1.57% FY Standard Not Met: +2.15%
13	Achieve 3000 Average Level set	UPDATED 2023-24 Achieve 3000 District Report All: 18.24% EL: 16.74% FY: 9.17% LI: 16.42%	2024-25 Achieve 3000 District Report All: 19.25% EL: 17.88% FY: 9.09% LI: 17.17%		All: 18.24% EL: 16.74% FY: 9.17% LI: 16.42%	All: +1.01% EL: +1.14 FY: -0.08% LI: +0.75%

14	PAST Phonological Awareness Screening Test All-Highest Achievement Level	UPDATED 2023-24 DnA PAST Report K: 5% 1: 8% 2: 6%	2024-25 DnA PAST Report K: 12% 1: 25% 2: 20%		K: 8% 1: 11% 2: 9%	K: +7% 1: +13% 2: +14%
15	PAST Phonological Awareness Screening Test Highest Achievement Level- EL	UPDATED 2023-24 DnA PAST Report K: 4% 1: 7% 2: 4%	2024-25 DnA PAST Report K: 9% 1: 20% 2: 19%		K: 7% 1: 10% 2: 7%	K: +5% 1: +13% 2: +15%
16	PAST Phonological Awareness Screening Test Highest Achievement Level- FY	UPDATED 2023-24 DnA PAST Report K: 0% 1: 19% 2: 0%	2024-25 DnA PAST Report K: 13% 1: 10% 2: 8%		K: 3% 1: 22% 2: 3%	K: +13% 1: -9% 2: +8%
17	PAST Phonological Awareness Screening Test Highest Achievement Level- LI	UPDATED 2023-24 DnA PAST Report K: 5% 1: 8% 2: 5%	2024-25 DnA PAST Report K: 11% 1: 25% 2: 18%		K: 8% 1: 11% 2: 8%	K: +6% 1: +17% 2: +13%
18	Advance Placement (AP)-AP Score Reports for Educators--College Board Percent of students passing AP Exam with score of 3 or higher	2023-24 College Board Report Score 3: 30% Score 4: 13% Score 5: 4%	2023-24 College Board Report Score 3: 33% Score 4: 15% Score 5: 4%		Score 3: 54.4% Score 4: 30.0% Score 5: 15.2%	Score 3: +3% Score 4:+2% Score 5: 0%

Goal Analysis for 2024-2025

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

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

Most of the actions within Goal 4 were fully implemented, with the exception of a few actions. Most of the challenges to implementation were due to teacher turnover and vacancies. All actions within the LCAP are helping sustain access to academic content for all students, especially for English learners and Long-Term English learners, who need support to access their curriculum. However, the challenges in implementation need to be addressed in order to ensure that students are making progress according to the Dashboard, on local assessments, and English language acquisition. While expanding students' access to outside educational opportunities and college preparatory courses was successful, there is much room for growth in ensuring students are college and career ready.

Implementation successes for Goal 4, Student Achievement included:
-The AVID program was implemented at the comprehensive high schools, along with AVID Excel at the middle schools. Staff attended conferences and used strategies using AVID Weekly in their instruction (G4A1 AVID, G4A2 AVID Excel).
-Academic coaches in secondary schools supported teachers and students with reading strategies through professional learning sessions during Late Start Fridays and small-group instruction (G4A3 Content Disciplinary Literacy).
-Elementary Summer school programs gave 384 students access to foundational skill building and enrichment opportunities (G4A4 Summer and Saturday School).
-Staff professional development helped expand technology access to all students (G4A5 Maintaining Technology).
-The use of Achieve 3000 helped students improve their Lexile and language acquisition, especially for English learners and Long-Term English Learners. Achieve 3000 was implemented throughout the school day and beyond the school day across the district (G4A6 Literacy Intervention).
-Staff established and maintained data systems in order to ensure student data is accessible to all educational partners. They also succeeded in providing support to schools throughout the school year during diagnostic and summative testing periods (G4A7 Data Analysis).
-Educational Technology staff received and provided professional development, providing rigorous learning opportunities to teachers, modeling lessons in classrooms, and integrating language acquisition strategies within their support throughout the school year (G4A8 Technology Support and Services).
-Staff engaged in collaborative data analysis in the first and second semester, looking into first semester local data and the 2024 Dashboard data for PUSD. They received professional development on intervention strategies, understanding core programs, and engaged in targeted sessions to address the needs of specific student groups—English learners, Long-Term English learners, Foster Youth, and Low-Income students (G4A9 Data Analysis by staff).
-Elementary and secondary teachers received training on Designated ELD, staff were able to provide training on Constructing Meaning for secondary Science and Social Studies teachers, and secondary teachers completed a 5-day institute for Integrated ELD training (G4A10 English Language Development Support).
-Foster youth students attended more campus tours and college events (G4A11 Well Being of Foster Youth).
-Math Teacher Leads received training and gained confidence in implementing and coaching other teachers on math strategies (G4A12 Math Support).
- English Language Arts Teacher Specialists supported classroom teachers with evidence-based professional learning and coaching to improve achievement in ELA for students (G4A13 English Language Arts Support).
-Literacy Coaches implemented a universal screening test using the Phonological Awareness Screening Test (PAST) and DIBELS (G4A14 Elementary Level Literacy Coaches).
- More kinder classrooms allowed for more opportunities for students to gain access to the state standards and for state and local assessments to inform the needs of students in the subsequent grades ahead (G4A16 Kindergarten Teaching Staff).
- Teachers and support staff implemented 21st-Century learning and teaching content with integrated technology in order to prepare students for college and career pathways (G4A17 Computer and Technology Support for the District).
- Resource teachers were successful in providing support through writing clinics and in ELD across all grade levels (G4A19 Elementary Resource Teachers - Academic Support, G4A20 Secondary Resource Teachers - Academic Support).

Implementation challenges for Goal 4, Student Achievement included:
-It is challenging to have consistent tech support for the schools with high turnover of entry-level positions. There are a number of vacancies throughout the year and the district continues to have open positions due to competitive pay from neighboring districts. The Information Technology department is able to successfully adapt to staffing changes to support schools districtwide(G4A5 Maintaining Technology).
-Recruiting and hiring AVID tutors is an ongoing challenge, and it is difficult to find teachers at the middle schools that will take on a 6th period assignment for AVID Excel. There are fewer AVID Excel courses offered at the middle schools because of impacted master schedules on campus (G4A2 AVID Excel).
-Although literacy intervention through Achieve 3000 has been successful in improving student Lexile levels, it is challenging to measure consistency in use from school to school (G4A6 Literacy Intervention). Training paraeducators and challenges in hiring have also made providing support inconsistent from school to school (G4A21 Paraeducators for English Learners).
-There is an ongoing need to ensure that students who are Long-Term English learners have an equitable opportunity to graduate; therefore,an extra elective period for them is helpful in gaining credits and access to additional core coursework. However, it is challenging to recruit teachers that will teach an extra elective class during the regular school day (G4A10 English Language Development Support).
-It has been a challenge to find a Foster Youth Liaison, and contracted services have not been as targeted for foster youth as intended (G4A11 Well being of Foster Youth).
-Math teachers continue to receive professional learning and support from Math Teacher Specialists on high-impact strategies for students, but not all Math Teacher Lead positions could be filled. Math Teacher Leads would have been able to provide teacher-to-teacher guidance on those strategies (G4A12 Math Support).
-Academic Coaches and ELA Teacher Specialists work year-round to bring current practices and tools to all teachers and schools districtwide, however there is little time on Late-State Fridays to support the sites and the consistency of support varies site by site (G4A3 Content Disciplinary Literacy, G4A13 English Language Arts Support).
-While giving students access and opportunities to see their learning in the real world via field trips, it was difficult to constantly maneuver transportation costs and availability (G4A15 Academic Contextualization).
-Vacancies throughout Special Education made it challenging to meet the needs of students (G4A18 Special Education Teams).
-It has been a challenge trying to standardize the supports and services provided by Resource Teachers whose current roles and responsibilities vary from site to site (G4A19 Elementary Resource Teachers - Academic Support, G4A20 Secondary Resource Teachers - Academic Support).
-There is high-turnover of Intervention teachers (G4A22 Elementary Intervention Teachers, G4A23 Secondary Intervention Teachers).
-Hiring student interns continues to be a challenge, and there are still vacancies (G4A24).

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

The difference between budgeted expenditures and estimated actuals were primarily attributed to unfilled positions and long-standing vacancies throughout the school year. Positions such as paraeducators, tutors, student interns, education specialists, and intervention teachers are hard-to-fill and some can be hard to keep throughout the school year (G4A3 Content Disciplinary Literacy, G4A18 Special Education Teams, G4A21 Paraeducators for English Learners, G4A23 Secondary Intervention Teachers, G4A24 Secondary Student Interns).

Material differences were also due to software programs for the English Learner/Multilingual Learner program that were funded out of other sources, and adjustments to training and support for paraeducators that resulted in unspent funds (G4A6 Literacy Intervention, G4A21 Paraeducators for English Learners).

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

PUSD made significant gains towards Goal 4, and the actions were mostly effective in academic achievement, English language progress, and college and career readiness. The evaluation of G4A3 (Content Disciplinary Literacy), G4A4 (Summer and Saturday School), G4A5 (Maintaining Technology), G4A7 (Data Analysis), G4A8 (Educational Technology), G4A9 (Data Analysis by Staff), G4A12 (Math Support), G4A13 (English Language Arts Support), G4A14 (Elementary Level Literacy Coaches), G4A15 (Academic Contextualization), G4A16 (Kindergarten Teaching Staff), G4A17 (Computer and Technology Support for the District), G4A18 (Special Education Teams), G4A22 (Elementary Intervention Teachers), G4A23 (Secondary Intervention Teachers), and G4A24 (Secondary Student Interns) were partially effective, with noticeable gains and areas for improvement in student academic

achievement. While CAASPP ELA data showed a decrease of -3.4 points for All Students, local ELA District Interim Assessments (DIA) showed an increase of +2.25 points for All Students, an increase of +15.85% for English learners, an increase of +2.92% for Low-Income, and +4.39% for Foster Youth in Benchmark I. Benchmark II showed similar gains, although these actions were ineffective in showing achievement for Foster Youth, who showed a decline of -0.69%. CAASPP Math data showed All Students increased by +2.1 points, English learners increased by +3.2 points, Low-Income by +2.2 points, and Foster Youth increased by +17.2 points. Local Math DIA showed All Students decreased by -4.02 points on Benchmark I. Benchmark II for Math DIA showed improvement for all students with an increase of + 1.88%, an increase of +1.91% for English learners, an increase of +1.83% for Low-Income, but a decline of -6.80% for Foster Youth. This shows that the support systems in place for ELA and literacy are proving to be effective for students, but they are not showing effectiveness in increasing achievement in math for Foster Youth. Math It should not go unnoticed that English learners showed improvement in both ELA and Math DIA and CAASPP assessments, demonstrating that these actions, also contributing to their needs for student achievement, are proving effective in those academic areas. English learners made the greatest gains of +15.85 points on the ELA DIA Benchmark I, and had the smallest decrease of all student groups of -0.7 points on the CAASPP ELA. The work of Teacher Specialists (G4A13) and Elementary Literacy Coaches (G4A14) is essential to cultivating literacy in our youngest students. Their work proved effective in helping students in Kinder, first and second grade to meet their automatic reading levels. Based on the Phonological Awareness Screening Test (PAST) metric, All Students in Kinder showed an increase of +7% in meeting their automatic reading level, first grade showed an increase of +13%, and second grade showed an increase of +14%.

In evaluating of G4A2 (AVID Excel), G4A6 (Literacy Intervention), G4A10 (English Language Development Support), G4A19 (Resource Teacher Academic Support - Elementary), G4A20 (Resource Teacher Academic Support - Secondary), G4A21 (Pareducators for English Learners), these actions were partially effective in helping English learners progress in their English language acquisition and reclassification rates. English learners showed progress based on the 2024 Dashboard ELPI, and also showed progress in having fewer students drop down one level on the ELPAC. The percentage of students who progressed one level increased by +1.5%. The percentage of English learners who maintained a level 4 decreased by -3.9%---teachers and staff made every effort to support students' reclassification. The percentage of English learners who maintained levels 1-3 increased by +5.5%---there was no regression in this group of students when it comes to their performance on the ELPAC. Lastly, the percentage of ELs that decreased one level decreased by -3.0%---which is a favorable outcome because less students lost progress. These actions were effective in helping ELs make progress on the ELPAC, and in moving forward to reclassification. In addition, these actions were ineffective towards helping more ELs reclassify. Based on current reclassification data, the percentage of elementary students who reclassified decreased by -1.3%, the percentage of middle school students who reclassified decreased by -9.1%, and the number of high school students who reclassified decreased by -24.6%. English learners also showed improvement on the College and Career Readiness indicator of the Dashboard, with an increase of +1.1%. In order to address the partial effectiveness of these actions, we need to focus resources and staff in supporting English learners to reclassify as early on in their schooling as possible and restructure resources to support those who are Long-Term English Learners.

In evaluating actions G4A1 (AVID) and G4A11 (Wellbeing for Foster Youth), these actions were mostly ineffective in improving upon college and career readiness metrics. Overall, All Students increased by +1.5% on the College and Career Readiness indicator on the Dashboard. All other student groups showed an increase, as well, including Foster Youth which showed an increase of +5.6%. However, there were declines that show that these actions were also ineffective in helping students reach ELA and Math readiness by the time they graduate - however, they are proving to be effective for English learners and Low-Income. All Students showed an increase on the "Ready" criteria on the EAP-ELA metric of +5.28%, and also showed a +3.39% increase under the "Conditionally Ready" criteria. Based on the EAP-Math metric, All Students declined -2.52% under the "Ready" criteria, and declined -1.76% under the "Conditionally Ready" criteria. While these actions are effective for students meeting readiness in ELA, they are not proving to be effective in readiness in Math for students. These actions are also proving to be ineffective in helping students meet A-G requirements, including English learners, Foster Youth, and Low-Income students. Based on the A-G Meeting Requirements metric from the 2024 Dashboard, All Students declined by -1.3%, English learners declined by -2.3%, Low-Income declined by -1.5%, and Foster Youth also showed a decline of -0.7%. There was also a decline of -0.4% of All Students meeting both A-G and CTE Completion, with Foster Youth showing a decline of -0.1%. The number of students receiving passing scores on Advanced Placement (AP) also declined, with -33.4% less students scoring a 3, -16% less students scoring a 4, and -9.2% of students scoring a 5 on the exams. While PUSD is making efforts to model AVID strategies schoolwide in secondary schools, and while PUSD is providing services for Foster Youth so that they do not fall behind on requirements to graduation, a shift in strategy is needed to address college and career readiness across all student groups and all grade levels in PUSD.

Educational partners indicated that students need foundational support, because many students are falling behind and are in need of intervention because the building blocks

for learning are not established. They indicated that all grade levels need instruction to have a college and career focus, and that English learners are still in need of English language support. The majority of the actions are established systems of support for academic achievement (Resource Teachers, literacy Coaches, Summer School, etc.), and while many of those actions will remain the same, the addition of LREBG services will provide additional opportunities for students to receive academic support where and when it is needed.

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.

Based on student outcomes and educational partner input, the goal, and actions will remain the same for the 2025-26 academic year with an exception of the following to improve Student Achievement college and career readiness for students:

-Increase funding to support G4A2 AVID Excel, G4A7 Data Analysis, G4A21 Paraeducators for English Learners, G4A22 Elementary Intervention Teachers.

-Modification of G4A14 (Elementary Level Literacy Coaches) to include a Program Administrator to support the growth of elementary programs

-ADOPT a NEW LIMITED ACTION to support Long-Term English Learners. The action description will read as follows - Long-Term English Learner Teachers on Assignment (LTEL TOAs) will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. TOAs will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness. This will now be Goal 4, Action 25.

-G4A4 Summer and Saturday School is now identified as an LREBG action. It includes research from the Summer Learning Reading Toolkit and indicates metrics G4 Metric 1, G4 Metric 2, and G4 Metric 3 to help monitor effectiveness of the action, and $78,226 of LREBG funds will be used to support this action through 2026-27.

-G4A7 Data Analysis is now identified as an LREBG action. It includes research from DIBELs and indicates metrics G4 Metric 1 and G4 Metric 2 to help monitor effectiveness of the action, and $304,702 of LREBG funds will be used to support this action through 2026-27.

-G4A13 English Language Arts Support is now identified as an LREBG action. It includes research from the National Center on Improving Literacy and indicates metrics G4 Metric 1, G4 Metric 10, and G4 Metrics 14-17 to help monitor effectiveness of the action, and $605,398 of LREBG funds will be used to support this action through 2026-27.

In addition to the above-mentioned changes, some of the metrics under Goal 4 have been updated to either correct calculation errors or to provide clarity for our educational partners. Goal 4 Metric 4 (EL Progress on Language Proficiency - The percentage of ELs at Each Level) was updated to reflect the new ELPI level designations on the California Dashboard. Goal 4 Metric 13 (Achieve 3000 - Average Level Set) was updated to better communicate the percentage of students who are meeting their grade-specific Lexile level. Changes will also be made to Goal 4 Metrics 13 through 17 (PAST - Phonological Awareness Screening Test) to report the percentage of K-2nd grade students who are meeting their grade-specific automatic reading level. The changes will be reflected across the baseline through the Target Year 3 Outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	AVID	Advancement Via Individual Determination (AVID) trained District Personnel will support Low-income elementary and secondary school students by providing additional academic preparation using materials and supplies, which include AVID Weekly subscriptions and membership fees. Staff will attend conferences and training sessions to ensure they are using and sharing the latest research-based strategies with classroom teachers and students. Also, AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness.	$405,600.00	Yes
2	AVID Excel	Teachers and tutors will use AVID Excel membership and curriculum to provide English Learners support with developing the skills necessary to mastering the English language. Materials and supplies will also be used during the AVID Excel Summer Bridge to provide instruction to selected students during the summer prior to the school year starting. Teachers at the sites implementing AVID Excel will be given 6th period assignments to conduct data analysis to improve language coaching and instruction to engage students in order to improve and advance their language acquisition.	$68,455.00	Yes
3	Content Disciplinary Literacy	Secondary Teachers will provide content disciplinary reading and writing for English Learners, Foster Youth, and Low-Income students. Classroom teachers will be provided to supplement the master schedule to better serve these students who are in need of interventions. District personnel will coordinate student interns and teacher special assignment hours, in order to increase scores on state and local assessments leading to graduation.	$2,236,451.00	Yes
4	Summer and Saturday School	LREBG Action Teachers will be supported by a Clerk, Campus Supervisor, Teacher Specialist and Literacy Coaches to provide extended learning opportunities during the summer to English Learners, Foster Youth, and Low-income students enrolled in grades K-3rd who are struggling with foundational literacy skills. Research from the Summer Learning Program Toolkit indicated that high-quality summer learning programs can show positive outcomes in math, reading, and social emotional learning, especially in early grade levels. This action will support special assignment hours for teachers and staff to address gaps in literacy and attendance. Metrics used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 2 (DIA Math), and G4 Metric 3 (Reclassification Rates). LREBG funds supporting this action: $78,226 through 2025-26.	$256,453.00	Yes
5	Maintaining Technology	Computer Service Technicians will support Low-income students by maintaining technology to decrease the technology access gap thus providing access to career and post-secondary education. The Network and System Supervisor will support Computer Technicians and coordinate services to ensure each school receives timely support. Staff will receive training in their field to ensure they keep up to date with current practices.	$3,297,202.00	Yes
6	Literacy Intervention	Teachers will use online services to provide small group and one-to-one intervention during the regular school day to support English Learners, Low-income, and Foster Youth students in all grades in order to accelerate proficiency in reading comprehension, develop foundation literacy skill, and provide access to a grade-level curriculum.	$606,000.00	Yes
7	Data Analysis	LREBG Action	$875,933.00	Yes

		The Director and team members of Accountability and Assessment will work with consultants to establish and revise the data systems that serve as the infrastructure for creating a responsive system of support (Multi-tiered Systems of Support). The system will be used to monitor the progress of English Learners, Foster Youth, and Low-income students. The tools implemented will support the use of real-time data that allows teams to interpret, plan, and communicate student progress and success. Research from Dynamic Indicators of Basic Early Literacy Skills (DIBELs) indicates that educators that maintain consistent, collaborative practices of reviewing student data and work samples help in the identification of gaps and areas of need to adjust instruction where needed. This action will support contracts needed for consultations and additional platforms to house and analyze student data. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 2 (DIA Math). LREBG funds supporting this action: $223,035 through 2025-26 and $81,667 through 2026-27.		
8	Technology Support and Services	Educational Technology (EdTech) administrators, teacher specialists, clerical and technology staff will attend conferences to stay current on teaching strategies and technology tools, enabling them to provide professional learning to classroom teachers who will design rigorous and relevant learning opportunities for Foster Youth, English Learners, and Low-Income students in order to equip students to use technology actively and enhance students academic growth.	$1,403,074.00	Yes
9	Data Analysis by Staff	Classroom teachers will use the equivalent of two (2) full-day sessions and extra hours at the beginning of each semester to analyze the academic and behavior data of English Learners, Foster Youth, and Low-Income students to guide their use of evidence-based practices and to prepare the learning environments to support the academic and social-emotional needs of students.	$1,478,016.00	Yes
10	English Language Development Support	Teacher Specialists will provide classroom teachers with support in the implementation of designated and Integrated English Language Development (ELD) Program Elementary and Middle School Levels in order to accelerate English Language Acquisition and Reclassification for English Learners. A Program Administrator will coordinate professional development, teacher special assignment hours, and monitor student progress to support classroom teachers as they ensure consistent implementation of ELD programs. Clerical support for the program will be provided to ensure current data is available for reclassification. Staff will attend conferences as needed to provide effective support.	$1,115,618.00	Yes
11	Well Being of Foster Youth	School Counselors, Mental Health Clinicians, and outside providers will collaborate to address the needs of Foster Youth by providing social-emotional supports, small group learning sessions, and ongoing progress monitoring. Contracted Service providers will support students and families by providing tutoring and mentoring services. These services will create a stable learning environment to increase their college and career readiness.	$344,283.00	Yes
12	Math Support	Teacher Specialists will work with classroom teachers and Math Teacher Leads (MTL) to provide job-embedded coaching and support to improve instructional strategies for Low-Income students in the area of mathematics.	$692,828.00	Yes
13	English Language Arts Support	LREBG Action Teacher Specialists with staff support will work with classroom teachers to provide job-embedded coaching and support to improve instructional strategies for English Learners, Foster Youth and	$1,456,397.00	Yes

		Low-income students in the area of English Language Arts. Materials and supplies and transportation to literacy events will be provided. Research from the National Center on Improving Literacy indicates that structured literacy instruction, phonological awareness, and multisensory techniques support reading comprehension and literacy development, particularly for students with Dyslexia. This action will support contracts for outside consultants to train teachers in addressing Dyslexia and improving students' reading and writing skills. Metrics used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 10 (CAASPP ELA), G4 Metrics 14-17 (PAST) LREBG Funds supporting this action: $442,805 through 2025-26 and $162,593 through 2026-27.		
14	Elementary Level Literacy Coaches	Literacy Coaches will work with classroom teachers to model and facilitate the most effective literacy teaching strategies. Teachers will be provided with time to collaborate and identify best strategies for Low-income students, English Learners, and students who may have experienced interrupted schooling such as Foster Youth. Contracted services, materials, and supplies will be purchased as needed. This will result in a balanced reading program to support our literacy initiative of all students reading at grade level by 3rd grade.	$3,736,127.00	Yes
15	Academic Contextualization	School staff will work in cross curricular teams to provide enriched academic experiences for Low-income students by coordinating fieldtrips aligned to the content standards and real-life experiences in order to increase the academic needs of Elementary students and support grade level academic achievement and a career and college going culture. Transportation will be provided.	$817,652.00	Yes
16	Kindergarten Teaching Staff	Staff will monitor progress in order to make instructional decisions using a variety of achievement measures. This data will guide instructional strategies to ensure all students are able to access the content standards. State assessments will be administered and site support will be provided to analyze State data. Local assessments will be developed and discussed during parent conferences. Materials will be purchased as needed.	$2,701,302.00	No
17	Computer and Technology Support for the District	Staff will support a technology rich learning environment for all students in order to promote 21st Century learning and provide access to career and technical fields and increase graduation rates.	$627,041.00	No
18	Special Education Teams	Education Specialists at each school site will meet at least annually for each student receiving special education services to review and discuss student's progress toward meeting goals outlined in the student's individualized education plan and to ensure accommodations and support services are established, implemented, and aligned with student's present level needs.	$22,995,694.00	No
19	Resource Teacher Academic Support-Elementary	Resource Teachers will be placed at each elementary school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	$2,784,017.00	Yes
20	Resource Teacher Academic Support-Secondary	Resource Teachers will be placed at each secondary level school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	$1,724,254.00	Yes
21	Paraeducators for English Learners	Paraeducators will work with English Learners to ensure they have access to core content and receive academic support with English Language Development. This will result in English Learners gaining English proficiency to be academically successful and reclassify in a timely manner.	$726,297.00	Yes

22	Elementary Intervention Teachers	Intervention Teachers will be placed at each elementary school site to analyze student data and work with students in small groups to close the educational gaps for Low Income, Foster Youth and English Learners that have been identified by the data.	$164,176.00	Yes
23	Secondary Intervention Teachers	Intervention Teachers, Teachers on Assignment (TOAs), and a Teaching Teacher Specialist will be placed at each secondary level school site to analyze student data and work with students in small groups to close the educational gaps that Low- Income, Foster Youth and English Learners that have been identified by the data.	$365,107.00	Yes
24	Secondary Student Interns	Student Interns will be placed at secondary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress.	$110,560.00	Yes
25	Support for Long-Term English Learners (LTELs)	Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the Long-Term English Learner student group in the areas of Pupil Achievement (ELA and Math) and Outcomes to a Broad Course of Study (College/Career). Long-Term English Learner Teachers on Assignment (LTEL TOAs) will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. TOAs will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness.	$699,780.00	Yes

Goal

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

State priorities addressed by this goal.

4, 5, 6, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Attendance Rates Central Attendance Report Percentage of days present through reporting period (P2) Chronic Absenteeism Pupil Resources Report Percent of students absent more than 10% of the year	2023-24 District Attendance Rates Report All: 92.92% ELs: 92.53% FY: 91.83% LI: 92.98% 2023-24 District Chronic Absent. Report All: 25.15% ELs: 26.89% FY: 23.90% LI: 25.70%	2024-25 District Attendance Rates Report All: 93.22% ELs: 93.05% FY: 93.15 LI: 93.23% 2024-25 District Chronic Absent. Report All: 23.88% ELs: 21.89% FY: 18.11% LI: 21.67%		District Attendance Rates Report All: 94.42% ELs: 94.03% FY: 93.33% LI: 94.48% District Chronic Absent. Report All: 23.15% ELs: 24.89% FY: 21.90% LI: 23.70%	2024-25 District Attendance Rates Report All: +0.30% ELs: +0.52 FY: +1.32 LI: +0.25 2024-25 District Chronic Absent. Report All: -1.27% ELs: -5.00% FY: -5.79% LI: -4.03%
2	Chronic Absenteeism (Dashboard) Percentage of students who are chronically absent	2023 CA Dashboard All: 36.2% EL: 34.8% LI: 37.7% FY: 39.0% FI: 22.1% WH: 44.8% HI: 36.9% HOM: 43.6% SWD: 45.0 %	2024 CA Dashboard All: 26.5% EL: 24.7% LI: 27.6% FY: 32.1% FI: 18.1% WH: 31.2% HI: 26.9 % HOM: 34.6% SWD: 37.2%		All: 34.2% EL: 32.8% LI: 35.7% FY: 37.0% FI: 19.1% WH: 41.8% HI: 33.9% HOM: 40.6% SWD: 42.0 %	All: -9.7% EL: -10.1% LI: -10.2% FY: -6.9% FI: -4.0% WH: -13.6% HI: -10% HOM: -9.0% SWD: -7.8%
3	Graduation Rates- CA Dashboard Percentage of students who received a high school diploma within four or five years of entering ninth grade	2023 CA Dashboard All Rate: 89.5% EL Rate: 75.7% LI Rate: 89.6% FY Rate: 78.8%	2024 CA Dashboard All Rate: 90.5% EL Rate: 80.5% LI Rate: 90.7% FY Rate: 85.3%		All Rate: 91.5% EL Rate: 78.7% LI Rate: 91.6% FY Rate: 81.8%	All Rate: +1.0% EL Rate: +4.8% LI Rate: +1.1% FY Rate: +6.5%

4	Middle School Dropout Rate (CALPADS 1.12 Report) Percent of students dropping out of grade 8	2023-24 CALPADS Report All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%	2024-25 CALPADS Report All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%		All All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%	All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%
5	High School Drop Out Rate: Ed Source Report percentage of students in the four-year cohort who dropped out of school	2022-23 Ed Source Report All: 6.3% EL: 13.0% FY: 11.8% LI: 6.3%	2023-24 Ed Source Report All: 3.7% EL: 8.16% FY: 6.45% LI: 3.81%		All: 5.3% EL: 12.0% FY: 10.8% LI: 5.3%	All: -2.6% EL: -4.84% FY: -5.35% LI: -2.49%

Goal Analysis for 2024-2025

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

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

Based on consultations with administrators overseeing Goal 5, all the actions in this goal were fully implemented.

Implementation successes for Goal 5, Student Engagement included:
-Secondary teachers were trained to use online learning licenses to support Foster Youth and Low-Income students with extended day credit recovery and acceleration programs to fill academic gaps and increase students eligible for graduation (G5A1 Online Academic Credit Recovery)
-The Crisis Intervention Team provided more students emotional/ behavioral support and teachers receiving trainings on crisis protocols (G5A2 Crisis Intervention Team)
-School Nurses and Health Services Assistants served more students leading to an increase in health referrals and health office visits, a total of 119,274 visits for Low-Income students and 4,549 visits for Foster Youth students (G5A3 Health Services)
-Attendance Specialists and School Site Specialists established great rapport with families and the community in order to monitor attendance patterns and provide services such as the Chronic Absent Re-Engagement Effort (CARE) Plan (G5A4 Monitor Attendance Patterns)
-Elementary and Secondary counselors provided 40,764 visits with students- individually, in small groups, and in large workshops/ classroom lessons to address social-emotional needs, college/ career lessons, and academic support in order to increase academic achievement, improve attendance rate, decrease behavior referrals, and raise graduation rate and college and career awareness (G5A5 Counselors Elementary School and G5A7 Counselors Secondary Schools)
-Teacher Specialists and select classroom teachers provided more trainings and coaching in the areas of literacy, mathematics, science, social science, social-emotional learning (SEL) and behavioral support, and multi-tiered systems of support (MTSS) across the district to build the instructional capacity of teachers (G5A6 Professional Development)
-Kindergarten and first grade teachers bridged the gap in content knowledge for students who are chronically absent, and attendance clerks communicated with families in an effort to improve student engagement and attendance (G5A8 Support for Chronic Absenteeism)
-Paraeducators provided students additional academic, social-emotional, and behavioral support in the classroom using evidence-based strategies and interventions (G5A9 Paraeducators)
-Mental Health Clinicians provided students with a safe place and social emotional support at the Wellness Centers located at the four comprehensive high schools and two academies—a total of over 10,000 visits (G5A10 Social Emotional Support- High School)
-Student Support Specialists provided trauma-informed behavioral approach services and personalized support plans in a timely manner for students (G5A11 Trauma Informed Services).

Implementation challenges for Goal 5, Student Engagement included:
-Scheduling conflicts with principals to present trainings for new incoming staff on the awareness of crisis protocols (G5A2 Crisis Intervention Team)
-A need to support parents and families by following through with referrals in order for students to receive the necessary supports such as glasses, dental, medical support, and physical and mental health support (G5A3 Health Services).

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

The difference between budgeted expenditures and estimated actuals were observed in G5A2 Crisis Intervention Team and G5A6 Professional Development due to unreported special assignment and inservice hours.

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

Overall, the evaluation of Student Engagement actions correlated to student achievement in the areas of attendance, academics, graduation rate, and suspension rate. G5A1 Online Academic Credit, G5A2 Crisis Intervention Team, G5A3 Health Services, G5A4 Monitor Attendance Patterns, G5A5 Counselors Elementary School, G5A6 Professional Development, G5A7 Counselors Secondary Schools, G5A8 Support for Chronic Absenteeism, G5A10 Social Emotional Support-High School, G5A11 Trauma Informed Services were mostly effective, with noticeable progress and areas of improvement based on the analysis of data. The review of Attendance and Chronic Absenteeism data indicated progress in the increase of student attendance and decrease in chronic absenteeism. In particular, Dashboard data revealed a substantial decrease in chronic absenteeism across student groups: All Students (-9.7%), English Learners (-10.1%), Low-Income (-10.2%), Foster Youth (-6.9%), Filipino (-4.0%), Homeless (-9.0%), Students with Disabilities (-7.8%), White (-13.6%) and Hispanic (-10%). These improvements correlated to the strategic interventions such as the Online Academic Credit Recovery (G5A1), which effectively increased student engagement by providing opportunities to earn and recover credit, minimizing academic gaps. The attendance support actions (G5A4 Monitor Attendance Patterns and G5A8 Support for Chronic Absenteeism) further supported this goal by having Attendance Clerks and School Site Specialists build rapport with students and families using Multi-tiered Systems of Support (MTSS) to foster school connectivity in addition to Kindergarten and First grade teachers developing targeted lessons to minimize academic gaps.

In addition, Dashboard Graduation rates increased across key student groups: All Students (1.0%), Low-Income (1.1%), and significant gains for English Learners (4.8%) and Foster Youth (6.5%). Dashboard Dropout rates showed consistent improvement for Highschool with All Students (-2.6%), English Learners (-4.85%), Foster Youth (-5.35%), and Low-Income (-2.49%) while Middle School maintained a 0.00% dropout rate indicating effectiveness in student support and retention. The Crisis Intervention Team (G5A2) played a crucial role in providing emotional and behavioral support that helped students develop healthy coping mechanisms and improve attendance and engagement. Further, elementary and secondary counselors (G5A5 and G5A7) complemented these efforts by offering social-emotional and academic support contributing to improved attendance rates, maintained middle and improved high school dropout rates, and increased college and career awareness.

The Health Services action (G5A3) was effective and made remarkable impact, with Health Services Assistants and Nurses providing 119,274 visits for Low-Income students and 4,549 visits for Foster Youth to ensure students received proper medical care, health referrals, and resources contributing to increased engagement and attendance. The Professional Development action (G5A6) strengthened academic outcomes by supporting teachers with specialized training leading to improved student engagement and academic achievement. The behavioral and trauma support actions (G5A10 Social Emotional Support-High School and G5A11 Trauma Informed Services) played a critical role in providing students with comprehensive social-emotional support. The Wellness Centers in G5A10 provided over 10,000 visits across comprehensive high schools, one middle school, and two academies, offering safe spaces for students to address mental and social emotional needs. The Trauma Informed services action (G5A11) supported students with increased teacher completion of COMET surveys to help with the evaluation of students' social emotional health leading to students receiving prompt trauma-informed behavioral approach services and personalized support plans from Student Support Specialists. Moreover, paraeducators (G5A9) also contributed to student engagement by supporting students academically, social-emotionally, and behaviorally using evidence-based practices.

Additionally, for our contributing actions (G5A1- G5A8, G5A10-G5A11), we also determined effectiveness for our English Learners, Foster Youth, and Low-Income students based on the following additional metrics: CAASPP ELA and Math, Suspension and Expulsion Rate. These actions were mostly effective as CAASPP Math indicated improvements across student groups: All Students (+2.1), English Learner (+3.2), Low-Income (+2.2), Foster Youth (+17.2) with African American showing a slight decline of -0.9. In the area of CAASPP ELA, these actions were not effective as there were slight declines across student groups: All Students (-3.4), English Learner (-0.7), Low-Income (-3.2) and Foster Youth (-11.8) with only Homeless Youth showing a slight increase of (+1.0). The review of Dashboard Suspension Rate data showed mostly effectiveness as student groups declined with All Students (-0.9%), English Learner (-1.3%), Low-Income (-0.9%), Foster Youth (-1.8%), while African American slightly increased (0.4%). Lastly, these actions were effective in maintaining the expulsion rate at 0% as indicated on the Dashboard. All in all, while the overall analysis of this goal indicated progress and mostly effectiveness, there was a notable need to continue targeted support to address the decline in CAASPP ELA, particularly for Foster Youth and Suspension Rate for African American students.

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

Based on student outcomes and educational partner input, the goal and desired outcomes will remain the same for the 2025-26 academic year with the exception of a few changes to improve Student Engagement:

-Baseline data in G5 Metric 1 Attendance Rates-Pupil Resources Report was updated from reporting local chronic absenteeism data to reporting of the percentage of days students are present through reporting period (P2); also Chronic Absenteeism- Pupil Resources Report was added in G5 Metric 1 to report the local percent of students absent more than 10% of the year.

-Increase funding for staff support in G5A8 Support with Chronic Absenteeism
-Increase funding for staff support in G5A10 Social-Emotional Support-High School

-G5A1 Online Academic Credit is now identified as an LREBG action. It includes research from California Department of Education- Continuation High School Guidance and indicates G5 Metric 1 Attendance Rates & Chronic Absenteeism and G5 Metric 3 Graduation Rates to help monitor effectiveness, and $307,442.00 of LREBG funds will be used to support this action through 2026-27.

-G5A2 Crisis Intervention Team is now identified as an LREBG action. It includes research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Attendance Works and indicates G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard), and G5 Metric 3 Graduation Rates to help monitor effectiveness, and $1,146,368.00 of LREBG funds will be used to support this action through 2026-27.

-G5A5 Counselors Elementary School and G5A7 Counselors Secondary Schools are now identified as LREBG actions. They indicate research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Institute of Education Sciences (IES) and indicate G5 Metric 1 Attendance Rates & Chronic Absenteeism and G5 Metric 2 Chronic Absenteeism (Dashboard) to help monitor effectiveness, and $51,268.00 of LREBG funds will be used to support each action through 2026-27.

-G5A10 Social-Emotional Support-High School is now identified as an LREBG action. It includes research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and indicates G5 Metric 1 Attendance Rates & Chronic Absenteeism, and G5 Metric 2 Chronic Absenteeism (Dashboard) to help monitor effectiveness, and $614,103.00 of LREBG funds will be used to support this action through 2026-27.

-G5A11 Trauma Informed Services is now identified as an LREBG action. It includes research from American Psychological Association and indicates G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 2 Chronic Absenteeism (Dashboard), and G6, Metric 3 Suspension Rate (Dashboard) to help monitor effectiveness, and $87,268.00 of LREBG funds will be used to support this action through 2026-27.

-Adopt a new limited action, G5A12 Student Engagement Support for Low-Income students, specifically those who lack a fixed, regular, and adequate nighttime residence, to provide resources to remove barriers and challenges in accessing and succeeding in school in order to improve attendance and college and career readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Online Academic Credit Recovery	LREBG Action Teachers trained to use online learning licenses, will support the extended day credit recovery and acceleration program, so that students from Foster Youth and Low-income households are able to fill academic gaps and increase the number of students eligible to graduate with their designated four-year cohort. Research from California Department of Education- Continuation High School Guidance indicates the importance of comprehensive supports for at-risk students through the use of evidence-based instructional strategies/ programs, flexible scheduling, and guidance and counseling services. LREBG funds will provide special assignment hours for staff to help students recover credits beyond the regular school year and directly address these barriers by ensuring students receive the services they need in order to improve student engagement, support academic learning recovery, and increase college eligibility. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 3 Graduation Rates LREBG Funds supporting this action: $307,442.00 through 2025-26.	$723,123.00	Yes
2	Crisis Intervention Team	LREBG Action Crisis intervention team, Program Assistant Administrative Support, and mental health support staff will deploy to sites and assist English Learners, Foster Youth, and Low-income students in order to meet their emotional/behavioral needs. Training will be provided to the staff to address the needs of the targeted population. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Attendance Works indicate the importance of addressing social-emotional and mental health barriers for maintaining positive student attendance and engagement. LREBG funds will provide contracts with outside consultants to provide a variety of services for students and families, including mental health, grief and loss, mentoring, restorative practices and other therapeutic services. By taking a holistic approach, these services aim to remove barriers to learning, support consistent attendance, and promote long-term academic and social-emotional success for students. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard); G5 Metric 3 Graduation Rates LREBG Funds supporting this action: $830,214 through 2025-26 and $316,154 through 2026-27.	$4,957,451.00	Yes
3	Health Services	The Director of Health Services, Administrative Secretary, School Nurses, Classified Nurses and Health Services Assistants will support Foster Youth and Low-income students by coordinating access to basic medical care through Medi-Cal referrals for health, mental health and substance abuse services that improve health outcomes leading to improved school attendance and completion. Special assignment and in-service will be provided for learning outside of the contracted time.	$3,315,075.00	Yes
4	Monitor Attendance Patterns	The Attendance Specialists along with School Site Specialists will use contracted services to monitor attendance patterns to identify and support Foster Youth and Low-income students who	$3,998,205.00	Yes

		are chronically absent and who are at-risk of becoming chronic absentees in order to enhance overall student attendance, build rapport, and decrease chronic absenteeism.		
5	Counselors Elementary School	LREBG Action Elementary School Counselors will support Foster Youth, English Learners, and Low income students by providing individual and small group counseling addressing the social-emotional needs of our students. Materials and supplies will be utilized to provide targeted lessons and an environment to increase academic achievement, improve attendance rates while decreasing behavior referrals and raise college and career awareness. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Institute of Education Sciences (IES) indicate that comprehensive school counseling programs significantly improve student outcomes, with studies showing improved academic performance, reduced discipline referrals, and improved engagement. LREBG funds will provide contracts for trainings to strengthen counselors' capacity in culturally responsive interventions that builds resilience, emotional regulation skills, and academic confidence in order to support academic learning recovery, social and emotional well-being, and improve student engagement. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $51,268.00 through 2025-26.	$3,516,358.00	Yes
6	Professional Development	Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (Math, ELA) and School Climate (Suspension Rate). Teacher Specialists and selected classroom teachers will provide ongoing and job-embedded professional development (i.e. training, coaching one-on-one) to administrators, teachers, and parents, in order to build the capacity of adult learners in the system to transform teaching and learning to meet the various needs of English Learners, Low-income and Foster Youth, and African American students. Special assignment and in-service will be provided for learning outside of the contracted time. Program administrators and other classified staff will help to coordinate these services.	$633,046.00	Yes
7	Counselors Secondary Schools	LREBG Action Secondary School Counselors will support English Learners, Foster Youth, and Low Income students by providing targeted interventions using materials and supplies during individual and small groups sessions that address both academic and social-emotional needs of students. Secondary counselors will work with elementary school counselors in transitioning incoming secondary students by providing direct supports throughout the school year. Counselors will collaborate with educational partners (i.e. parents, teachers, community agencies/partners) in an effort to increase student engagement, graduation rates, financial aid completion rates, and college/career readiness. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Institute of Education Sciences (IES) indicate that comprehensive school counseling programs significantly improve student outcomes, with studies showing improved academic performance, reduced discipline referrals, and improved engagement. LREBG funds will provide contracts for	$3,519,012.00	Yes

		trainings to strengthen counselors' capacity in culturally responsive interventions that builds resilience, emotional regulation skills, and academic confidence in order to support academic learning recovery, social and emotional well-being, and improve student engagement. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $51,268.00 through 2025-26.		
8	Support for Chronic Absenteeism	Kindergarten and first grade teachers will develop lessons to bridge academic gaps in content knowledge for Low-income students who experienced chronic absenteeism in order to ensure students will be able to access grade level content standards. Attendance Clerks will support at identified schools with high rates of Chronic Absenteeism in monitoring attendance and communicating with families in order to improve student engagement and attendance.	$486,668.00	Yes
9	Paraeducators	Paraeducators will be trained to support student engagement by assisting students academically, socio-emotionally, and behaviorally with evidence-based practices, strategies, and interventions.	$20,868,252.00	No
10	Social Emotional Support-High School	LREBG Action Mental Health Clinicians will provide direct social emotional support to our Foster Youth and Low-Income students at our four comprehensive high schools, one middle school, and two of our Academies focusing on those who have experienced a high degree of trauma and continue to experience challenges. Students will be provided with services and/or referrals based on the particular case of the student case, as well as supporting students who are returning to school after hospitalizations. This will lead to higher academic achievement and graduation rates. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that providing direct-social emotional support to students, especially those who have experienced trauma significantly improves academic outcomes, mental health, overall school engagement, and reduces absenteeism rates. Targeted trauma-informed interventions help address the root causes of school and academic disengagement. LREBG funds will provide contracts for comprehensive interventions and mental health services for secondary students who have experienced a high degree of trauma in order to support academic learning recovery, the social and emotional well-being of students, and improve student engagement. Students will receive direct support based on their needs in order to enhance school connectedness and reduce chronic absenteeism. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $454,918 through 2025-26 and $159,185 through 2026-27.	$1,470,474.00	Yes
11	Trauma Informed Services	LREBG Action Student Support Specialists will alleviate the increased caseload of students waiting to receive services for experienced trauma. Trauma-informed behavioral approach services and personalized support plans will be provided in a timely manner to Foster Youth and Low-income students. This service will be imperative to the student's mental well-being and mitigate the impact on their academic achievement. Research from the American Psychological Association indicates that trauma-informed supports are essential for creating safe, supportive learning environments where students can develop	$517,489.00	Yes

		critical social-emotional competencies. LREBG funds will provide contracts to help address root causes of academic and behavioral challenges to help students develop the necessary skills to overcome adversity and achieve academic success in addition to improving social and emotional well-being and student engagement. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 2 Chronic Absenteeism (Dashboard); G6 Metric 3 Suspension Rate (Dashboard) LREBG Funds supporting this action: $87,268.00 through 2025-26.		
12	Student Engagement Support	Low-Income students, specifically those who lack a fixed, regular, and adequate nighttime residence, will be provided resources to remove barriers and challenges in accessing and succeeding in school in order to improve attendance and college and career readiness.	$59,879.00	Yes

Goal

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

State priorities addressed by this goal.

4, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Connectedness Students: California Healthy Kids Survey (CHKS) - Percentage of students that feel "School Connectedness" based on five school connectedness scale indicators (5th	2023-24 CHKS Survey Students Grade 5: 61% Grade 7: 49% Grade 9: 43% Grade 11: 44% NT: 53% 2023-24 CSSS Survey Staff All: 32% 2023-24 CSPS Survey Parents All: 84%	2024-25 CHKS Survey Students Grade 5: 63% Grade 7: 51% Grade 9: 47% Grade 11: 52% NT: 68% 2024-25 CSSS Survey (A5.4) Staff All: 39% 2024-25 CSPS Survey Parents All: 85%		Students Grade 5: 67% Grade 7: 55% Grade 9: 49% Grade 11: 50% NT: 59% Staff All: 38% Parents All: 90%	2024-25 CHKS Survey Students Grade 5: +2% Grade 7: +2% Grade 9: +4% Grade 11: +8% NT: +15% 2024-25 CSSS Survey (A5.4) Staff All: +7% 2024-25 CSPS Survey Parents All: +1%

	grade: average reporting "Most of the time" & "All of the time" - A6.8; Secondary: average reporting "Agree or "Strongly agree" - A6.8) Staff: California School Staff Survey (CSSS) - Average reporting "Strongly agree" on four Staff Working Environment Scale Questions (A6.4) Parents: California School Parent Survey (CSPS) - Percentage of parents who "Strongly agree" and "Agree" that parents feel welcome to participate at their child's school (A6.1)					
2	Perceived School Safety	2023-24 CHKS Survey Students	2024-25 CHKS Survey Students		Students Grade 5: 68% Grade 7: 53%	2024-25 CHKS Survey Students Grade 5: +3%

School is a safe place for students. Students: California Healthy Kids Survey (CHKS) Percentage of students that feel safe (5th grade) "most of the time" and "all of the time" (A9.1) or (Secondary) "Safe" and "Very Safe" (A8.1) at school Staff: California School Staff Survey (CSSS) - Percentage of staff that "Strongly agree" and "Agree" that their school is a safe place for students. (A6.2) Parents: California School Parent Survey (CSPS) Percentage of parents that "Strongly agree" and	Grade 5: 62% Grade 7: 47% Grade 9: 44% Grade 11: 41% NT: 59% 2023-24 CSSS Survey Staff All: 84% 2023-24 CSPS Survey Parents All: 84%	Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%		Grade 9: 50% Grade 11: 47% NT: 65% Staff All: 90% Parents All: 90%	Grade 7: 0 Grade 9: +5% Grade 11: +11% NT: +18% 2024-25 CSSS Survey (A5.2) Staff All: +7% 2024-25 CSPS Survey Parents All: -1%

	"Agree" that their school is a safe place for their child (A7.1).					
3	Suspension Rate (Dashboard) Percentage of students who were suspended at least once	Updated 2023 CA Dashboard All: 4.3% EL: 4.8% LI: 4.5% AA: 10.0% FY: 10.9% HI: 4.3% HOM: 6.5% SWD: 6.5%	2024 CA Dashboard All: 3.4% EL: 3.5% LI: 3.6% AA: 10.4% FY: 9.1% HI: 3.3% HOM: 5.2% SWD: 5.4%		All: 1.3% ELs: 1.8% LI: 1.5% AA: 7.0% FOS: 7.9% HI: 1.3% HOM: 1.5% SWD: 3.5%	All: -0.9% EL: -1.3% LI: -0.9% AA: +0.4% FY: -1.8% HI: -1.0% HOM: -1.3 SWD: -1.1%
4	Expulsions-Local data from Pupil Resources	2022-23 Expulsions- Ed Data 0% All: 0% ELs: 0% LI: 0% FY: 0%	2023-24 Expulsions- Ed Data All: 0.00015% (3 expulsions) ELs: 0% LI: 0% FY: 0%		Expulsion Rate- maintain at 0% All: 0% ELs: 0% LI: 0% FY: 0%	All: +0.00015% ELs: 0% LI: 0% FY: 0%
5	Park West- Grad Rate CA Dashboard	2023 CA Dashboard 72.7%	2024 CA Dashboard 83.3%		75.7%	+10.6%

Goal Analysis for 2024-2025

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

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

Most of the actions in this goal were implemented as they were intended, and all actions had successes and challenges in supporting school connectivity, safety, and reduction of suspension rates.

Implementation successes for Goal 6, School Climate included:
-Consultants supported students in implementing leadership strategies to increase their overall participation in schools (G6A1 Positive School Climate).
-PUSD hired all necessary staff to support behavior incidents in schools and to help students build problem-solving practices to confront conflicts with their peers (G6A2 Restorative Justice).
-More students participated in extracurricular sports at the middle schools and high schools, and sports teams succeeding in school games and events (G6A3 Extracurricular Activities).
-There were more opportunities for PLC collaboration and school validation for PBIS programs (G6A5 Positive Behavior Intervention and Support). Thirty schools received platinum certification in 2024-2025.
-Campus supervisors supported social emotional learning in schools (G6A6 Elementary Campus Supervisors).
-Behavior Analysts provided training and consultation for staff throughout the year (G6A7 Evidence-Based Positive Behavioral Supports).

Implementation challenges for Goal 6, School Climate included:
-Vacancies of school climate officers at the start of the year that delayed needed support with positive school environments (G6A2 Restorative Justice).
-The Teaching Teacher Specialist (TTS) position remained vacant during the school year, which is highly needed at the Continuation High School to support credit recovery and attendance (G6A4 Individualized Student Academic and Emotional Support).
-Elementary campus supervisors are highly needed, but it comes with high turnover and ongoing need for hiring (G6A6 Elementary Campus Supervisors).

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

There are no material differences expected within these actions for 2024-2025.

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

PUSD is making progress in suspension, expulsion, and graduation rates, and the actions within Goal 6 are contributing to those outcomes. These actions were effective in improving attendance rates, chronic absenteeism rates, school connectedness and safety for English Learners, Foster Youth, and Low-Income students. Additionally, in evaluating G6A1 (Positive School Climate), G6A2 (Restorative Justice), G6A3 (Extracurricular Activities), G6A5 (Positive Behavior Intervention and Support), and G6A6 (Elementary Campus Supervisors), they were effective in improving school connectedness (G6 Metric 1 CHKS-School Connectdness). Based on the California Healthy Kids Survey (CHKS), fifth grade students who feel connected to school increased by +2%, seventh grade students by +2%, ninth grade students by +4%, and eleventh grade students by +8%. Students who follow a non-traditional track increased school connectedness by +15%. Staff and parents also felt more connected to their schools, with staff showing an increase of +7%, and parents showing an increase of +1–all of these data points indicate that actions were effective in improving school connectedness for students, parents and staff. These actions were partially effective, however, in improving perceptions of school safety (G6 Metric 2 CHKS-Perceived School Safety). Students in fifth grade showed an increase of +3%, while seventh grade students showed no change, ninth grade students showed an increase of +5%, and eleventh grade students showed an increase of +11%. Staff reported an increase of +7%, but parents were the only group that reported a decrease of -1% in their perception of school safety–these data points indicate that actions were partially effective in improving perceptions of school safety for students, parents and staff.

These actions were effective in improving suspension rates for nearly every student group identified in G6 Metric 3 Suspension Rate (Dashboard), except the African-American student group. African-American students showed an increase in suspensions of +0.4% on the 2024 Dashboard, which shows that the actions were ineffective for this student group. The remaining groups showed improvements in suspension rate: All Students decreased by -0.9%, English learners by -1.3%, Low-Income by -0.9%, Foster Youth by -1.8%, Hispanic by -1.0%, Homeless Youth by -1.3%, and Students with Disabilities by -1.1%. PUSD reported a 0% Expulsion Rate, maintaining the same outcome from 2022-2023. While these actions were effective in improving suspension rates for English learners, Foster Youth, and Low-Income students, African-American students are not benefiting from these services to improve their suspension rates.

Park West improved in graduation rate in 2024, showing that the action to provide academic and social-emotional support was effective. Park West's graduation rate improved by +10.6% based on the 2024 Dashboard.

Educational partners indicated that diverse extracurricular activities, comprehensive academic and social-emotional support systems were important to improve school connectedness and to create positive school climates. While students, staff, and parents are feeling more connected to their schools, it is important to underscore how school environments are affecting our African-American students. There needs to be a shift in mindset when thinking about what their unique needs are—more insight is needed into African-American students' experience in schools and what school connectivity and climate looks like for them.

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.

Based on student outcomes and educational partner input, the goal and desired outcomes will remain the same for the 2025-26 academic year with the exception of a few changes to improve Student Engagement school connectedness and school climate:

-Increase funding for staff support in G6A3 Extracurricular Activities

-Use Learning Recovery Emergency Block Grant (LREBG) funds to ADOPT contracts in—G6A2 Restorative Justice, G6A5 Positive Behavior Intervention and Support (PBIS), and G6A6 Elementary Campus Supervisors---in order to support the improvement of school climates, restorative justice programs and youth clubs.

- G6A2 is now identified as an LREBG action. It includes research from the CASEL organization and indicates metrics G5 Metric 1, G6 Metric 1, and G6 Metric 3 to help monitor effectiveness, and $621,175 of LREBG funds will be used to support this action through 2026-27.

-Action G6A5 is now identified as an LREBG action. It includes research from the CASEL organization and indicates metrics G5 Metric 1, G6 Metric 1, and G6 Metric 3 to help monitor effectiveness, and $550,683 of LREBG funds will be used to support this action through 2026-27.

-Action G6A6 is now identified as an LREBG action. It includes research from Attendance Works and indicates metrics G5 Metric 1, G5 Metric 2, G6 Metric 1, and G6 Metric 3 to help monitor effectiveness, and $1,553,304 of LREBG funds will be used to support this action through 2026-27.

-A significant change to Goal 6 Metrics will be in the reporting of California Healthy Kids Survey (CHKS) data on "School Connectedness" and "Perceived School Safety" (Metrics 1 and 2). Metric 1 will indicate students who reported "connectedness" based on five scale indicators and will be broken down by their respective grade levels. The metric will also indicate staff who reported "strongly agree" based on four working environment scale questions and parents who reported "strongly agree" and "agree" on whether they feel welcome to participate in their child's school. Metric 2 will now indicate the percentage of students in fifth grade who reported that they feel safe "most of the time" and "all of the time", and secondary students in grades 7, 9, and 11 who feel "safe" or "very safe". It will indicate the percentage of staff that reported that they "strongly agree" or "agree" that "school is a safe place for students", and the percentage of parents who reported "strongly agree" or "agree" that "their school is a safe place for their child". There will also be a change to Metric 3 to correct a previous error. The baseline data for Suspension Rate of Homeless Youth will be changed to 5.2%, from the previously reported 4.5%; this was a reporting error.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive School Climate	Consultants will provide leadership opportunities for Foster Youth and Low-Income students in order to increase student participation in extracurricular activities, school attendance, and academic achievement.	$69,450.00	Yes
2	Restorative Justice	LREBG and Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (ELA and Math) and School Climate (Suspension Rate). School Site Administrators and classified staff will provide	$2,213,490.00	Yes

		support to Foster Youth, English Learners, and Low-income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions in order to increase their college and career readiness. Research from the Collaborative for Academic and Emotional Learning (CASEL) shows that focusing on self awareness and management, social awareness, relationship skills, and practices that lead to responsible decision making can build upon improved school culture and overall school climates. This action will support contracts that bring in community organizations to teach students how to resolve conflict in a structured manner that is inclusive of all students and that engages students in proactive discussions. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG funds supporting this action: $453,975 through 2025-26 and $167,200 through 2026-27.		
3	Extracurricular Activities	Athletic Coordinators, Activity Directors, and Walk-on coaches at secondary schools will receive stipends to design, instruct, and facilitate engaging sports and other extra-curricular activities for Low-Income students during the school year and summer in order to promote student, family, community, and school connectedness.	$380,748.00	Yes
4	Individualized Student Academic and Emotional Support	Teachers, a Mental Health Supervisor, and a Counselor at the continuation high school will provide academic and emotional support to Foster Youth and Low-Income students who are deficient on credits for graduation. Services from an outside consultant will provide additional support to the students to alleviate other barriers to school attendance and increase graduation rates.	$854,227.00	Yes
5	Positive Behavior Intervention and Support (PBIS)	LREBG Action Positive Behavior Intervention and Support (PBIS) Administrators, teachers, and Board Certified Behavior Analyst (BCBA) will use the Schoolwide Information System (SWIS) behavior management system and Social-Emotional Learning techniques to meet the social-emotional needs of English Learners, Foster Youth, and Low-income. Teacher Specialists, BCBA, selected classroom teachers, and classified staff will provide professional development, training, coaching, and one-on-one supports to school site staff. Research from the Collaborative for Academic and Emotional Learning (CASEL) indicated that students that receive social emotional support have higher levels of school functioning and can lead to positive student outcomes. This action will support contracts for programs and outside consultants that support staff and students with wellness, social-emotional intelligence, and decreases in disruptive behaviors. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG Funds supporting this action: $402,535 through 2025-26 and $148,148 through 2026-27.	$1,917,025.00	Yes
6	Elementary Campus Supervisors	LREBG Action Elementary Campus Supervisors and School Climate Safety Officers will assist Low-income students with behavior and social skills to increase a positive school environment and improve	$2,338,360.00	Yes

		school culture. Research from Attendance Works and from the “Reducing Barriers to School Attendance” Initiative indicates that chronic absenteeism leads to unhealthy lives, and that eliminating exclusionary practices can improve school climates. This action will support contracts to have outside consultants work with staff to ensure that students are developing their social skills and learning to self-regulate their own behavior. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G5 Metric 2 (Chronic Absenteeism CA Dashboard), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG funds supporting this action: $1,122,535 through 2025-26 and $430,769 through 2026-27.		
7	Evidence-Based Positive Behavioral Supports	Coordinators that are Board Certified Behavior Analysts will provide ongoing training, collaboration, and consultation for staff to develop evidence-based, positive behavioral supports to address students with challenging behaviors.	$602,562.00	No

Goal

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

State priorities addressed by this goal.

4, 5, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers Percent of students with both A-G/CTE Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3% Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%	2024 CA Dashboard CTE Pathway Completers All: 4.5% ELs: 3.8% LI: 4.5% FY: 2.9% Both A-G/CTE Completers All: 1.8% ELs: 0.5% LI: 1.8% FY: 2.9%		CTE Pathway Completers All: 5.8% ELs: 4% LI: 5.8% FY: 4% Both A-G/CTE Completers All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	All: -0.3% ELs: +0.8% LI: -0.3% FY: -0.1% All: -0.4% ELs: -0.1% LI: -0.4% FY: -0.1%

2	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%	2024 CA Dashboard All: 35.1% ELs: 13.0% LI: 33.9% FY: 23.5%		All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	All: -1.3% ELs: -2.3% LI: -1.5% FY: -0.7%
3	Robotics Kits Per Classroom- Average ratio of elementary students to robotics kits Source: District Internal Report (Ed. Technology)	2023-24 Ratio of Elementary Students to Robotics Kits 3.9 : 1	2024-25 Ratio of Elementary Students to Robotics Kits 3.1 : 1		2 : 1	+0.8:1

Goal Analysis for 2024-2025

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

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

Based on consultations with administrators overseeing Goal 7, all actions were fully implemented except for G7A7 Career Technical Education–CTE, which was partially implemented due to vacancies.

Implementation successes for Goal 7, Course Access included:
-English Learner and Low-Income students had opportunities to participate in language enrichment programs and access academic biliteracy in the Dual Language Immersion (DLI) program that often is not available for them outside of the school day; Pantera Elementary received the California Association of Bilingual Education (CABE)'s Seal of Excellence recognition for their exemplary dual Mandarin program and Westmont Elementary's bilingual teacher was recognized as the 2025 CABE Educator of the Year for her exceptional commitment and achievement in bilingual education (G7A1 Dual Language Programs)
- Visual and Performing Arts (VAPA) teachers received professional development in the four arts discipline-Dance, Music, Theatre and Visual Arts leading to improved student participation in extracurricular and summer enrichment opportunities including art and dance instruction, choir and band performances and competitions, and visual art performances (G7A2 Visual and Performing Arts & Physical Education (PE)- Secondary)
-Science, Technology, Engineering, and Mathematics (STEM) teachers provided Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competition (G7A3 Science, Technology, Engineering, and Mathematics–STEM)
-Science Teacher Specialist provided professional development and coaching opportunities to teachers to provide English Learner, Foster Youth, and Low-Income students with hands-on activities during instruction to increase understanding of the science curriculum (G7A4 Science Support)
-Classroom teachers provided Low-Income students access to student-centered learning experiences with hands-on robotic kits, experiments, and computer science to foster critical thinking and problem solving skills (G7A5 Robotics Computer Science Program)
-Teachers provided Foster Youth and Low-Income students opportunities to participate in art, music, physical education, and extracurricular programs such as robotics, dance, and speed cube in order to engage and enhance leadership and problem-solving skills (G7A6 Art, Music, and Physical Education (PE)- Elementary)
-Staff provided Low-Income students equitable college and career opportunities such as college exposition, mentorship with the Rising Scholars program for enrollment support, academic advising, and resources in addition to conferences with students and families to strengthen their knowledge of college and career options (G7A8 College and Career Equity)
-School staff provided enriching academic experiences for Low-Income students in secondary schools through approximately 138 field trips including college tours and expositions to align content standards with real-life experiences and support them as they become ready for post secondary education and careers of their choice (G7A9 College and Career Exposure)
-Teachers and school staff at Fremont School of Engineering and Design and Village Academy provided academic support through smaller class ratios, behavioral support through restorative practices, check-ins, and positive rapport, and attendance support through student and family outreach to help Low-Income students increase academic achievement and complete A-G requirements in order to be college and career ready (G7A10 Academy School Supports).

Implementation challenges for Goal 7, Course Access included:
-G7A6 Art, Music, and Physical Education (PE)-Elementary due to vacancies with the hard to fill positions and the growth of the program
-G7A7 Career Technical Education–CTE due to vacancies and retention of staff. Although there are less vacancies compared to last year, it still remains a challenge to recruit and retain staff despite ongoing efforts with recruitment.

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

The difference between budgeted expenditures and estimated actuals were observed in G7A6 Art, Music, and Physical Education (PE)- Elementary and G7A7 Career Technical Education (CTE) due to vacancies and G7A8 College and Career Equity due to unreported special assignment hours

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

Overall, the evaluation of Course Access actions correlated to some student achievement in the areas of attendance, academics, and graduation rate. G7A1 Dual Language Programs, G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary, G7A3 Science, Technology, Engineering, and Mathematics (STEM), G7A4 Science Support, G7A5 Robotics Computer Science Program, G7A6 Art, Music, and Physical Education (PE)- Elementary, G7A7 Career Technical Education (CTE), G7A8 College and Career Equity, G7A9 College and Career Exposure, and G7A10 Academy School Supports were somewhat effective, with notable progress and areas of improvement. Data analysis indicated slight decline in CTE Pathway Completion for All Students (-0.3%), Low-Income (-0.3%), and Foster Youth (-0.1%), with only English Learners showing improvement (+0.8%). Similarly, A-G Requirement Rates declined across all student groups: All Students (-1.3%), English Learners (-2.3%), Low-Income (-1.5%), and Foster Youth (-0.7%). Despite these challenges, several actions proved effectiveness in progress.

Language and Arts actions (G7A1 Dual Language Programs, G7A2 Visual and Performing Arts & PE-Secondary, G7A6 Art, Music, and PE-Elementary) promoted academic biliteracy, cultural awareness, and student engagement, and they were effective as evidenced by improved attendance and progress shown in the current year's local DIA ELA data with All Students increasing by 2.25%, English Learners by 15.85%, Low-Income by 2.92%, and Foster Youth by 4.39%. STEM-related actions (G7A3 Science, Technology, Engineering, and Mathematics (STEM), G7A4 Science Support, G7A5 Robotics Computer Science Program) had significant impact, with the science fair attracting 67% participation from Low-Income students and the robotic clubs being accessible to 394 elementary and middle school students resulting in improved student engagement despite mixed results in the CAASPP Science data with increases and declines across student groups as indicated in the fourth paragraph below. The average ratio of elementary students to robotics kits per classroom improved from a 4:1 ratio to 3.1:1 ratio, indicating a decrease of 0.9 and enhanced hands-on access to technology resources. Further, CAASPP Science data indicated partial effectiveness of the professional development efforts. Data suggests that some students benefited from the enhanced instruction provided by teachers who received professional development, trainings, and coaching from Science Teacher Specialists. However, the slight decreases in the "Standard Met and Standard Not Met" indicated that the support was only partially effective in comprehensively improving students' science achievement across all proficiency levels (G7A4 Science Support). Lastly, increased STEM activities helped foster critical thinking skills as evidenced in local DIA Math data (G7A5).

The career and college actions (G7A7 Career Technical Education, G7A8 College and Career Equity, G7A9 College and Career Exposure) provided students with exposure to post-secondary options through field trips, career events, and programs such as Rising Scholars that supported students with mentorship, enrollment, academic advising, and resources. Additionally, academy support action (G7A10) focused on helping students meet A-G requirements and become college/ career ready by providing targeted academic, behavioral, and attendance interventions. Although these actions supported secondary students, they were not effective as CTE Pathway Completion and A-G Requirement Rates declined.

Additionally, for our contributing actions (G7A1-G7A10), we determined effectiveness for our English Learners, Foster Youth, and Low-Income students based on the following additional metrics–local DIA Math, Attendance and Chronic Absenteeism, and CAASPP Science. The analysis of these additional metrics indicated mixed effectiveness results. In the area of Math, the current year's local DIA Math data indicated that All Students declined (-4.02), English Learners increased (+2.82), Low-Income declined (-4.03), and Foster Youth declined (-5.23). In the area of attendance and chronic absenteeism, these actions were effective in reducing the percentage of chronically absent students with All Students (-9.7%), English Learners (-10.1%), Low-Income (-10.2%), Foster Youth (-6.9%), Filipino (-4.0%), Homeless (-9.0%), Students with Disabilities (-7.8%), White (-13.6%) and Hispanic (-10%). Local attendance rate data indicated effectiveness with All Students (+0.30), English Learners (+0.52), Foster Youth (+1.32), and Low-Income (+0.25). In CAASPP Science, data indicated partial effectiveness. All Students showed minimal growth in Standard Exceeded (+0.04%) with decreases in Standard Met (-0.34%), Standard Nearly Met (-0.91%), and Standard Not Met (-1.20%). English Learners demonstrated promising progress with significant increases in Standard Nearly Met (+5.56%) and substantial decreases in Standard Not Met (-6.16%), suggesting effective interventions for struggling students. Low-Income students exhibited slight improvement with increases in Standard Nearly Met (+1.09%) and decreases in Standard Not Met (-1.41%). Foster Youth data revealed mixed results with increases in Standard Exceeded (+2.56%), but increases in Standard Not Met (+2.15%), indicating inconsistent progress across performance levels. All in all, these actions were somewhat effective. They will continue to be monitored and implemented to ensure students have equitable opportunities to engage with a comprehensive curriculum that prepares them for future successes.

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.

Based on student outcomes and educational partner input, the goal, metrics, and desired outcomes will remain the same for the 2025-26 academic year with an exception of a few changes to improve Course Access:

-MODIFY the action title in G7A7 from Career Technical Education (CTE) to Career Readiness in order to reflect other elements that are components of CTE, and MODIFY the action description to better align to the supports and services provided. The action description will now read "Career Technical Education (CTE) teachers and Career Center Technicians will help prepare students to be career ready by completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce, career exploration, workforce development, and industry partnerships to strengthen career connections in the community. Students will have opportunities to engage in work-based learning experiences, including internships, apprenticeships, pre-apprenticeships, and Regional Occupational Programs (ROP). In addition, students will have access to industry-recognized certifications, dual enrollment opportunities, articulated courses, to earn community college credits, Career and Technical Student Organizations, leadership and financial literacy education."

-G7A2 Visual and Performing Arts and Physical Education (PE)-Secondary and G7A6 Arts, Music, and Physical Education-Elementary are now identified as LREBG actions. They include research from Covid Relief Playbook and Attendance Works and indicate G5 Metric 1 Attendance Rates & Chronic Absenteeism for G7A2 & G7A6 and G5 Metric 2 Chronic Absenteeism (Dashboard) for G2A6 to help monitor effectiveness. $337,378.00 (G7A2) and $2,170,290.00 (G7A6) of LREBG funds will be used to support these actions through 2026-27.

-G7A8 College and Career Equity is now identified as an LREBG action. It includes research from Californians Educators Together and indicates G7 Metric 1 CTE Pathway Completion and Percent of Students with both A-G/ CTE Completers (Dashboard), G7 Metric 2 A-G Meeting Requirements Rate (Dashboard) to help monitor effectiveness, and $6,689,402.00 of LREBG funds will be used to support this action through 2026-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Programs	Teachers will implement a Dual Language Immersion (DLI) program, with the support of Student Interns, Teachers on Assignments, and contracted services to provide English Learners and Low-Income students at elementary and secondary grades an opportunity to develop academic biliteracy, grade level proficiency, and cultural awareness. School staff will provide opportunities for parents to learn how to support their students in the DLI program.	$2,540,622.00	Yes
2	Visual and Performing Arts & Physical Education (PE)-Secondary	LREBG Action Visual and Performing Arts (VAPA) teachers, Teacher Specialist and Paraeducators will receive professional development to provide extracurricular and summer enrichment to Foster Youth and Low-income students by incorporating Arts instruction, performance, competition, and practice opportunities. Uniforms, repairs, and maintenance will allow students access to cultural and artistic resources using materials, supplies and transportation in order to promote school connection, school spirit, academic achievement, and attendance.	$1,190,077.00	Yes

		Research from Covid Relief Playbook and Attendance Works indicate Studies show that access to arts and music education not only enhances creativity and academic performance, but also fosters a culturally diverse environment that engages students in meaningful ways. LREBG funds will provide contracts for arts and music partnerships to ensure students of all grades have access to a diverse and enriched range of artistic and musical learning experiences in order to motivate increase school connectivity, social and emotional well-being, and reduce chronic absenteeism. Metric being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism LREBG Funds supporting this action: $245,070 through 2025-26 and $92,308 through 2026-27.		
3	Science, Technology, Engineering, and Mathematics (STEM)	Science, Technology, Engineering, and Mathematics (STEM) teachers and staff, will receive special assignment hours to provide elementary and middle school Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competition. Materials, supplies, and competition fees will be provided to support students in the program in order to develop their skills and academic interest in the STEM field.	$150,000.00	Yes
4	Science Support	Science Teacher Specialist, will provide professional development, and coaching opportunities to teachers who will engage English Learners, Foster Youth and Low-Income students in hands-on activities during instruction using updated technology software, licenses, materials and supplies to ensure interventions for students are effectively facilitated and data analysis is used to increase student understanding of the curriculum.	$315,571.00	Yes
5	Robotics Computer Science Program	Classroom teachers will ensure Low-Income students have access to student-centered learning experiences using materials and supplies for hands-on robotics kits, experiments, and computer science during classroom instruction in order to ensure the students will have problem solving skills needed for college and career readiness.	$347,887.00	Yes
6	Art, Music, and Physical Education (PE)-Elementary	LREBG Action Teachers will provide Foster Youth and Low-income students an opportunity to participate in art and music, and extracurricular programs at the elementary level. A Teacher Specialist will collaborate with contract services and support staff to coordinate events to provide students the opportunity to compete and explore their talents. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills. Materials, supplies, and transportation to events will be provided as needed to support the program. Research from Covid Relief Playbook and Attendance Works indicate that access to arts and music education not only enhances creativity and academic performance, but also fosters a culturally diverse environment that engages students in meaningful ways. LREBG funds will provide contracts for arts and music partnerships to ensure students of all grades have access to a diverse and enriched range of artistic and musical learning experiences in order to increase school connectivity, social and emotional well-being, and reduce chronic absenteeism. Metrics being used to monitor this action for effectiveness : G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $1,736,021 through 2025-26 and $434,269 through 2026-27.	$4,691,295.00	Yes
7	Career Readiness	Career Technical Education (CTE) teachers and Career Center Technicians will help prepare	$4,713,469.00	Yes

		English learners, Foster Youth, and Low-Income students to be career ready by completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce, career exploration, workforce development, and industry partnerships to strengthen career connections in the community. Students will have opportunities to engage in work-based learning experiences, including internships, apprenticeships, pre-apprenticeships, and Regional Occupational Programs (ROP). In addition, students will have access to industry-recognized certifications, dual enrollment opportunities, articulated courses, to earn community college credits, Career and Technical Student Organizations, leadership and financial literacy education.		
8	College and Career Equity	LREBG Action School staff receive special assignment and overtime hours to provide equitable college and career ready opportunities for Low-income students who have been underserved in college and careers attainment. Staff, students, and parents will have an opportunity to attend conferences to strengthen their knowledge of college and career options. Contracted services, materials and supplies will be provided in order to provide equitable college and career readiness. Research from EdResearch for Action indicates that Low-Income students benefit from support systems to help close equity gaps in college access and attainment. LREBG funds will support contracts for external organizations that provide college and career readiness programs, including mentorship, tutoring, and college counseling to remove barriers that socioeconomically disadvantaged students face and equip them with tools and resources for postsecondary success. These programs and services will help Low-Income students access the necessary resources to pursue college and career pathways, receive adequate support for academic learning recovery, and reduce barriers to education. Metrics being used to monitor this action for effectiveness : G7 Metric 1 CTE Pathway Completion and Percent of Students with both A-G/ CTE Completers (Dashboard), G7 Metric 2 A-G Meeting Requirements Rate (Dashboard) LREBG Funds supporting this action: $5,449,114 through 2025-26 and $1,305,513 through 2026-27.	$7,206,009.00	Yes
9	College and Career Exposure	School staff provide enriched academic experiences for Low-Income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to support them as they become ready for post secondary education and careers of their choice. Transportation will be provided.	$634,286.00	Yes
10	Academy School Supports	Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support to address the needs of Low-Income students in order to promote their academic achievement by ensuring students complete the A-G requirements and become College and Career ready. Additional teachers at these academies will provide students the opportunities to take courses beyond the core curriculum such as Project Lead the Way, NAF, and CTE classes.	$1,725,705.00	Yes

Goal

Goal #	Description	Type of Goal
8	(The following Goal Description was developed in response to schools being identified for Comprehensive Support and Improvement (CSI): Lincoln Elementary School, Marshall Middle School, and Pomona High School. Based on the 2024 CA Dashboard, all of these schools no longer meet the criteria and will be exiting CSI.) CSI Schools meeting the criteria for Comprehensive Support and Improvement (CSI) will be supported using evidence-based resources that best align with the findings of the comprehensive needs assessment in order to increase student academic achievement and increase graduation rates.	Focus Goal

State priorities addressed by this goal.

4, 5, 6, 8

An explanation of why the LEA has developed this goal.

We developed this goal in order to address the needs of our schools who met the criteria for Comprehensive Support and Improvement (CSI) —Lincoln Elementary School, Marshall Middle School, and Pomona High School. Their needs are aligned to the areas of low performance on the California Dashboard. The metrics for this goal will measure progress on 1) state and local academic assessments for all three schools and 2) suspension and chronic absenteeism for Marshall Middle School in order to ensure that all three schools are showing improvement on the 2023 Dashboard red indicators and overall student academic achievement. We will continue to monitor the progress of these three schools after they have exited CSI in order to ensure continued academic success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Lincoln- DIA District Interim Assessments English Language Arts and Mathematics BM 1 and BM2	2023-24 DnA District Report ELA: 45.80% 52.23% Math: 53.72% 49.33%	2024-25 DnA District Report ELA: 45.62% 53.10% Math: 57.79% 55.83%		ELA: 48.80% 55.23% Math: 58.72% 51.33%	ELA: -0.18% +0.87% Math: +4.07% +6.5%

2	Lincoln- ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 97.3 PBS	2024 CA Dashboard 71.1 PBS		92.3 PBS	+26.2 points
3	Lincoln- Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 117.5 PBS	2024 CA Dashboard 99.7 PBS		112.5 PBS	+17.8 points
4	Lincoln ELPI- English Learner Progress CA Dashboard Percent of students at each Level	2023 CA Dashboard Progressed 1 Level: 31.1% Maintained Level 4: 2.7% Maintained Levels 1-3: 33.8% Decreased 1 Level: 32.4%	2024 CA Dashboard Progressed 1 Level: 46.7% Maintained Level 4: 0% Maintained Levels 1-3: 38.9% Decreased 1 Level: 14.4%		Progressed 1 Level: 33.1% Maintained Level 4: 3.7% Maintained Levels 1-3: 34.8% Decreased 1 Level: 30.4%	Progressed 1 Level: 15.6% Maintained Levels: 2.7% Maintained Levels 1-3: 5.1% Decreased 1 Level: 18.0%
5	Marshall- DIA District Interim Assessments Mathematics BM1 and BM2	2023-24 DnA District Report 58.72% 51.63%	2024-25 DnA District Report Math: 56.24% 52.82%		61.72% 54.63%	Math: -2.48% +1.19%
6	Marshall Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 120.3 PBS	2024 CA Dashboard Report 99.6 PBS		117.3 PBS	+20.7 points
7	Marshall Chronic Absenteeism CA Dashboard Percentage of students who are chronically absent	2023 CA Dashboard Report 36.4%	2024 CA Dashboard Report 31.7%		33.4%	-4.7%

8	Marshall Suspension CA Dashboard Suspension Rate Percentage of students who have been suspended for at least one day	2023 CA Dashboard Report 15.5%	2024 CA Dashboard Report 8.3%		13.5%	-7.2%
9	Pomona High DIA Report Districtwide Assessments English Language Arts and Mathematics BM1 and BM2	2023-24 DnA District Report ELA: 53.04% 48.20% Math: 43.62% 42.11%	2024-25 DnA District Report ELA: 57.60% 54.04% Math: 46.42% 47.90%		ELA: 55.04% 51.20% Math: 46.62% 45.11%	ELA: +4.56% +5.84% Math: +2.8% +5.79%
10	Pomona High ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 62.2 PBS	2024 CA Dashboard Report 59.5 PBS		58.2 PBS	+2.7 points
11	Pomona High CAASPP Mathematics CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 139.1 PBS	2024 CA Dashboard Report 136.1 PBS		121.1 PBS	+3.0 points
12	Pomona High ELPI-English Learner Progress CA Dashboard Percentage of students at each level	2023 CA Dashboard Progressed 1 Level: 33.0% Maintained Level 4: 2.4% Maintained Levels 1-3: 42.9% Decreased 1 Level: 21.7%	2024 CA Dashboard Progressed 1 Level: 34.2% Maintained Level 4: 0.0% Maintained Levels 1-3: 50.3% Decreased 1 Level: 15.5%		Progressed 1 Level: 36.0% Maintained Level 4: 5.4% Maintained Levels 1-3: 43.9% Decreased 1 Level: 19.7%	Progressed 1 Level: 1.2% Maintained Level 4: 2.4% Maintained Levels 1-3: 7.4% Decreased 1 Level: 6.2%

Goal Analysis for 2024-2025

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

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

All three schools were able to implement many of the strategies outlined in their actions and defined in their School Plans for Student Achievement (SPSAs). The major challenge with all three schools was that they also had Title I funds that needed to be incorporated in bridging academic and engagement gaps. All schools were still able to implement their evidence-based activities in the areas of structured planning time, workshops, and tutoring and intervention.
Lincoln was able to focus on their home/school communication to increase parent engagement and awareness of academic performance of students. They also provided teachers with structured planning time and substitutes to strengthen grade-level teams and to provide ongoing professional learning for staff. Staff received SEL training to address student behavior and implement daily practices in their classrooms. Teachers provided after-school tutoring and intervention to specifically address ELA, Math, and ELD.
Marshall put in place strategies and activities to address chronic absenteeism and suspension head-on. They offered parent workshops to emphasize the importance of attending school, and they hosted after-school events and engaged in home visits that targeted students who were chronically absent. They also held workshops and invited speakers to speak directly to students to motivate them to prioritize their own academic growth. They also received mentorship services aimed at developing individualized 6-year academic and career plans, to guide them in their transition into high school. Marshall held workshops focused on behavior management and conflict resolution to reduce suspension rates. Teachers and staff also engaged in professional development in order to learn strategies that will improve students' math achievement, as well as strategies to address behaviors that affect attendance and suspension rates in students.
Pomona High implemented before and after-school tutoring in ELA, Math, and ELD for students, and also added more bilingual paraeducators to help English learners in their ELD and core classes. Teachers also collaborated to analyze student data and to create and calibrate on common formative assessments. Teachers also received additional professional development to build their capacity in embedding strategies to support English learners, and to support the school's overall need to improve in ELA and Math.

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

The difference between budgeted expenditures and estimated actuals was primarily attributed to the fact that Comprehensive Support and Improvement (CSI) schools also received additional funding from other sources (e.g., Title I, LCRSET, EEBG, etc.) which impacted their use of CSI funding.

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

Lincoln Elementary School, Marshall Middle School, and Pomona High School were all identified for Comprehensive Support and Improvement (CSI) for the 2024-2025 school year. Their CSI status was based on very-low performance on the student achievement indicators on the Dashboard and their Comprehensive Needs Assessments. All three schools had to use their funds to support evidence-based activities that address academic achievement. All three schools showed positive progress on local and Dashboard data in 2024, which resulted in all schools exiting CSI for next school year. All three schools showed growth in Points Below Standard (PBS) in the CAASPP ELA and Math.

-Lincoln went from 97.3 PBS in 2023 to 71.1 PBS in 2024 on the CAASPP ELA. Lincoln also went from 117.5 PBS in 2023 to 99.7 PBS in 2024 on the CAASPP Math.
-Marshall went from 120.3 PBS in 2023 to 99.6 PBS in 2024 on the CAASPP Math. They also were able to reduce their Chronic Absenteeism and Suspension rates.
-Pomona High showed improvement between the 2023 and 2024 DIA ELA and Math Benchmark I. They also went from 62.2 PBS in 2023 to 59.5 PBS on the 2024 CAASPP ELA. CAASPP Math data showed similar progress, going from 139.1 PBS in 2023 to 136.1 PBS on the 2024 CAASPP Math.
-Both Lincoln and Pomona High showed improvement in their English learner Progress Indicator data, with fewer students decreasing one level on the ELPAC and more students either maintaining or progressing one level in 2024.

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 goal, actions, and identified metrics will continue on into the 2025-2026 school year. Continuing this goal and its actions will support the implementation and progress monitoring in ELA, Math, and ELD strategies for all three schools. Because these schools will be exiting CSI, none of these schools will receive CSI funding for 2025-2026, and there will be no funds allocated for 2025-26 for each of the three actions. All three action descriptions under this goal will include the following update: "The following Action Description was developed in response to (school name's) CSI status. Based on the 2024 CA Dashboard, this school no longer meets the criteria and has thus exited CSI."
For 2025-26, Pomona High is classified for Targeted Support and Improvement for Students with Disabilities, and will continue to implement the strategies outlined in their action descriptions in order to build on the progress made that resulted in exiting CSI.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lincoln E.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Lincoln Elementary School's CSI status. Based on the 2024 CA Dashboard, Lincoln no longer meets the criteria and has thus exited CSI.) Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	$0.00	No
2	Marshall M.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Marshall Middle School's CSI status. Based on the 2024 CA Dashboard, Marshall no longer meets the criteria and has thus exited CSI.) Teachers will receive professional development in the areas of Math, Chronic Absenteeism, and Suspension Rate to implement effective instructional practices, evidence-based strategies such as tutoring and intervention to increase academic achievement, and strengthen partnerships with families to increase attendance rate and decrease suspension rate.	$0.00	No
3	Pomona H.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Pomona High School's CSI status. Based on the 2024 CA Dashboard, Pomona no longer meets the criteria and has thus exited CSI, but has been identified for Targeted Support and Improvement (TSI) for Students with Disabilities.) Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	$0.00	No

Goal

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

State priorities addressed by this goal.

5

An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the 2023 California School Dashboard data that had previously identified Kellogg Polytechnic Elementary School with nonstability rates and the lowest-performing in the area of Chronic Absenteeism among the Students with Disabilities group. The metrics identified in this goal will measure chronic absenteeism in order to increase students' attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Kellogg Chronic Absenteeism CA Dashboard	Updated 2023 Dashboard Report All: 38.4% EL: 34.0% FY: N/A LI: 39.7% SWD: 53.3%	2024 Dashboard Report All: 32.2% EL: 30.9% FY: 28.6% LI: 32.4% SWD: 47.5%		All : 32.4% EL: 30.50% FY: N/A LI: 33.7% SWD: 47.3%	All: -6.2% EL: -3.1% FY: N/A LI: -7.3% SWD: -5.8%
2	Kellogg Chronic Absenteeism Rates Pupil Resources Report	2023-24 District Report All: 29.02% ELs: 33.33% FY: 66.67% LI: 28.98%	2024-25 District Report All: 24.00% ELs: 12.96% FY: 12.50% LI: 20.43%		2024-25 District Report All: 23.02% ELs: 29.83% FY: 60.67% LI: 22.98%	All: -5.02% ELs: -20.37% FY: -54.17% LI: -8.55%

Goal Analysis for 2024-2025

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

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

Based on consultations with the site administrator and support staff, this goal was partially implemented. The successes were observed with students being provided a multi-tiered system of support and intervention in the Independent Studies program in addition to a decrease in overall chronic absenteeism rate particularly with the Students with Disabilities and English Learner student groups. The challenge was that implementation plans were delayed which impacted the ability to fully utilize funds as intended.

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

The difference between budgeted expenditures and estimated actuals was observed in the unspent funds ($319,330) due to the delay of the implementation plans and the utilization of other available funds to provide supplemental services. Unspent funds will be used during the 2025-26 school year.

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

This goal was effective in helping Kellogg decrease their instability rate and decrease in overall chronic absenteeism moving from the Red to Orange performance level as indicated by the Chronic Absenteeism Indicator on the 2024 California School Dashboard. Overall, Students with Disabilities decreased 5.8 points and English Learners decreased 3.1 points in the Chronic Absenteeism Indicator.

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.

Based on the 2024 California School Dashboard, Kellogg will no longer be eligible for the Equity Multiplier funds in the 2025-26 academic year. However, due to unspent funds from 2024-25, Goal 9 will be maintained and Kellogg will continue to provide support to maintain and improve their nonstability rate and student outcomes in the area of Pupil Engagement: Attendance. Additionally, due to a reporting error in the 2024-25 LCAP, the baseline data for the Chronic Absenteeism from CA Dashboard was updated for the Foster Youth student subgroup. Lastly, in addition to the CA Dashboard data, an internal metric—Chronic Absenteeism Rates Pupil Resources Report—will be adopted to this goal to help with progress monitoring of student attendance in order to ensure timely and responsive support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Kellogg Elementary School (aligned with Priority 5)	By June 2026, Kellogg will continue to decrease its overall chronic absenteeism rate including Students with Disabilities (SWD) and English Learners, with the implementation of a comprehensive multi-tiered system that addresses root causes for absenteeism, improves school climate, boosts student and family engagement, provides training to staff on attendance best practices, and reviews attendance data, as measured by the Chronic Absenteeism Indicator on the California Dashboard.	$513,674.00	No

Goal

Goal #	Description	Type of Goal
10	Goal 10: (Equity Multiplier Focus Goal) By June 2026, Pomona Alternative School (PAS) and Park West will decrease chronic absenteeism by 5%, expose students to more Career Technical Education (CTE) courses, opportunities, and mentorship in order to motivate students, expand their post secondary career options in order to show growth on all red indicators, including ELA, Math, English Learner Progress, Suspension Rate and College/Career, and maintain green graduation status as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

7

An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the 2023 California School Dashboard data that identified both Pomona Alternative School (PAS) and Park West Continuation High School with nonstability rates and Park West with the lowest-performing in the area of College and Career Indicator. The metrics identified in this goal will measure 1) attendance for both PAS and Park West and 2) graduation rate at Park West in order to increase students' attendance through the exposure of broad course access such as Career Technical Education (CTE). Additional metrics and actions will focus on also addressing the lowest-performing (red) areas on the 2024 Dashboard, which include ELA, Math, English Learner Progress, Suspension Rate, and College/Career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Pomona Alternative School (PAS)/Park West Pupil Resources Report Attendance Rate	2023-24 Pupil Resources Report Pomona Alternative School (PAS) Attendance Rate: 85.71% 2023-24 Pupil Resources Report Park West Attendance Rate: 73.09%	2024-25 Pupil Resources Report Pomona Alternative School (PAS) Attendance Rate: 85.00% 2024-25 Pupil Resources Report Park West Attendance Rate: 55.65%		Pomona Alternative School (PAS) Attendance Rate: 88.71% Park West Attendance Rate: 76.09%	-0.71% -17.44%

2	Park West CA Dashboard Graduation Rate	2023 CA Dashboard Park West Graduation Rate 72.7%	2024 CA Dashboard Park West Graduation Rate 83.3%		Park West Graduation Rate 75.7%	+10.6 %
3	CAASPP ELA - Park West Distance of Students meeting the State Standard Points Below Standard (PBS)	2024 CA Dashboard All: -104.3 PBS EL: -147.6 PBS FY: N/A LI: -104.3 PBS HI: -107.7 PBS	N/A		2024 CA Dashboard All: -102.3 PBS EL: -145.6 PBS FY: N/A LI: -102.3 PBS HI: -105.7 PBS	All: N/A EL: N/A FY: N/A LI: N/A HI: N/A
4	CAASPP Math - Park West Distance of Students meeting the State Standard Points Below Standard (PBS)	2024 CA Dashboard Park West All: -195.5 PBS EL: -231.2 PBS FY: N/A LI: -195.5 PBS HI: -228.1 PBS	N/A		2024 CA Dashboard Park West All: -193.5 PBS EL: -229.2 PBS FY: N/A LI: -193.5 PBS HI: -226.1 PBS	All: N/A EL: N/A FY: N/A LI: N/A HI: N/A
5	EL Progress on Language Proficiency - Park West The percentage of ELs at each level	2024 CA Dashboard Park West Progressed 1 Level: 33.3% Maintained Level 4: 0% Maintained Levels 1-3: 36.5% Decreased 1 Level: 30.2%	N/A		Park West Progressed 1 Level: 36.3% Maintained Level 4: 0% Maintained Levels 1-3: 33.5% Decreased 1 Level: 27.2%	Progressed 1 Level: N/A Maintained Level 4: N/A Maintained Levels 1-3: N/A Decreased 1 Level: N/A
6	Suspension Rate (Dashboard) - Park West Percentage of students who were suspended at least once	2024 CA Dashboard Park West All: 8.8% EL: 12.9% FY: N/A LI: 9.3% LTEL: 13% HOM: 10.8% SWD: 23.7% HI: 7.6%	N/A		Park West All: 6.8% EL: 10.9% FY: N/A LI: 7.3% LTEL: 11% HOM: 8.8% SWD: 21.7% HI: 5.6%	All: N/A EL: N/A FY: N/A LI: N/A LTEL: N/A HOM: N/A SWD: N/A HI: N/A

7	College and Career Readiness Dashboard - Park West The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2024 CA Dashboard Park West All: 2.3% EL: 0% FY: N/A LI: 2.3% LTEL: 0% HOM: 1.6% HI: 2.4%	N/A		2024 CA Dashboard Park West All: 4.3% EL: 2% FY: N/A LI: 4.3% LTEL: 2% HOM: 3.6% HI: 4.4%	All: N/A EL: N/A FY: N/A LI: N/A LTEL: N/A HOM: N/A HI: N/A

Goal Analysis for 2024-2025

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

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

Park West took steps to address their nonstability rates and the college and career readiness of its students as intended. Park West and PAS provided 6th period assignments to teachers in order to amplify the master schedule, and therefore increase student access to different core classes, including English Language Arts, Math, Science, and History Social Science. Having a varied master schedule with core classes allowed students to be able to enroll in CTE coursework.

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

There are no material differences expected within these actions for 2024-2025.

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

In evaluating the effectiveness of G8A1 (Pomona Alternative School (PAS) and Park West Continuation), the goal and action was partially effective in improving attendance and graduation rates. Park West's attendance rate declined by -0.71%; Pomona Alternative's attendance rate declined by -17.44%. Park West's graduation rate improved by +10.6%, a significant increase. Nevertheless, despite this improvement in Park West's graduation rate, all other CA Dashboard indicators fell in the red and will require Park West to take steps to address student outcomes in all areas.

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.

In order to continue providing college and career opportunities for incoming and outgoing students, Goal 10 Action 1 will continue to be in place. In addition, the following changes will be put in place for with 2025-2026 Equity Multiplier funds, including three new actions:

- The action description for Goal 10, Action 1 will change to the following: By June 2026, Pomona Alternative School (PAS) and Park West will continue to decrease chronic absenteeism by 5% and expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students and increase attendance, expand their post secondary career options, and improve graduation rate, as measured by Graduation Rate and the College and Career Indicators on the California Dashboard.
- Goal 10, Action 2 will focus on student achievement and will read as follows: By June 2026, teachers and staff at Park West/PAS will provide academic credit recovery support and take on sixth-period assignments that will lessen student workload and provide more focused support in order to improve student academic outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California School Dashboard.
- Goal 10, Action 3 will focus on student engagement and school climate and will read as follows: By June 2026, Park West/PAS staff will provide mentorship to students through daily check-ins and attendance monitoring in order to improve student engagement and suspension rates, as measured by the California School Dashboard.
- Goal 10, Action 4 will focus on college and career readiness and will read as follows: By June 2026, counselors at Park West/PAS will utilize planning time in order to provide intakes that include CTE pathway and A-G completion discussions for all students during the enrollment period or during periods of transition in order to improve college and career readiness, as measured by the California School Dashboard.

Educational partners indicated a need for more real-world learning, stronger adult-student connections, and additional opportunities for credit recovery.
-There will be an expansion of CTE opportunities that align better to careers, such as construction and health, in response to student input.
-Funds will be used to integrate mentorship along with attendance monitoring—students need to have strong relationships with their teachers and mentors to have the best opportunity to improve their attendance.
-Access and increased planning time with counselors will ensure that students are on a successful A-G or CTE pathway during their enrollment or transition.

There will be significant changes to the metrics under Goal 10. In response to the Park West 2024 Dashboard, additional metrics will be monitored as the implementation of these services is taking place. The Dashboard indicators for pupil achievement (ELA and Math, and English Learner Progress), School Climate (Suspension Rate), and Outcomes to a Broad Course of Study (College/Career) will be added as metrics for 2025-2026. Additionally, the following student groups will be included as part of the following indicators that fall under very-low performance (RED):
-ELPI (All Students, English Learners, Long-Term English Learners)
-ELA (All Students, Socioeconomically Disadvantaged, Hispanic)
-Math (All Students, Socioeconomically Disadvantaged, Hispanic)
-Suspension Rate (All Students, English learner, Long-Term English learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-College/Career (All Students, English learner, Long-Term English learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

We expect that the 2025-2026 Equity Multiplier funds will help support all of the new areas in the very-low performance category.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	Pomona Alternative School (PAS) and Park West will continue to decrease chronic absenteeism by 5% and expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students and increase attendance, expand their post secondary career options, and improve graduation rate, as measured by Graduation Rate and the College and Career Indicators on the California Dashboard. Funds allocated for 2025-26: $74,509	$453,976.00	No
2	Academic Credit Recovery and Support for Park West/PAS	Teachers and staff at Park West/PAS will provide academic credit recovery support and take on sixth-period assignments that will lessen student workload and provide more focused support in order to improve student academic outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California School Dashboard.	$169,901.00	No
3	Park West/PAS Mentorship Program	Park West/PAS staff will provide mentorship to students through daily check-ins and attendance monitoring in order to improve student engagement and suspension rates, as measured by the California School Dashboard.	$49,267.00	No
4	Park West/PAS Counselor Support for College and Career Readiness	Counselors at Park West/PAS will utilize planning time in order to provide intakes that include CTE pathway and A-G completion discussions for all students during the enrollment period or during periods of transition in order to improve college and career readiness, as measured by the California School Dashboard.	$44,208.00	No

Goal

Goal #	Description	Type of Goal
11	Goal 11 (Equity Multiplier Focus Goal): By June 2026, Lincoln will decrease its overall Chronic Absenteeism rate including Students with Disabilities by 6% and improve by one performance level on the Dashboard for Chronic Absenteeism through the implementation of a comprehensive multi-tiered system that addresses root cause for absenteeism. Homeless students will improve in their single-year growth in Math achievement as measured by iReady and improve one performance level on the Dashboard for Mathematics through targeted and tiered math support.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the California School Dashboard data that identified Lincoln Elementary School with nonstability rates and lowest-performing in the area of Math with the Homeless student group and Chronic Absenteeism with the Students with Disabilities student group. The metrics identified in this goal will measure 1) Local Chronic Absenteeism data 2) Dashboard Chronic Absenteeism data and 3) local and Dashboard Math data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Lincoln Chronic Absenteeism CA Dashboard	2024 Dashboard Report Lincoln Chronic Absenteeism All: 33% EL: 22.2% FY: N/A LI: 33.2% SWD: 48%	N/A		Lincoln Chronic Absenteeism All: 23% EL: 16.2% FY: n/a LI: 27.2% SWD: 42%	N/A

2	Lincoln Chronic Absenteeism Pupil Resources Report	Chronic Absenteeism-Local 2023-24 District Report Lincoln All: 30.03% ELs: 22.06% FY: 25.00% LI: 29.67%	N/A		Chronic Absenteeism-Local 2023-24 District Report Lincoln All: 24.03% ELs: 16.06% FY: 19.00% LI: 23.67%	N/A
3	Lincoln CAASPP Math CA Dashboard	2024 Dashboard Report Lincoln Math All: 99.7 PBS EL: 106.2 PBS FY: n/a LI: 101.8 PBS HOM: 138.4 PBS HI: 130.8 PBS	N/A		2024 Dashboard Report Lincoln Math All: 97.7 PBS EL: 104.2 PBS FY: n/a LI: 99.8 PBS HOM: 136.4 PBS HI: 128.8 PBS	N/A
4	Lincoln iReady Math	2024-2025 iReady Diagnostic Report Lincoln Fall: 2.8% Winter: 9.9% Spring: 27.2%	N/A		Fall: 4.8% Winter: 11.9% Spring: 29.2%	N/A

Goal Analysis for 2024-2025

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

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

N/A

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

N/A

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

N/A

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Lincoln Elementary School (aligned with Priority 5)	By June 2026, Lincoln will decrease its overall Chronic Absenteeism rate including Students with Disabilities by 6% and improve by one performance level on the Dashboard for Chronic Absenteeism through the implementation of a comprehensive multi-tiered system that addresses root cause for absenteeism. Homeless students will improve in their single-year growth in Math achievement as measured by iReady and improve one performance level on the Dashboard for Mathematics through targeted and tiered math support.	$423,512.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$85,080,823.00	$11,010,605.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.02%	0.39%	$827,804.99	41.41%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
G1 A1 Support with Staff Recruitment and Hiring	Our English Learners, Foster Youth, and Low-Income students need timely services and qualified personnel to provide academic and social-emotional support, especially given their unique needs such as having language barriers and lacking academic support at home as English Learners, lacking stability with housing and care as Foster Youths, and lacking resources and adult support due to some parents having to work multiple jobs to make ends meet as Low-Income students. In 2023, these unique needs were reflected with CAASPP ELA data which indicated that English Learners were 80.5 points below the standard, Foster Youths were 76.3 points below the standard, and Low-Income students were 44.5 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 116.9 points below the standard, Foster Youths were 123.2 points below the standard, and Low-Income students were 91.6 points below the standard. In the 2024 CAASPP English Language Arts (ELA) data indicates that English Learners are 81.2 points below the standard, Foster Youth are 88.1 points below the standard, and Low-Income students are 47.8 points below the standard. Additionally, CAASPP Math data indicates that English Learners are 113.7 points below the standard, Foster Youth are 106 points below the standard, and Low-Income students are 89.4 points below the standard. Through outreach with parents/ guardians, students, and teachers, we learned that many of our English Learner, Foster Youth, and Low-Income students lack stability and resources at home which impact our students' academic performance and social well-being. Based on current educational partner input, parents and community members have expressed the need for high quality staff and retention to ensure students receive proper instructional support systems.	Our district will continue to have Human Resources Staff, including a Teacher Specialist, focused on the recruitment and hiring process of qualified personnel to ensure that our English Learner, Foster Youth, and Low-Income students receive timely services and support at school. This action addresses the timely academic and social-emotional support our English Learner, Foster Youth, and Low Income students need in order to minimize academic gaps and strengthen foundational skills. It will be provided on a LEA-wide basis because all our students will benefit from having qualified staff to increase engagement and academic achievement. In addition, we expect that having staff support with recruitment and hiring will help English Learner (2024), Long Term English Learner (2024), Foster Youth (2024), and Students with Disabilities (2023, 2024) in response to the red indicators in English Language Arts on the California Dashboard, and help Homeless Youth (2023), Students with Disabilities (2023, 2024) and African American (2023, 2024) students in response to the red indicators in Math on the California Dashboard. Note: The years in parentheses (2023, 2024) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DataQuestTAMO Report (G1, Metric 1) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G1 A2 Teacher Support	Based on the 2023 California School Dashboard, English Learner students were 80.5 points below the standard in ELA and 116.9 points below the standard in Math, and Low-Income students were 44.5 points below the standard in ELA and 91.6 points below the standard in Math. In 2024, English Learners are 81.2 points below the standard in English Language Arts and 113.7 points below the standard in Math, and Low-Income students are 47.8 points below the standard in ELA and 89.4 points below the standard in Math. The California Dashboard data also indicates that English Learner and Low-Income students are low in College and Career Readiness. Our English Learner students struggle with language barriers while our Low-Income students often struggle with not having adults at home to provide academic support due to working parents or other added responsibilities. As a result, English Learner and Low-Income students struggle to meaningfully connect fundamental academic concepts in the curriculum to their own experiences. For this reason, these students need teachers who understand their unique needs and challenges in order to provide effective instructional strategies and teaching modalities to increase engagement and comprehension. The results of data and educational partner feedback informed us that English Learner and Low-Income students need academic support and interventions to increase academic outcomes.	Veteran teachers will support beginning teachers through the teaching credentialing process and help beginning teachers develop instructional pedagogy specific to meeting the needs of English Learners and Low-Income students, like instructional strategies for students with language barriers to promote language acquisition or evidenced-based teaching approaches for students with limited resources in order to increase student engagement and academic outcomes. This action addresses the needs of English Learner and Low-Income students to have beginning teachers that are in touch with their unique academic and social emotional needs. It will be provided on a LEA-wide basis because all students will benefit from having teachers that have effective instructional practices. In addition, we expect that having Teacher Support will help students in response to the red indicators in English Language Arts and Math on the California Dashboard.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DataQuestTAMO Report (G1, Metric 1) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G1 A3 Custodial Staff - Vandalism Crew	Our Low-Income students live in neighborhoods that are disproportionately exposed to crime, violence, and vandalism. As a result, our comprehensive high schools endure more property damage, graffiti, and vandalism causing these facilities to be less conducive learning environments. The 2023 California Dashboard data indicated that 37.7% of Low-Income students were chronically absent and the 2024 California Dashboard data indicates that 27.6% of Low-Income students are chronically absent. These students need positive learning environments that increase their sense of safety and pride in school. Educational partner feedback from parents and students inform us that students need well-maintained and clean (school) facilities to feel more connected and safe in order to increase school engagement.	To keep our comprehensive high school facilities comparable to other school sites, our district will continue having a vandalism repair crew attend to the needs of the facilities and provide services to maintain a conducive learning environment for students. In addition, Campus Service Worker positions have been adopted to help provide additional support to maintaining school grounds at the comprehensive high schools. This action will address the repair and clean up of vandalism at comprehensive high schools with the highest concentration of Low-Income students. It will be provided on a schoolwide basis to help all students feel safer and more connected to their learning environment and schools.	We will monitor progress Low-Income students, and for all students using: -Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G1 A6 Custodial Staff	The 2023 California School Dashboard data indicated that our English Learners were 80.5 points below the standard in ELA and 116.9 points below the standard in Math; Low-Income students were 44.5 points below the standard in ELA and 91.6 points below the standard in Math. In addition, the California School Dashboard indicated that 34.8% of English Learners were chronically absent and 37.7% of Low-Income students were chronically absent. In addition, the 2024 California School Dashboard data indicates that English Learners are 81.2 points below the standard in ELA and 113.7 points below the standard in Math, and Low-Income students are 47.8 points below the standard in ELA and 89.4 points below the standard in Math. Furthermore, 24.7% of English Learners are chronically absent and 27.6% of Low-Income students are chronically absent. These data highlight the need for our English Learner and Low-Income students to have custodial staff during school hours to maintain a clean conducive learning environment in order to foster a sense of connectedness in addition to opening up instructional areas for small group targeted instruction and interventions to increase academic achievement in the classroom without interrupting instructional time. Educational partner feedback indicated the need and importance of having custodial staff during school and after school to keep schools clean and orderly in order to positively impact the student learning environment and to minimize interruption of instructional time when students need to gather in small groups for targeted instructional support.	Custodial staff at school sites will clean and maintain classrooms to provide conducive learning environments and access to additional workspace for small group instruction and interventions. This will ensure that the physical learning areas in classrooms are maintained to help with student engagement. This action addresses a safe and clean learning environment for English Learner and Low-Income students at school. It will be provided on a LEA-wide basis to help minimize interruptions in instructional time for these student groups, as well as all students, as they transition between learning settings at their school sites.	We will monitor progress English Learner and Low-Income students, and for all students using: -Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G2 A1 Library Support	Many of our English Learner and Low-Income students need access to books and reading materials in order to close the literacy gap since Pomona only has access to one public library, In 2023, ELA District Interim Assessments (DIAs) continued to indicate that support was needed for English Learners, as they were the lowest-performing group on the DIAs behind Low-Income students, with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. LowIncome students scored 52.30% on Benchmark I and 53.73% on Benchmark II. English Learners also had the lowest performance category (red) on the Dashboard in English Language Arts (ELA), with CAASPP data indicating 80.5 points below the standard. Low-Income students scored 44.5 points below the standard in ELA. In addition, more currently, Year 1 outcomes show students scored an average of 55.53% on Benchmark I, with English learners scoring an average of 55-94%, and Low-Income scoring an average of 55.22%. English Learners continue to fall on the lowest performance category (red) on the Dashboard in English Language Arts (ELA), with CAASPP data indicating a decrease of -0.7 points below standard. In consultation with parents, staff, and other educational partners, Pomona continues to need access to literacy spaces at all elementary schools. Based on current educational partner input, students need technology and learning resources to make progress in ELA.	Our district will continue to provide library support for all elementary schools so that English Learners and Low-Income students have access to books and digital texts. Library clerks will continue to support literacy initiatives by extending library hours from 6 to 8 hours, making academic research tools available, and receive ongoing training to best support the academic and literacy needs of English Learners and Low-Income students. This action addresses literacy gaps in our English Learner and Low Income students. It will be provided on a LEA-wide basis at our elementary schools in order for all students to gain access to the state standards. In addition, we expect that Library Support will help Students with Disabilities, in response to the red indicators in English Language Arts (2023) on the California Dashboard.	We will monitor progress for English Learner and Low Income students, and for all students using: - DIA ELA (G4, Metric 1) - CAASPP ELA (G4, Metric 10) - Achieve 3000 (G4, Metric 13)

G2 A2 Media Center Support	Many of our English Learners and Foster Youth students do not have access at home to research tools and resources that enable them to complete class assignments. English Learners were very-low performing in ELA, as shown by the red indicator at 80.5 points below the standard. Additionally, Foster Youth were low performing in ELA, as shown by the orange indicator at 76.3 points below the standard. In Math, English Learners were very-low performing, as shown in the red indicator at 116.9 points below the standard, and Foster Youth were low performing, as shown by the orange indicator at 123.2 points below the standard. Based on Year 1 outcomes, English Learners continue to be very-low performing in ELA, as shown by the red indicator on the 2024 Dashboard. Foster Youth dropped to the very-low performing level in ELA, down to -88.1 points below the standard. However, students did improve to 19.25% on the Achieve 3000 Average Level set. Educational partners indicated that academic support is a high priority for students, specifically in reading, writing, and math.	Media Technicians and Teacher Specialists will provide the space and resources necessary for an optimal learning environment. They will also build the capacity of students to connect them to resources that will enable them to work, think critically, and collaborate with other students. The Media Centers at the middle schools and high schools will continue to provide an environment for students that support literacy and engagement with academic content, which aligns to the state standards. This action addresses the literacy, research, media skills, and academic support needs of our English Learners and Foster Youth. This action will be implemented LEA-wide in order for students to gain equitable access to the state standards.	We will monitor progress for English Learner and Foster Youth students, and for all students using: - DIA ELA (G4, Metric 1) - CAASPP ELA (G4, Metric 10) - Achieve 3000 (G4, Metric 13)

G2 A3 Combination Class Reduction Elementary and K-8	Many of PUSD’s schools are small and have several combination classes, making it challenging for students to receive the interventions they need, were they to be in a non-combination class. Our English Learners and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction in order to minimize barriers to language acquisition and academic achievement. Based on PUSD's ELA and Math CAASPP Dashboard data, both English Learner and Low-Income students are low-performing. English Learners at several elementary schools are very low-performing in ELA and Math, as shown by the red indicators on the Dashboard. ELA (Alcott, Allison, Harrison, Lincoln, San Jose) -Math (Alcott, Arroyo, Barfield, Harrison, Lincoln, Lopez) Low-Income students at several elementary schools are also very-low performing in ELA and Math. -ELA (Kingsley, Lincoln, Lopez) Math (Alcott, Harrison, Lincoln, Lopez) Based on Year 1 outcomes, English learners are now in the red very-low performing level on the Dashboard. The following schools were at the lowest performance level on the Dashboard. ELA (Alcott, Harrison, Kingsley, Lexington, Lopez, Philadelphia, Roosevelt, Washington) Math (Kellogg, Kingsley, Lopez, Philadelphia, Roosevelt) Low-Income students at several elementary schools are also very-low performing in ELA and Math. ELA (Alcott, Lopez, Washington) Math (Lopez) Educational Partners expressed a need for academic support, intervention and tutoring. Based on current educational partner feedback, technology and learning resources are also needed for students.	The purpose of this action is to provide resources that aid in reducing class sizes and the likelihood of combination classes in elementary schools. Additional teachers at the elementary schools help keep staff-to-student ratios low in order to ensure an optimal classroom environment for English Learners, and it allows teachers to focus more time on grade-level standards. With fewer students, teachers can provide increased differentiated instruction to their students with the highest needs, and ensure academic support where it is needed. Less combination classes allows teachers to focus on language-building pedagogy for English Learners that will minimize the likelihood of having more students become Long-Term English Learners. This action addresses the need for fewer combination classes that would ensure increased intervention and targeted support where it is needed. It will be implemented on a schoolwide basis to all elementary schools to keep staff-to-student ratios low to maximize academic support.	We will monitor progress for English Learner and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - CAASPP ELA (G4, Metric 10) - CAASPP Math (G4, Metric 11)

G2 A4 Transitional Kindergarten and All Day Kindergarten Support	English Learner and Low-Income students are experiencing achievement gaps as a result of unstable learning environments and teacher vacancies. In response, PUSD has made an effort to put systems in place to ensure that interventions needed are provided as early as possible. The number of TK classes available in PUSD expanded from 11 to 36 during the 2023-24 school year.There is currently a waiting list for students to join, and therefore, there is a growing need for TK teachers and staff. The efforts in growing the TK and K program resulted in 67% of students showing Reading Readiness and 75% of students showing Math Readiness, according to the ESGI data. While English Learners and Low-Income students showed improvement in ELA District Interim Assessments (DIA), both groups showed a decline in Math on those same assessments. Based on Year One outcomes, students declined in improvement on the CAASPP ELA, dropping to -41.3 points below standard. Educational partners indicated that academic support and intervention are needed, especially for English Learners and Low-Income students at the early grade levels.	With the addition of teachers in Transitional Kindergarten and Kindergarten classrooms, PUSD teachers and staff will be better prepared to implement small-group instruction, class-size reduction, and the academic interventions needed to see consistent increases in DIA percentages across early grade levels. This action addresses the need for additional staff and resources for English Learner and Low-Income students in the TK and Kinder program. It will be implemented on a schoolwide basis in order to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -ESGI Transitional K Report - Reading Readiness and Math Readiness (G2, Metric 3)
G2 A5 Technology Teacher Leads	Many of our English Learners and Low-income students and their families come to school with large gaps in the utilization of technology for learning and monitoring progress. Students need instruction that integrates technology with problem-based learning. Based on the 2023 California Dashboard, our English Learners and Low- Income students were low-performing in ELA and Math. Based on the 2024 CA Dashboard, Long-Term English learners are also very low-performing in ELA. Students need teachers that are integrating technology in everyday instruction, and that are engaging students in problem-solving and collaborative activities. Educational partners expressed a need for more job-embedded coaching, professional development opportunities where they learn effective instructional strategies and improve instruction quality, and integration with technology during classroom instruction.	In order for students to receive instruction consistent with the state standards, PUSD incorporates professional development models that allow for peer-coaching and district-led professional development. Technology Teacher Leads, or TTLs, will continue to support their peers with learning about new educational technology tools and will provide support to teachers to use technology in their instruction and in the activities they do with students. This allows teachers to better differentiate student tasks in the classroom for our English Learners and Low-Income students. As a result, Low-Income students will have access to instruction that will allow them to use technology to strengthen their understanding of curriculum, and English Learners will have access to instructional strategies through technology that will help with their language acquisition. This action addresses the need for our English Learner and Low-Income students to receive instruction that integrates technology to raise the rigor and relevance of content activities. It will be implemented LEA-wide in order to support teachers, and to help all students improve their overall academic achievement.	We will monitor progress for English Learner and Low-Income students, and for all students using: -LEA Rating - Professional Learning, Teacher Needs, and Teacher Support (G2, Metric 2) - CAASPP ELA (G4, Metric 10) - CAASPP Math (G4, Metric 11)

G2 A6 Additional Math Learning Opportunities	Our Low-Income students and English Learners at our middle schools have a wide gap in their academic achievement in mathematics, as evidenced by the red indicators on the Dashboard. Both Emerson and Lorbeer Low-Income students were very-low performing in math (Emerson -131.6 points and Marshall -121.4 points), and English Learners were very low-performing at all four middle schools (Emerson -165.9, Lorbeer -155.6, Marshall -172.4, Simons -150.3). In 2024, both Emerson and Lorbeer Low-Income students were very-low performing in math (Emerson -138.8 points and Simons -118.6 points), and English Learners were very-low performing at three middle schools (Emerson -91.1, Lorbeer -98.9, Simons -101.2). English Learners and Low-Income students need additional opportunities in the summer and the comprehensive high schools to continue interventions. Almost all of our educational partners indicated a need for intervention, academic support, and tutoring, especially for English Learners and Low-Income students in the area of mathematics, in response to DIA results and Dashboard data. Educational Partners have noticed more academic gaps with English Learners and Low-Income students at the secondary level, especially going into high school.	To address the academic achievement gaps in mathematics of English Learners and Low-Income students, our middle schools and comprehensive high schools need more dedicated time for math support, PUSD is going to implement a model of teacher coaching and academic support for students. Math Teaching Teacher Specialists will teach part of the day, and will dedicate the rest of the instructional day coaching teachers, sharing high-impact strategies, and also providing support to students, including English Learners and Low-Income students, during instruction. The Teaching Teacher Specialists will also receive training to support math teachers, and they will incorporate best coaching practices to build the capacity of math teachers at their sites. This action addresses the need for additional math support and opportunities for math comprehension for our English Learner and Low-Income students. This action will be implemented LEA-wide in order for secondary teachers to work and collaborate together on best practices during the school year. There will also be opportunities for English Learners and Low-Income students during the summer, including summer school and other targeted programs, and intervention during the school year in order to minimize achievement gaps in Mathematics at the upper grade levels. In addition, we expect that Additional Math Learning Opportunities will help Homeless Youth (2023), Students with Disabilities (2024) and African American students (2024). Note: The years in parentheses (2023, 2024) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA Math(G4, Metric 2) -CAASPP Math(G4, Metric 11)

G2 A7 National Board Certified Strategies to support Classroom Instruction	Our Low-Income students experienced learning loss for the last three years. PUSD has had difficulty filling teacher positions, and as a result, Low-Income students have experienced a decline in academic performance. PUSD Low-Income students showed improvement on ELA Local District Interim Assessments (DIAs), but DIA Math data indicated that they scored 49.09% in Benchmark I and 48.83% in Benchmark II, showing a decline throughout the year. Additionally, in 2024, Low-Income students showed improvement on ELA Local District Interim Assessments (DIAs), with an increase of +2.92%.They showed a decline on the Math DIA, with a decrease of -4.03%. Low-income students need teachers that are implementing additional professional learning and high-impact and evidence-based strategies in order for them to improve their academic performance. Educational partners indicated a need for professional development for teachers on high-impact strategies. They also indicated that teachers need coaching and ongoing support in order to deliver high-quality instruction. This is in response to the disparities in academic achievement for Low-Income students, observed in Dashboard data and DIA results. Based on current educational partner input, they emphasized that teacher development and instruction quality needs to be a focus of improving student outcomes.	PUSD values the efforts of teachers that become National Board Certified because they are high quality teachers who have met national standards for what accomplished teachers should know and be able to do. Low-Income students need these types of high-quality teachers that provide high-impact and evidence-based instructional practices in order to address the achievement gaps in ELA and Math, and for them to have high academic success and access to the state standards. PUSD will improve support to teachers by providing information and resources on how to become National Board Certified. This action addresses the need for our Low-Income students to have access to high-impact instruction for academic success. It will be implemented LEA-wide in order to give all teachers the opportunity to gain resources to become National Board Certified, and therefore improve access to the state standards and student outcomes.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math(G4, Metric 11)

G2 A8 Support for Classroom Instruction	Our Low-Income and Foster Youth students continue to experience instability in housing, schooling, and instruction, leading to lower academic achievement. Low-Income students were low-performing in ELA (-44.5 points) and Math (91.6 points), as evidenced by the orange indicators on the 2023 Dashboard. Foster Youth were low-performing in ELA (-76.3 points) and Math (-123.2 points) based on the orange indicators on the Dashboard. -ELA (Kingsley, Lincoln, Lopez, Fremont, Ganesha, Pomona) -Math (Alcott, Harrison, Lincoln, Lopez, Emerson, Marshall, Fremont, Ganesha, Pomona). Based on the 2024 CA Dashboard, Low-Income students were low-performing on the CAASPP ELA, with a decrease of -3.2 points below standard but showed improvement on the CAASPP Math with an increase of +2.2 points. In order to address the discrepancies in student achievement and engagement, we need educators to analyze data and receive professional learning on high-impact practices and social emotional strategies. Our educational partners expressed a need for professional learning for teachers, and to continue providing academic support for Foster Youth and Low-Income students who are in need of high-impact strategies.	Teachers and school staff will receive professional development, participate in coaching and collaborate in Professional Learning Communities (PLCs) during designated professional development days to support the needs of Foster Youth and Low-Income students. Topics will include how to integrate technology during instruction, evidence-based academic and behavior practices, and social-emotional learning. This action addresses the need for Low-Income and Foster Youth students to receive evidence-based instruction that is tailored to their academic, behavior, and social emotional needs. It will be implemented LEA-wide to all schools for all Certificated staff in order to best serve Low-Income students with the greatest needs. and for them to continue to have access to the state standards.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G2 A9 Multi-Tiered Systems of Support (MTSS) Interventions	Our English Learner, Foster Youth, and Low-Income students are in need of strategic and intensive levels of intervention due to unstable home environments, unstable learning environments, and, as a result, are lacking resources for academic support. English Learners were very-low-performing in ELA (-80.5 points) and Math (-116-9 points), according to the districtwide red indicator on the 2023 Dashboard. Low-Income students at several schools were very low performing in ELA and Math, as shown by the red indicators on the Dashboard: ELA (Kingsley, Lincoln, Lopez, Fremont, Ganesha, Pomona) Math (Alcott, Harrison, Lincoln, Lopez, Emerson, Marshall, Fremont, Ganesha, Pomona). Additionally, the percentage of all students in 1st, 7th, and 11th grade meeting the benchmark on the local District Interim Assessment (DIA) for	Teacher Specialists will continue to use the Multi-Tiered Systems of Support (MTSS) framework to train and coach teachers on strategies and interventions for students in need of academic and behavioral Tier 2 and Tier 3 support. This will allow teachers to provide quality instruction, intervention, and assessment practices that support the needs of English Learners, Foster Youth, and Low-Income students in order to lead them to success. This action addresses the need for differentiated services that give English Learners, Foster Youth, and Low-Income students access to the academic and social emotional support that they need. It will be implemented LEA-wide in order for all teachers to use high-impact MTSS practices, and give students equitable access to the state standards. In addition, we expect that MTSS will help address the red performance levels in ELA and Math for Students with Disabilities (2023, 2024). Note: The years in parentheses (2023, 2024) noted above	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3)

	ELA decreased. The percentage of students meeting the Math DIA benchmark decreased for grades Kinder, 1st, 4th, 5th, 6th, 7th, 8th, and High School Math II. Based on the 2024 Dashboard, English Learners are very-low-performing in ELA (-81.2 points below standard), but made improvements in Math (-113.7 points below standard) moving up to the orange performance level. Low-Income students at several schools are very-low performing in ELA and Math, as shown by the red indicators on the 2024 Dashboard: ELA (Alcott, Fremont, Lopez, Park West, Washington) Math (Emerson, Fremont, Garey, Lopez, Park West, Pomona, Simons, Washington) Foster Youth showed a decline on the CAASPP ELA of -11.8 points, but a gain of +17.2 points on the CAASPP Math. On the ELA DIA, English learners made a gain of +15.85%, Low-income +2.92%, and Foster Youth +4.39% on Benchmark I. On the Math DIA, English learners made a gain of +2.82%, but Low-Income and Foster Youth declined by -4.03% and -5.23%, respectively. These identified groups need multi-tiered support that will address their specific circumstances. Educational partner feedback indicated that teachers need additional coaching and professional development to continue learning instructional strategies that will lead to academic achievement. Educational partners also saw that the increased needs of English Learners, Foster Youth and Low-Income students requires teachers to be more prepared to provide that support to those students.	reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	

G2 A10 Improve Student Achievement	Our English Learners, Foster Youth and Low-income students have experienced unstable learning conditions over the last several years as a result of the COVID learning gap and the number of vacancies in our schools, resulting in a need to increase services to support their academic needs. 2023 Dashboard data indicated that Low-Income students were low-performing in ELA and Math, and English Learner Progress (ELPI) decreased for English Learners. Local District Interim Assessments (DIAs) indicated that the number of students meeting the Benchmark decreased in both ELA (1st, 7th, 11th graders), Math (K, 1st, 4th, 5th, 6th, 7th, 8th graders, and HS Math II), and ELPI (English Learners). In 2024, students in ELA showed an increase of +2.25%, and showed a decline in improvement on the Math DIA of -4.02%. English learners also showed improvement on the English Language Progress Indicator (ELPI) on the 2024 Dashboard, with +1.5% progressing one level, and +3.9% maintaining a level 4. Students need resources and services that will aid in their academic achievement, and they need staff to manage and monitor those services. Educational Partner feedback indicated a need for academic support, improved services and better communication between schools, the district and the home in order to better support students and families.	In an effort to address the learning loss experienced by English Learner, Foster Youth, and Low-Income students, PUSD Certificated and Classified Staff will coordinate and manage services to support students and families and improve overall academic achievement, including a focus on social-emotional well-being for students. Classified Staff will receive bilingual stipends in order to support families in need of translation services at all schools. Additional Typist Clerks will be allocated to larger school sites in need of additional direct support to students and families. Certificated Staff will attend conferences to address the unique needs of specific student groups. Program administrators will support schools with program implementation and progress monitoring. This action addresses the need for students to have access to academic support services. It will be implemented LEA-wide so that English Learner, Low-Income, Foster Youth students and all students have access to services that will improve their academic outcomes and have equitable access to the state standards.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G2 A13 Elementary Paraeducators and Student Interns	English Learners and Low-Income students have a higher need for academic support and tutoring in school. Our students lack access to resources that make it difficult for students to connect with the content outside of the school day. PUSD implements services that provide additional support in the classroom for students with the highest needs. Dashboard data indicated that English Learners and Low-income students were low-performing in ELA and Math. Local Math District Interim Assessments (DIAs) also indicated that fewer English Learners made progress between Benchmark assessments (K, 1st, 4th, 5th, 6th, 7th, 8th, HS Math II). In 2024, students showed an improvement of +2.25% on the DIA ELA, but English learners made the largest improvement of +15.85%. While Students showed a decline in improvement of -4.02% in the DIA Math, English learners improved by +2.82%, showing the impact of paraeducators and student interns in the classroom. Educational partner input indicated that additional tutoring and intervention is needed for all students.	Paraeducators and Student Interns will work with English Learners and Low-Income students in order to help close academic achievement gaps in English and Math. Students will receive daily support in order to improve their academic progress and close achievement gaps. This action addresses the need for all students, including English Learners and Low-Income students, to have additional support in the classroom in real-time and minimize the staff-to-student ratio. It will be implemented LEA-wide to all elementary schools in order to reduce staff-to-student ratios and for interventions to be classroom and site-specific.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G3 A1 Community Schools	Our Low-Income students and families often face many challenges such as lack of resources, housing, and health care. They require the need for a variety of educational, socio-emotional, and physiological support to improve student attendance and increase family engagement. Through outreach and data from the community schools report, many of our families have shared their unique circumstances that have caused limitations to student engagement and academic success. Based on current educational partner input and needs assessment, parents and families have expressed the need for educational support and training in addition to engagement opportunities to grow their capacity in order to better support students.	Personnel at community schools will provide support to students and families so they can access resources such as food, clothing, school supplies, transportation, and housing. The personnel at community schools will connect students and families who need additional mental and health services as well as leveraging and coordinating resources from the community to support and strengthen a positive educational environment for students and families. This action addresses the limited resources of our Low-Income students and families. It will be provided on a schoolwide basis to support families with resources and help increase parent/ family and student engagement.	We will monitor progress for Low Income students, and for all students using: -Communication -Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Graduation Rates- CA Dashboard (G5, Metric 3)

G3 A2 Parent Training on Student Data	As a district with 90% of socioeconomically disadvantaged students, our students and families have limited resources at home which impacts academic achievement. This is evident in the data shared in the Annual Performance section as our English Learner, Foster Youth, and Low-Income students are low performing in English Language Arts (ELA) and Math. To support these student groups, we need to increase parent involvement in order to increase academic achievement and connectivity to school. The need to bridge the academic gap by providing support and training to parents/ guardians is pivotal in building rapport with families, providing resources, information, and support that may be limited due to their unique circumstances. Educational partner feedback from parents and staff indicated a significant need to increase parental support and involvement at the district and site level to bridge academic gaps.	Our district will continue to have Teacher Specialists and classified staff provide scheduled meetings to engage parents in meaningful conversations to better understand district and site level plans for student academic achievement, provide resources and trainings to understand student data and available services, and inform on support and strategies that can be implemented at home to better support English Learner, Foster Youth, and Low-Income students. This action addresses the engagement of parents/ guardians to become involved in the evaluation of student data and participate in the decision making process to support and advocate for English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase parent capacity and involvement, and access to available resources and information to increase student academic achievement for all students.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)
G3 A3 Parent Support and Involvement	The needs of our English Learner, Foster Youth, and Low-Income students vary from language barriers and housing instability to limited resources. To better support these students at home, their parents/guardians need assistance, training, and knowledge on how to support their academic achievement and increase academic outcomes. This is evident in the feedback from educational partners at both district and site levels who are concerned with the lack of parent involvement, support, and participation. The feedback indicated the need for continued effort to provide relevant training and workshops for parents/guardians and families to help support student outcomes at both the district and school site level.	The Parent Center will continue to collaborate with parents/guardians and families to provide trainings and workshops to increase parent capacity and awareness to better support students' academic success. This action will give parents/ guardians the opportunity to learn about the academic services and resources available to students and how to support them at home. This action addresses the assistance and trainings for parents/ guardians of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to support all families with a variety of services such as workshops, enrollment support, and content trainings. Efforts are being considered to expand accessible workshops and support to parents/ guardians and families at school clusters with the pilot of Parent University on wheels to further increase parent involvement and participation.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

G3 A4 Educational Partners Learning Walks	Parents and families of English Learners, Foster Youth, and Low-Income students may often lack understanding and knowledge about district and site plans that are aimed at closing the achievement gap. Collaboration among educational partners is key to student academic success, increase family and student engagement and rapport, enhance communication, and increase knowledge of district and school site plans and initiatives to better support students. Our educational partners have expressed the need to better understand district level and site level plans and initiatives to better support student academic outcomes, in addition to increasing parent involvement as noted in comments and suggestions from the annual LCAP survey and Parent and Family Engagement Self-Reflection Tool.	Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents/ community members, SELPA administrator, secondary students) engage in meaningful walkthroughs at school sites to learn about the supports and services within the LCAP to increase parental involvement and student academic performance. This action also addresses the engagement of educational partners to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions for English Learner, Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to strengthen educational partner collaborations, and increase parent involvement and understanding of district and school level plans to better support academic achievement for all students.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA(G4, Metric 1) -DIA Math (G4, Metric 2)
G3 A6 Orientation for Elementary Students	Due to limited educational resources available at home, our English Learners, Foster youth, and Low-Income elementary students need to establish a strong home-school connection when they are enrolling in school, whether it is a student entering school for the first time or a student enrolling in a PUSD elementary school for the first time. Educational partners indicated the need to increase parent involvement and academic support through school connectedness by having orientations for students entering school to help build rapport with incoming families and improve students' transition into school.	This action was adapted and moved from Priority 2 to Priority 3 in response to educational partners feedback and the expansion of the Transitional Kindergarten programs. The orientation(s) will help parents better understand the school expectations and academic programs/ services to better support their child at home and increase parent involvement. This action addresses our English Learner, Foster Youth, and Low-Income students' connectivity as they transition into school. It will be provided on a LEA-wide basis to help these students, and all students feel welcomed and acclimated to their new school setting which will increase home-school partnership, student engagement, and academic success.	We will monitor progress for English Learner, Foster Youth, and Low Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

G3 A7 Parent/ Community Outreach and Engagement	English Learner, Foster Youth, and Low-Income families in our district often face unique barriers that limit their engagement with schools and access to critical resources. English Learner families often encounter linguistic challenges that limit their full comprehension of academic expectations and available supports and resources leading to unintentional disengagement. Foster Youth families often navigate complex transitions and placement changes that disrupt communication continuity, while Low-Income families frequently balance multiple jobs with limited resources, transportation or technology access. Families need consistent, targeted communication between both district and school sites in order to address barriers to participation, increase parent involvement and engagement, and increase awareness of available resources and supports. Through outreach and feedback, educational partners indicated the need for better communication and increased parent involvement in order to improve parent engagement and student outcomes.	The adoption of this new action in 2025-26 will allow Parent/ Community Outreach and Engagement Specialists to lead comprehensive efforts to enhance parent and family engagement across the LEA and at individual school sites through strategic communication and outreach initiatives to systematically address barriers to participation, ensure equitable access to information, and create meaningful opportunities for English Learner, Foster Youth, and Low-Income families. This action addresses the need for reliable communication and authentic partnerships between schools and families for our English Learner, Foster Youth, and Low-Income families. It will be provided on a LEA-wide basis to create conditions that support improved academic and social-emotional outcomes.	We will monitor progress for English Learner, Foster Youth, and Low Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)
G4 A1 AVID	Low-Income students often lack the additional resources needed to succeed academically and to prepare for college and future careers. Low-Income students in all four middle schools were low-performing on the Dashboard in ELA and Math. There was a decrease in 1st, 5th, 7th, and 11th graders meeting the standard on the ELA District Interim Assessment (DIA). In 2024, students improved on the DIA ELA by +2.25%, but decreased by -4.02% on the DIA Math. Educational partners indicated that students need college and career exposure, and students expressed that they want more support with college and career readiness.	Advancement Via Individual Determination (AVID) trained District Personnel will support Low-Income students in select elementary and secondary schools by providing additional academic support. AVID classrooms continue to promote communication, mentoring, and team building activities. AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness. This action addresses the need for Low-Income students to have college and career opportunities. It will be provided schoolwide at select elementary schools (Cortez, Vejar), middle schools, and high schools (Diamond Ranch, Garey, Ganesha, Pomona, Fremont) in order to close the gaps in college and career readiness and academic achievement.	We will monitor progress for Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)

G4 A3 Content Disciplinary Literacy	English Learners, Low-income, and Foster Youth students need focused support due to lack of access to additional academic support and strategies to help improve their literacy. Dashboard data indicated that the identified student groups were low-performing in ELA. Local District Interim Assessments (DIAs) in ELA improved for the majority of grade levels in 2023, including English Learners. In 2024, all students and identified student groups improved on the DIA ELA - all students improved by +2.25%. Educational partners indicated that students need additional support in reading and writing to improve their outcomes in coursework and college and career readiness. Based on current educational partner input, students also need English language development support.	Teachers and Literacy Coaches at middle schools will provide support with strategies and evidence-based interventions for English Learners, Foster Youth, and Low-Income students. Teachers will continue to provide targeted support through small-group instruction. This action addresses the literacy needs of English Learners, Foster Youth, and Low-Income students, and will be implemented LEA-wide at the middle schools and select high schools so that students are better prepared for high school in ELA and all high school coursework.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1)
G4 A4 Summer and Saturday School	Our English Learners, Foster Youth, and Low-Income students experience gaps in academic support due to language barriers, working parents, and inconsistencies in housing and school attendance. The identified student groups were low-performing in ELA and Math according to the Dashboard. While English Learners made gains in Local ELA Assessments, they need more support in Mathematics and English Learner progress (ELPI). Also, the percentage of 1st grade students that met the benchmark decreased on local ELA and Math assessments. This indicates a need for intervention services at the lower grade levels in order to see increases in students meeting the standard. The efforts made during summer school and Saturdays are yielding positive results for students. DIA ELA results improved by +2.25% in 2024 for Benchmark I. Educational partner input indicated that students need additional support, especially in reading and writing. They also showed interest in earlier education, like the TK program and other intervention services for beginning students in order to minimize barriers to academic success.	Teachers, Clerks, Campus Supervisors, Teacher Specialists, and Literacy Coaches will provide extended learning opportunities during the summer for K-3rd English Learners, Foster Youth, and Low-Income students who are struggling with establishing foundational literacy skills. This action will provide the support needed, including materials and supplies, to students and teachers in order to see progress within intervention programs during the school year. This action addresses the intervention and extended learning needs of English Learners, Foster Youth, and Low-Income students in early elementary grade levels. It will be implemented schoolwide for students at select schools in Kinder through 3rd Grade in order to provide students with the early intervention needed for them to not fall behind.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -Achieve 3000 Data (G4, Metric 13)

G4 A5 Maintaining Technology	Many of our Low-Income students do not have access to technology or Wi-Fi access at home which is necessary to extend their learning and interact with the curriculum in their classrooms. According to the Dashboard, our Low-Income students are low-performing in ELA and Math, and while they showed improvement in local assessments, their performance in math needs improvement. Low-Income students need maintenance and support with their devices in order to address achievement gaps. In 2024, students have made improvements on the DIA ELA Benchmarks of +2.25%, but have declined by -4.02% on the DIA Math. Educational partner feedback indicated that students need up-to-date resources in order to bridge academic gaps, including technology.	Technology staff will continue to provide support to schools by trouble-shooting technology-related hardware and software issues so that Low-Income students have functioning devices that can be used in the classroom, during extended day learning programs and at home. They will support teachers in making sure that they have the tools they need to implement instruction with the use of technology. This will ensure that we continue to reduce the gap in access to technology for Low-Income students. This action addresses the need for access to technology of our Low-Income students. It will be implemented LEA-wide to ensure that the systems currently in place remain consistent – making sure that students have working devices and that teachers and staff can have consistency in services and access to their technology tools.	We will monitor progress for Low-Income students, and for all students using: -CTE Pathway Completion (G4, Metric 5) -CAASPP (ELA) (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Graduation Rates (Dashboard) (G5, Metric 3)
G4 A6 Literacy Intervention	PUSD students, including English Learners, Foster Youth and Low-Income students enter school with limited access to literacy materials and environments at home and in the community. English Learner, Foster Youth, and Low-Income students showed improvement on their ELA Benchmark assessments in 2023-2024. The 2023 Dashboard indicated that all three student groups were low-performing in ELA districtwide. The data shows a need for literacy intervention across all grade levels for all students. 2024 Dashboard CAASPP ELA data showed a decrease of -3.4 points for All Students, although local DIA ELA data indicated an increase across Benchmark I of +2.25%. Educational Partners indicated that English Learners need resources and academic support in order for them to improve their language proficiency. They also indicated the need for more attention to literacy programs and small-group instruction.	Teachers will use online programs for small-group and one-to-one intervention to support English Learners, Foster Youth, and Low-Income students to improve their reading comprehension and literacy skills that are transferable in their other content area classes. These programs will help increase students' reading levels and help them gain equitable access to grade-level curriculum in the classroom and at home. This action addresses the need for literacy intervention for English Learners, Foster Youth, and Low-Income students. It will be implemented LEA-wide so that all schools and all grade level classrooms can benefit from using the same programs and activities to improve literacy. Online programs provide the necessary scaffolding so that students may improve on their local and state assessments. In addition, we expect that Literacy Intervention will help Students with Disabilities (2023, 2024) in response to the red indicators in English Language Arts on the California Dashboard. Note: The years in parentheses (2023, 2024) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6) -CAASPP ELA (G4, Metric 10) -Achieve 3000 Data (G4, Metric 13)

G4 A7 Data Analysis	All of the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low-Income students require systems for data analysis and response. English Learners have language acquisition goals, Foster Youth need resources to stay in school and monitor their well-being, and Low-Income students need access to learning materials. English Learners, Foster Youth and Low-Income students scored lower on ELA and Math District Interim Assessments in comparison to all students. All three groups had increased scores between Benchmarks I and II for both ELA and Math. Dashboard data showed that English Learners were very low-performing in ELA and Math districtwide, and Foster Youth and Low-Income students were low-performing, as shown by the orange indicators on the Dashboard. In 2024, English learners and Foster Youth both showed improvement on the DIA ELA with increases of +15.85 and +4.39, respectively. The CAASPP ELA did not show favorable results, with English learners decreasing by -0.7 points and Foster Youth decreasing by -11.8 points. DIA Math results indicated an increase for English learners of +2.82% but a decrease of -5.23% for Foster Youth. Educational partner feedback indicated that there is a need for maintaining and improving multiple services to students, from academic support to social emotional support. In order to manage those services, student data should inform the implementation of services. Educational partners, including SELPA, also expressed a need to reinforce Multi-Tiered Systems of Support (MTSS) across PUSD so that all students receive the interventions that they need, and so that educators can better diagnose student gaps.	Research and Assessment staff will support school and district administrators, teachers, and other certificated staff in analyzing student data and improving upon data infrastructure systems in order to maintain PUSD's Multi-Tiered Systems of Support (MTSS). These systems will ensure that MTSS is ongoing, and that there is always data available to evaluate the effectiveness of programs. They will also assist in monitoring student progress, including English Learners, Foster Youth, and Low-Income students in order for teachers and administrators to interpret, plan, and communicate student academic achievement. This action addresses the need for targeted academic interventions for English Learners, Low-Income, and Foster Youth. It will be implemented LEA-wide in order to ensure that PUSD implements consistent systems for all students to see academic achievement.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

G4 A8 Technology Support and Services	Low-Income students and Foster Youth in PUSD have academic needs that affect their academic performance and college and career readiness resulting in a strong need for high quality instruction. Access to high-quality instruction and technology enhances learning opportunities, improves engagement and connects classroom experiences to the real world. Low-Income students also face academic challenges due to lack of resources and learning loss, and the learning instability that Foster Youth experience requires enhanced learning opportunities. In 2023, Low-income students showed improvement in meeting the benchmark on ELA District Interim Assessments (DIAs) – with the exception of 1st, 5th, 7th, 11th graders. Dashboard data also indicated that several schools had Low-Income and Foster Youth students low-performing in ELA and Math. Based on 2024 DIA ELA outcomes, all student groups made improvements on Benchmark I assessments, but most groups made declines on the DIA Math Benchmark I assessments. Also, there were declines on A-G meeting requirements based on the 2024 Dashboard, where students declined by -1.3%. Educational partners expressed a need for academic support – in particular services for intervention because students are struggling with ELA and Math. They also indicated that Low-Income students and Foster Youth need access to curriculum that give them real-world experiences and skills. Based on current educational partner input, students need their coursework to have a college and career focus so that they sense that what they are learning and doing has meaning.	Educational Technology (EdTech) Staff will continue to provide professional development to teachers in order to support Foster Youth and Low-Income students in their academic growth and college and career readiness. EdTech support will enable teachers to create and implement interactive lessons that are rigorous and relevant. This action will address the need for academic support that enhances learning opportunities through the use of educational technology tools and other services for our Foster Youth and Low-Income students. It will be implemented LEA-wide in order to bring professional learning opportunities to educators that are relevant, timely and improve academic achievement for all students.	We will monitor progress for Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)

G4 A9 Data Analysis by Staff	Our English Learners, Foster Youth, and Low-Income students have unique conditions like low attendance and low achievement that requires our school district to keep accurate data. Our Low-Income students face various challenges that impact attendance, like unstable housing, unreliable transportation and lack of access to healthcare. All three identified groups showed improvement on ELA Local Assessments and a decrease in Math Local Assessments. Dashboard data indicated that all three identified groups were low-performing in ELA and Math. Based on 2024 DIA data, students made improvements in ELA but showed declines in Math, with students' scores increasing by +2.25% and declining by -4.02%, respectively. In looking at Educational Partner feedback, educational partners indicated that students need academic support in all areas and additional services that address student well-being.	Teachers will continue to use full-day sessions to analyze student data on academic performance and behavior, including for English Learners, Foster Youth, and Low-Income students. This analysis will continue to allow teachers to adapt their instruction to the needs of students using high-impact strategies and improving their learning environments to support the academic and social emotional needs of students. This action addresses the need for intentional analysis of academic, attendance, and behavioral data in order for all students, including English learner, Foster Youth, and Low-Income students to receive the academic support they need. This action will be implemented LEA-wide so that all teachers can dedicate time looking at student data and collaborating with colleagues on how to respond to that data to meet the needs of students. Correlating services to student data will help improve academic achievement.	We will monitor progress for Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)
G4 A12 Math Support	Math progress continues to be a challenge across all of our PUSD schools. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards and math curriculum. In 2023, our Local Math Interim Assessment indicated that only a few grade levels met the standard between Benchmarks I and II (2nd, 3rd, High School Math I, High School Math III). Dashboard data showed Low-Income students were low-performing in Math. 2024 Dashboard data, however, showed improvement of +2.1 points. Local 2024 DIA Math data showed a decline of -4.02%. Our students need teachers that can implement evidence-based strategies to improve academic outcomes. Educational partner feedback indicated a high need for academic support, especially in Math, and professional development focused on building the capacity of our educators through the use of high-impact instructional strategies.	Teacher Specialists will continue to coach classroom teachers and work with Math Teacher Leads (MTLs) on effective instructional strategies. They will provide support to teachers to improve the overall math performance of our students, including Low-Income students. This action addresses the need for targeted math instruction for our Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in math and in building the capacity of our math teachers to improve math student academic performance. In addition, we expect that the support from Math Teacher Specialists and Math Teacher Leads will help address the red performance levels in Math for Students with Disabilities (2023, 2024) and African American students (2024). Note: The years in parentheses (2023, 2024) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for Low-Income students, and for all students using: -DIA Math (G4, Metric 2) -CAASPP Math (G4, Metric 11)

G4 A13 English Language Arts Support	Our English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students lack resources that create barriers to them making connections to the English Language Arts (ELA) curriculum. Local ELA Interim Assessment data indicated that Low-Income students and English Learners showed improvement between Benchmarks I and II. However, all three identified student groups were low-performing in ELA according to the 2023 Dashboard. Current 2024 DIA ELA data indicate that students showed improvement on Benchmark I, but students declined in progress on the CAASPP ELA based on the 2024 Dashboard. Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as professional learning for teachers and educators.	Teacher Specialists will continue to provide classroom teachers with supplementary content area coaching and guidance to help with monitoring student progress and to help students make meaningful connections with the ELA curriculum. This action addresses the need for targeted instruction in English Language Arts for all students, including English Learner, Foster Youth, and Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in ELA and in building the capacity of our English teachers to improve students' ELA academic performance. In addition, we expect that the work from Teacher Specialists and staff support will help address the red performance levels in ELA for English Learners (2024), Long-Term English learners (2024), Foster Youth (2024), and Students with Disabilities (2023, 2024). Note: The years in parentheses (2023, 2024) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -CAASPP ELA (G4, Metric 10) -Phonological Awareness Screening Test (PAST) (G4, Metrics 14-17)
G4 A14 Elementary Level Literacy Coaches	Our English Learners, Foster Youth, and Low-Income students experience challenges in accessing ELA curriculum due to limited resources. These identified student groups need intervention in academic vocabulary and literacy skills. In 2024, our ELA Local Interim Assessment data showed improvement for the three identified student groups. Multiple elementary schools were low-performing on the Dashboard for ELA, and all three identified student groups were low-performing districtwide. In 2024, all student groups, with the exception of Homeless Youth, declined in progress on the CAASPP ELA. Local ELA DIA data, however, showed improvements for all student groups, especially English learners. Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as continued support for teachers and educators providing services in literacy.	Literacy Coaches will continue to model effective literacy strategies and support teachers with collaboration to improve overall academic achievement of English Learners, Foster Youth, and Low-Income students. Teachers will implement evidence-based interventions for all students. This action addresses the need for professional coaching in literacy interventions and strategies for English Learner, Foster Youth, and Low-Income students. This action will be implemented LEA-wide at all elementary schools to support the district literacy initiative of all students reading at grade level by 3rd grade. Additional support will ensure that upper elementary grade levels are receiving literacy intervention prior to starting middle school and high school.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G4 A15 Academic Contextualization	Our Low-Income students lack opportunities to experience learning outside the classroom. Our 2023 data indicated that our Low-Income students are low performing in English Language Arts (ELA) and Math, therefore they need enriched academic experiences such as field trips to make relevance of what they learn with real-world connections/ applications in order to develop deeper comprehension of ELA and Math content. In 2024, local DIA assessments showed improvements in both ELA and Math. Feedback from parents and students have shared the need and appreciation for field trips to provide students the opportunity to enhance their learning and engagement. Based on current educational partner input, students need experiences that can give perspective on what they are learning, which can lead to college and career positive outcomes.	School staff will work in cross curricular teams to provide academic experiences such as field trips aligned to the content standards and real-life experiences in order to meet the academic needs of our Low-Income students. This will foster a desire to pursue college or post-secondary career options, raise awareness of college experiences, and help Low-Income students make connections to future college and career goals. This action addresses the need for Low-Income students to have access to learning experiences outside of the classroom. This action will be implemented on a LEA-wide basis to integrate field trips into curriculum to enhance students' overall educational experience.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G4 A19 & G4 A20 Resource Teacher Academic Support- Elementary/ Secondary	Our English Learner and Low Income students often require additional academic support such as targeted intervention and resources which are limited at home. These students need academic interventions and small- group instruction tailored to their needs to help develop English language proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low-performing on the Dashboard. Based on 2024 Dashboard data, +1.5% progressed one level on their English language proficiency, and fewer students decreased by one level, -3.0%. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy skills. Based on current educational partner input, our English learners and Long-Term English Learners continue to need English language development support.	Resource Teachers at the elementary and secondary school sites will work with students in small groups and provide support in order to improve academic progress and increase English Language Development and reclassification rates. These actions (G4 A19 and G4 A20) address the support English Learner and Low-Income students need to minimize academic gaps. It will be on a LEA-wide basis to help address the resource gap students face and ensure that all students can access grade-level content.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -Reclassification Rates (G4, Metric 3) -EL Progress on Language Proficiency (G4, Metric 4) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G4 A22 Elementary Intervention Teachers & G4 A23 Secondary Intervention Teachers	Our District Interim Assessment (DIA) and Dashboard data indicates that our English Learner, Foster Youth, and Low Income students are low performing in English Language Arts (ELA) and Math. These student groups lack resources and support at home, therefore they need the academic support and small group targeted intervention at school to help bridge academic gaps. Local 2024 DIA ELA data showed improvements for all students, but DIA Math data showed that some student groups, in particular Foster Youth, would benefit from tiered interventions. Education partners shared the need for more academic support and resources to help students strengthen foundation literacy and mathematical skills as many do not have the academic support at home.	Intervention Teachers at elementary and secondary school sites will analyze student data and work with English Learner, Foster Youth, and Low Income students in small groups to provide targeted interventions. Teachers on Assignment (TOA) at the secondary sites will also work with Intervention Teachers to determine the areas of academic need to support students. This action addresses the support English Learner, Foster Youth, and Low-Income students need to minimize academic gaps. It will be provided on a LEA-wide basis to ensure that all students have the opportunity to reach their full academic potential with support and early intervention.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP (ELA) (G4, Metric 10) - CAASPP Math (G4, Metric 11)
G5 A1 Online Academic Credit Recovery	Our Foster Youth and Low-Income students who have experienced trauma from housing instability or challenges with limited resources and added stressors such as the responsibility of taking care of younger siblings are more likely to drop out of school. With a population of 15.5% homeless students, 90.8% socioeconomically disadvantaged, and 0.9% foster youth, our district recognizes the challenges some of these students face and need to support them to recover credits towards graduation. Through outreach with parents and families of Foster Youth and Low-Income students, we've learned the challenges that have contributed to why these students become academically unmotivated and drop out of school. These groups of students need the opportunity to participate in a credit recovery license program where teachers can re-engage them and provide them extra support in order to work towards graduation.	This action will continue to have teachers use online learning licenses to support the extended day credit recovery and acceleration program in order to help motivate Foster Youth and Low-Income students, minimize academic gaps, and increase graduation rates. This action will address the need for Foster Youth and Low-Income students to recover credits. It will be provided on a LEA-wide basis to support students who are facing challenges in order to recover credits toward graduation and reduce middle and high school dropout rates.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Graduation Rates- CA Dashboard (G5, Metric 3)

G5 A2 Crisis Intervention Team	Some of our English Learners, Foster Youth, and Low-Income students come to school with significant Adverse Childhood Experiences (ACEs). Our district aims to create a nurturing environment that addresses the diverse needs of our students. Due to the challenges of these students, it is imperative that they receive early intervention, ongoing support, and a trauma-informed approach to minimize barriers to learning, foster a sense of belonging, and provide the necessary tools to thrive academically, emotionally, and socially. Feedback and outreach from educational partners recognize that these student groups often face additional emotional and behavioral challenges that affect their academic success. They have indicated the need to provide students continued mental and social-emotional support. Additionally, based on current educational partner input, parents and community members have expressed the need for comprehensive support expanding from mental and socio-emotional health services to engaging curriculum, extra-curricular activities, and positive school environments.	The Crisis Intervention Team and Mental Health Support Staff will deploy to school sites to support English Learner, Foster Youth, and Low Income students who need additional emotional or behavioral support, and help them develop coping mechanisms. The adoption of the new Program Assistant Administrative Support position in 2024-25 helps provide additional support for students, and provide trainings to staff to address the needs of our student groups. This action addresses the emotional and behavioral needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to help all students navigate emotional and behavioral challenges through a trauma-informed approach to minimize barriers to learning. The support of the Crisis Intervention Team, Program Assistant Administrative Support, and Mental Health Support Staff will provide a safe and supportive environment for students in order to increase student engagement and academic achievement.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Graduation Rates- CA Dashboard (G5, Metric 3)
G5 A3 Health Services	As a district with 90.8% socioeconomically disadvantaged students, our Foster Youth and Low-Income students need access to health services beyond required screenings. These student groups and their families have various unmet health needs due to lack of resources, language, and support. For these reasons, the accessibility to Nurses and Health Assistants at school sites ensure equitable access to health services and resources, and minimizes health disparities. Our parents and guardians have shared the importance and impact of prioritizing the health and well-being of our Low Income and Foster Youth students, and the profound impact these services have on students' academic performance and attendance.	The Nurse and Health Assistants in this action will continue to provide health screenings in addition to coordinating access to basic medical care referrals for health and mental health services. This action addresses access to health services beyond required screenings for Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to connect these student groups, along with other students and their families to essential medical care and minimize barriers families may have in order to increase student engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G5 A4 Monitor Attendance Patterns	Although attendance has improved to 82.8% on EduCLIMBER, attendance monitoring still plays a crucial role in supporting the academic success of our Foster Youth and Low-Income students. These student groups often face unique challenges such as housing instability, trauma, and limited access to resources and transportation that can hinder their regular attendance in school. For these reasons, Foster Youth and Low Income students need additional services in place to monitor attendance. Through outreach with parents and families of Foster Youth and Low-Income students, they shared the need for support to help with their unique circumstances in order to better support student attendance.	Attendance Specialists will provide extensive outreach to students and families through ongoing communication and technical assistance. In addition, the adaptation of additional School Site Specialists at each elementary school will help with the implementation of our district's Multi-Tiered System of Supports (MTSS) framework and providing timely interventions to identified at-risk Foster Youth and Low-Income students, including monitoring attendance and behavior patterns, strengthening rapport with students through social-emotional support, check-ins, and implementation of school programs, and decreasing chronic absenteeism. This action addresses the support for Foster Youth and Low-Income students who are chronically absent or who are at-risk of becoming chronic absentees. It will be provided on a LEA-wide basis to increase school attendance for these student groups, as well as all students in order to strengthen students' connectivity to school. In addition, we expect that this Monitor Attendance Patterns action will help our Filipino and White student groups, in response to the red indicators in Chronic Absenteeism on the 2023 California Dashboard.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3) -Expulsions- Local data from Pupil Resources (G6, Metric 4)
G5 A5 Counselors Elementary School	Our English Learner, Foster Youth, and Low-Income students come to school with social-emotional needs that impact their academic performance. The California School Dashboard data indicates that 34.8% of English Learners, 39% of Foster Youth, and 37.7% of Low-Income students are chronically absent. These students need a safe and supportive learning environment to not only increase their school connectedness, but also to help them with coping tools and strategies, and developing personal and academic goals, growth mindset, and organization. Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of school counselors continues to positively enhance students' academic and personal growth– enabling them to be safe, supported, and connected to school. Current educational partner input from parents and community members have expressed the need for comprehensive support expanding from mental and socio-emotional health services to engaging curriculum a	Elementary School Counselors will provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to address the social-emotional needs of all students as well as increase academic achievement, improve attendance rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)
G5 A6 Professional	PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School	Teacher Specialists and select classroom teachers will provide professional development to build the capacity of	We will monitor progress for English Learner, Foster Youth and Low-Income students, and

Development	Dashboard for the African American student group in the areas of Pupil Achievement (Math, ELA), and School Climate (Suspension Rate). The need for teachers to continue with professional development is crucial in helping them stay current with effective instructional practices, content specific pedagogies, and tools/ strategies to address the diverse needs of English Learner, Foster Youth, and Low-Income, and African American students. In 2023, CAASPP ELA indicated that English Learners were 80.5 points below the standard, Foster Youth were 76.3 points below the standard, and Low-Income students were 44.5 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 116.9 points below the standard, Foster Youth were 123.2 points below the standard, and Low-Income students were 91.6 points below the standard. In the 2024 CAASPP English Language Arts (ELA) data indicates that English Learners are 81.2 points below the standard, Foster Youth are 88.1 points below the standard, Low-Income students are 47.8 points below the standard, and African American students are 69.2 points below the standard. Additionally, CAASPP Math data indicates that English Learners are 113.7 points below the standard, Foster Youth are 106 points below the standard, Low-Income students are 89.4 points below the standard, and African American students are 118.9 points below the standard. Therefore, the ongoing job-embedded coaching and professional development help teachers better understand how to support these student groups who often face unique challenges such as limited resources, academic support, and unstable home environments in order to minimize academic gaps and increase engagement. Feedback from teachers and staff who attend professional development share that they gain a deeper understanding of the needs these student groups require, particularly English Learners who have language barriers, enabling them to develop empathy, and being more mindful about their instructional practices to engage students and meet their various needs.	teachers and staff in the areas of content specific pedagogy, integration of various learning modalities to strengthen instructional practices, and social-emotional learning in order to address the needs and increase engagement of English Learner, Foster Youth, and Low-Income students. This action addresses the ongoing and job-embedded professional development (i.e. training and coaching one-on-one) that teachers and staff need to transform teaching and learning to meet the various needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase attendance, academic achievement, and engagement, for all students. In addition, we expect that Professional Development will help address the red indicators in English Language Arts on the California Dashboard for English Learner (2024), Long Term English Learner (2024), Foster Youth (2024), and also help Homeless Youth (2023), Students with Disabilities (2023, 2024) and African American (2023, 2024) students in response to the red indicators in Math on the California Dashboard. Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	for all students using: -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)

G5 A7 Counselors Secondary Schools	The transition to secondary school can be very stressful for our English Learner, Foster Youth, and Low-Income students. These students may encounter academic, social, and behavioral challenges as they transition from one familiar school setting to another unfamiliar school setting. For this reason, these students need support and guidance to cope with stress management, academic needs, and social-emotional needs. Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of secondary school counselors continues to positively enhance students' academic and personal growth, enabling them to be safe, supported, and connected to school. Their guidance to stay on path to graduation and post-secondary career options is evident in the dropout rates, which were sustained in middle school (0.00%) and decreased in high school (2.12%).	Secondary School Counselors will continue to provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. Counselors will help increase college and career awareness and post secondary career options. The efforts of Secondary School Counselors will help these students develop resilience, self-confidence, and a growth mindset as they transition and acclimate to secondary school. This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to address social-emotional needs of all students, increase academic achievement, improve attendance and graduation rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3) -Expulsions- Local data from Pupil Resources (G6, Metric 4) -CTE Pathway Completion- CA Dashboard (G7, Metric 1)
G5 A8 Support for Chronic Absenteeism	Many of our Low-Income students enter school with minimal content knowledge and literacy skills, and this disadvantage is exasperated when school attendance is not consistent. Although chronic absenteeism for Low-Income students decreased by 5.4% in 2023 and 10.2% in 2024, the need to continue monitoring attendance remains high in order to strengthen foundational skills, provide early interventions, and minimize academic gaps, especially in Kindergarten and First Grade. As the Transitional Kindergarten program expands in the district, feedback from teachers and administrators expressed the need to provide academic support for students at an early stage to increase academic achievement, and to build rapport with students and families to establish strong home-school partnerships.	Kindergarten and First Grade teachers will continue to develop lessons to bridge academic gaps in content knowledge for Low Income students, and provide guidance and support for families who have limited resources at home. This action addresses the academic gaps in content knowledge for Low-Income students who experienced chronic absenteeism. It will be provided on a schoolwide basis to allow primary teachers to collaborate, create, and provide foundational lessons to strengthen literacy skills and foster a positive home-school partnership for Low-Income students, and all students, in order to increase school engagement and attendance.	We will monitor progress for Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G5 A10 Social Emotional Support-High School	Our Foster Youth and Low-Income adolescents often face a large amount of social-emotional distress which leads to anxiety, fear, and mental health crisis. The need for these students to feel safe and supported is very important to their overall health and well-being. Through outreach from parents and families of Foster Youth and Low-Income adolescents, they shared a need for these students to have support from staff and a safe place to go to at school to help them navigate their challenges with proper coping strategies/ tools, resilience, and empowerment.	Mental Health Clinicians at our four comprehensive high schools, one middle school, and two academies will provide direct social- emotional support and additional referrals to services for Foster Youth and Low-Income adolescents based on their needs, and/or those who experience a high level of stress, and/ or psychological and emotional trauma. This action addresses the social-emotional distress our Foster Youth and Low-Income students face. It will be provided on a schoolwide basis to help these student groups, as well as all students feel more supported, connected to school, and safe which will lead to higher academic engagement, decrease in dropout rates, and increase in graduation rates.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)
G5 A11 Trauma Informed Services	Our Foster Youth and Low-Income students often face challenges that include significant trauma, which needs to be addressed in a timely manner. It is evident that trauma can have a profound impact on children at a young age, leaving them with many emotions. These students need trauma-informed behavioral approach services to help them heal and overcome the barriers imposed by their traumatic experiences. Through outreach from parents and families of Foster Youth and Low-Income students, they shared the need for continued mental health support to help students feel safe and supported at school in addition to helping students develop healthy coping strategies for their stress.	Student Support Specialists will use trauma-informed behavioral approaches to provide timely service and personalized support plans to address the ever-increasing needs of Foster Youth and Low-Income students while ensuring that students feel safe, valued, and empowered to heal and thrive in school. This action addresses the caseload of Foster Youth and Low-Income students waiting to receive services for experienced trauma. It will be provided on an LEA-wide basis to help Foster Youth and Low-Income students, and any other students referred for support to learn and develop proper coping strategies, emotional regulation techniques, conflict resolution skills, and self-advocacy in order to mitigate the impact trauma may have had on academic achievement, and increase school engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3)

G6 A1 Positive School Climate	Our Foster Youth and Low-Income students have limited opportunities for academic growth and leadership. Our students have the capability to be successful and to be great leaders; they just need the access and opportunity. 2023 Dashboard data indicated that Chronic Absenteeism decreased for our Foster Youth and Low-Income students. However, the graduation rate decreased and the suspension rate increased. 2024 Dashboard data indicates that Chronic Absenteeism decreased for our Foster Youth by -4.0% and Low-Income students by -10.2%. Students' perceptions of school connectedness improved by +2% for fifth graders, +2% for seventh graders, +4% for ninth graders, +8% for eleventh graders, and +15% for non-traditional students. Our educational partners expressed concerns about safety and school climate conditions districtwide, but specially at our secondary schools. They communicated a need for diverse extracurricular activities in order to build school spirit and culture.	PUSD students, especially Foster Youth and Low-Income students, will participate in extracurricular activities, like leadership workshops, that will improve their school attendance and academic achievement. Such activities will help them build relationships with their peers and improve their communication skills in order to help them feel more connected to their school. This action addresses the need for Foster Youth and Low-Income students to have opportunities for leadership and improve communication skills. It will be implemented on a LEA-wide basis at the high schools in order to maximize student engagement and improve overall school climate.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1)

G6 A2 Restorative Justice	PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (ELA and Math) and School Climate (Suspension Rate). Our secondary students, especially our English Learners, Foster Youth, and Low-Income students, have had behavioral challenges in and out of the classroom during the last three years due to unstable learning environments and adverse conditions in their community. These behavioral challenges led to an increase in suspensions for Foster Youth, and an increase in suspensions for both English Learners and Low-Income students, according to the 2023 Dashboard. English Learners (Pomona High) and Low-Income students (Diamond Ranch) saw increases in Suspension Rate at the high schools, which is concerning because we know that students with high rates of suspension are less likely to be college and career ready. The Dashboard also indicated several high schools (Diamond Ranch, Garey, Pomona, Park West Continuation HS) as Very-Low Performing in College and Career Readiness Based on this data, students need behavior strategies and coping skills that will improve their overall engagement in school and minimize behavior incidents. Based on the 2024 Dashboard, African-American students showed an increase in suspension rate of +0.4%. All other groups had decreases in suspension. Perceptions of school safety improved for students and staff, but there was a decrease in parents perception of school safety based on the CHKS survey - fifth graders show an increase of +3%, seventh graders saw no change, ninth graders increased by +5%, eleventh graders increased by +11%, and non-traditional students increased by +18%. Staff showed an increase of +7%. Our educational partners have expressed concerns about safety and school climate conditions at our secondary schools that have resulted in increased safety concerns.	School administrators and School Climate Safety Officers (CSOs) will receive support from district administrators on how to implement restorative justice practices in order to minimize behavior incidents and maximize engagement of all student groups, especially English Learners, Foster Youth, and Low-Income students. School Climate Safety officers will also implement restorative justice practices in order to improve school climates by working 1-on-1 with students or in small groups. This action addresses the safety needs for English Learner, Foster Youth, and Low-Income students. It will be implemented on a LEA-wide basis to service our secondary schools in order to increase safety, connectedness at school sites, educational outcomes, and improve school climates. In addition, we expect that Restorative Justice will help lower suspension rates for African-American students, in response to the red indicators for Suspension Rate on the California Dashboard (2023, 2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)

G6 A3 Extracurricular Activities	Our Low-Income students have limited access to extracurricular activities due to lack of resources within the community, including access to activities, sports, and competitions. While in 2023 Chronic Absenteeism decreased for our Low-Income students, so did the Graduation rate. Suspension Rate for Low-Income students also increased. In 2024, Chronic Absenteeism improved by -5.71%, based on PUSD's local Pupil Resources Report, and by -9.07% on the 2024 Dashboard. Graduation rates improved by +1.0%. Educational partner feedback, particularly parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities in order to build school spirit and community.	PUSD will provide extracurricular opportunities in the summer and during the school year in order to improve overall school connectedness. Athletic Coordinators, athletic directors, and walk-on coaches design, instruct and facilitate sports and coordinate other extracurricular activities in order to provide leadership and team-building opportunities for students. This action addresses the need for extracurricular opportunities for our Low-Income students. It will be implemented on a LEA-wide basis in order to increase student engagement and school connectedness from our Low-Income students and all students at the secondary school sites.	We will monitor progress for Low-Income students, and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - CHKS Connectedness (G6, Metric 1)
G6 A4 Individualized Student Academic and Emotional Support	Our Low-Income and Foster Youth face instability in schooling and housing, which indicates a need for academic and emotional support at the high school level. There is a need for college and career readiness for our secondary students at Park West Continuation High School. The Dashboard data for 2023 indicated that the graduation rate for Park West Continuation High School was at 72.7% for all students. In 2024, Park West's graduation rate improved by +10.6% based on the Dashboard. Educational partner feedback indicated a need for more academic and counseling support to increase college and career readiness and graduation rates. Based on current educational partner input for Park West, students need for their coursework to be aligned with real-world learning, and they need additional opportunities for credit recovery in order to improve their post-secondary outcomes.	School staff will continue to provide academic and emotional support to Foster Youth and Low-Income students in order to provide opportunities for credit recovery. These services will help improve student attendance and increase credit completion and graduation rates. This action addresses the need for college and career readiness services for Low-Income and Foster Youth students at Park West. It will be implemented on a schoolwide basis to students at Park West Continuation High School in order to focus resources on students that need to recover coursework for graduation.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - A-G Meeting Requirements Rate Dashboard (G4, Metric 6) - CHKS Connectedness (G6, Metric 1) - Park West - Grad Rate (G6, Metric 5)

G6 A5 Positive Behavior Intervention and Support (PBIS)	Our English Learners, Foster Youth, and Low-Income students face challenges that can get in the way of becoming a part of the school community resulting in disruptive behaviors. This led to an increase in behavior incidents this school year. PUSD students need resources, consistency in progress-monitoring, and opportunities to make connections to their school, schoolwork, and peers. Our English Learners have to acclimate to a new school environment while acquiring a new language, which creates a barrier for the school when communicating school expectations. Our Foster Youth who are experiencing unstable housing struggle with adapting to behavioral expectations that change from one home environment to another making it difficult to establish routines and consistency. 2023 CA Dashboard data indicated an increase of 0.4% in suspension rate for Low-Income students, English Learners showed an increase of 0.6%, and Foster Youth showed an increase of 0.5% - this puts Foster Youth in very-low (red) performance for Suspension Rate. The 2024 Dashboard indicated a drop in suspension rate of -0.9%, but an increase of +0.4% for African-American students. Educational partner feedback indicated that behavior intervention and mental health support is needed for our English Learner, Foster Youth, and Low-Income students. They indicated that our Foster Youth and English Learners need social emotional strategies in the classroom and on school campuses in order to reduce behavior incidents and increase school safety.	PUSD staff, with the addition of a Board Certified Behavior Analyst (BCBA), will implement the Positive Behavior Intervention and Support (PBIS) framework, and use the Schoolwide Information System (SWIS) behavior management system to improve overall school connectedness and climate. Professional development for staff, coaching, and one-on-one support will build the capacity of staff in building positive school climates. Staff will also use Social Emotional Learning (SEL) strategies to support English Learners, Foster Youth, and Low-Income students consistent with PBIS principles. This action addresses the need for students to have positive behavior interventions in order to minimize disruptive behaviors. It will be implemented LEA-wide for our English Learners, Foster Youth, and Low-Income students, and all students so that they may establish a sense of connectedness to their school, school staff, and their peers. Positive strategies for behavior will lead to improved school climates. In addition, we expect that PBIS will help address the red performance levels in suspension for African American students (2023, 2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	PUSD will monitor progress for English Learner, Foster Youth, and Low-Income students, and all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)

G6 A6 Elementary Campus Supervisors	Our Low-Income students lack the social skills needed to make connections to their peers and to school staff. They need support in developing their social emotional learning competencies, which include managing their emotions, building relationships, and making good decisions. Our students need resources to better understand behaviors and skills to improve school climates. This results in increased behavior challenges for both students and school staff. 2023 CA Dashboard data indicated an increase in student suspension rates for Low-Income students. With more staff supporting school climate efforts, suspension rates dropped by -0.9% based on the 2024 Dashboard. Educational Partners, including parents, indicated that school climates across PUSD need to improve, along with overall improved student engagement.	PUSD will add the support of campus supervisors to help nurture and maintain stable learning environments for all students, specially for Low-Income students. Campus Supervisors are trained in behavior and social skills and use positive reinforcement strategies to maintain a positive school environment. This action addresses the need for Low-Income students to learn strategies for improved behaviors and skills to resolve conflicts. It will be implemented on a LEA-wide basis for all elementary schools in order to improve overall school climate.	PUSD will monitor progress for Low-Income students and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)

G7 A1 Dual Language Programs	According to our 2023 ELA District Interim Assessments (DIAs) data, English Learners were low-performing with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. Low-Income students were also low-performing with scores of 52.30% on Benchmark I and 53.73% on Benchmark II. Our 2024 ELA District Interim Assessments (DIAs) data indicates that English Learners are low-performing with scores of 55.94% on Benchmark I and 43.26% on Benchmark II. Low-Income students are also low-performing with scores of 55.22% on Benchmark I and 53.73% on Benchmark II. These data illustrate that English Learner students have language barriers that limit their ability to fully grasp instruction taught in English while Low-Income students lack the support and resources at home to increase academic achievement. For these reasons, our English Learner and Low-Income students need the opportunity to be in a Dual Language Immersion (DLI) program to help bridge between their home language and the language of instruction, and have access to a broad course program that otherwise wouldn't be available to them due to financial constraints. Additionally, having access to a Dual Language Immersion (DLI) program will allow English Learner and Low-Income students to engage in a learning environment that celebrates diversity, foster a sense of belonging, and/or the opportunity to learn another language which will broaden future career opportunities. Feedback from parents and families have shared the appreciation of having a Dual Language Immersion (DLI) program to help students maintain their native language and/ or learn another language. By incorporating the native language into the curriculum or giving students an opportunity to learn another language, the DLI program allows students to expand their learning, develop culture appreciation, broaden career opportunities, and celebrate diversity. Based on current educational partner input, parents and families have shared the need for multilingual educational and cultural programs to help students foster biliteracy/ multiliteracy and linguistic inclusivity.	The Dual Language Immersion (DLI) program at select elementary schools will provide students the opportunity to enroll in a broad course of study and become multilingual learners. Additionally, the support of teachers and student interns in the Dual Language Immersion program will provide English Learners targeted language support and development, and provide Low-Income students with the opportunity to learn another language. This action addresses the opportunity for students to develop academic biliteracy. It will be provided on a schoolwide basis to expand the learning experience of English Learner and Low-Income students and allow them to navigate content in two languages. By giving our students this opportunity, they will gain diverse learning experiences, show an appreciation for linguistic diversity, and motivate them to continue taking a broad course of study in the upper grades.	We will monitor progress for English Learner and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1)

G7 A2 Visual and Performing Arts & Physical Education (PE)-Secondary	Many of our Foster Youth and Low-Income students have financial constraints that limit their ability to access extracurricular activities or classes such as art and music outside of school. Due to their circumstances, our Foster Youth and Low- Income students need access to a well rounded education that expands to extracurricular activities or program enrichment beyond the core content programs to allow them opportunities to enhance critical thinking, creativity, and communication skills, all of which are essential tools for success in any post-secondary career choice. Our educational partners and results of the Self-Reflection tool have shared the need to expand the Visual and Performing Arts (VAPA) program due to the financial constraints that many students and families have. Additionally, feedback shared the positive impacts of the VAPA program in nurturing well-rounded individuals and allowing students to explore their talents and creativity.	VAPA teachers and Teacher Specialists will continue to receive professional development to provide Foster Youth and Low-Income students the opportunity to take extracurricular and program enrichment through art instruction, performances, and competitions. This action will allow students the opportunity to hone in their artistic abilities and foster growth that extends beyond the traditional contents taught to engage the various parts of their brain. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a LEA-wide basis to increase school connectivity and the interest of all students participating in art and music programs that are above core content programs.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)
G7 A3 Science, Technology, Engineering, and Mathematics (STEM)	Our Foster Youth and Low-Income students often have limited resources and minimal enriching experiences that creates barriers to problem solving and critical thinking skills. The need for access to Science, Technology, Engineering, and Mathematics (STEM) education is imperative to expose our Foster Youth and Low Income students to opportunities for interactive, enriching, and hands-on learning experiences to prepare them for the future where STEM skills are in high demand across various industries. Educational partner feedback has indicated the need for STEM education to expand students' learning beyond core content programs and provide them opportunities to tap into their creativity and critical thinking skills in order to motivate and increase academic achievement. Current educational partner input has expressed the same needs.	Science, Technology, Engineering, and Mathematics (STEM) teachers will provide elementary and middle school Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competitions. Students will compete and collaborate on STEM centered projects, emphasizing team-building, critical thinking, and leadership skills. This action addresses the gap in skills and academic interest in the STEM field for Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to enhance student learning and provide students the opportunity to access a broad course of study.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)

G7 A4 Science Support	Ensuring access to technology and providing comprehensive support for science education is pivotal in bridging the achievement gap for English Learner, Foster Youth, and Low-Income students. These students need inquiry-based science instruction with the incorporation of technology and hands-on experiences to broaden access and comprehension of high quality science education. Based on feedback from educational partners at district committee meetings and the LCAP survey, many have shared the importance of having academic support and resources for students in subject matter including science in order to enhance student academic achievement.	Science Teacher Specialists will provide professional development and coaching opportunities to teachers who will engage English Learner, Foster Youth, and Low-Income students with hands-on learning instruction using adapted technology software to increase student understanding of the science curriculum. This action addresses science experience and comprehension of the science standards for English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase student enrollment in related STEM classes.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - CAASPP Science CA Dashboard Science (CAST) (G4, Metric 11)
G7 A5 Robotics Computer Science Program	With limited resources due to financial constraints, our Low-Income students need the opportunity to develop essential skills and competencies that will help them enhance their academic achievement. This is evident in our district 2023 DIA Math data which indicated that our Low-Income students scored 54.73% in Benchmark I and 51.92% in Benchmark II, showing a decline throughout the year. In 2024, Low-Income students scored 50.7% in Benchmark I and 53.75% in Benchmark II showing an increase through the year. Having a robotics and computer science program supports the development of skills and competencies that Low-Income students need. Robotics and computer science provide opportunities for students to think critically and problem solve. Feedback from parents, families, and students have shared the desire to continue with the robotics and computer science program to motivate students to think outside the box and learn through hands-on experiences.	Classroom teachers will provide Low-Income students access to the Robotics Computer Science Program by delivering robotics instruction on a weekly basis which incorporates student-centered learning experiences using hands-on robotics kits, experiments, and computer science during classroom instruction to enhance problem solving skills. Students also have the opportunity to showcase their robotic devices each year at the district's Robotics Competition. This action addresses access to collaborative experience and skills that will offer Low-Income students opportunity to explore, create, and compete in the technology field. It will be provided on a LEA-wide basis to enrich students' learning experience to apply theoretical concepts to practical applications, which cultivates critical thinking and analytical skills.	We will monitor progress for Low-Income students, and for all students using: - DIA Math (G4, Metric 2)

G7 A6 Art, Music, and Physical Education (PE)-Elementary	With Foster Youth and Low-Income students having limited resources and often facing challenges, the access to art and music programs can provide a safe platform for self-expression, creativity, and personal growth. The need for the art and music program for these students is imperative to address disparities they face, and enhance their overall educational experience, and school engagement. Educational partners indicated the need to increase the art and music program in the last LCAP to continue providing students the opportunity to the art and music program. As a result, based on the Director of Elementary Support's feedback, more art and music teachers were hired last year and the program grew from 5,956 students in the prior year to 10,310 students in 2023-2024. Based on current educational partner input, the need for arts and music programs continue to be essential to help students explore their talents and creativity.	Teachers will provide Foster Youth and Low-Income students art, music and P.E. instruction, and in addition, provide opportunities to participate in extracurricular district-wide events. Identified Art Teacher Leads from every school will receive professional development throughout the school year and will build the capacity of classroom teachers at their respective school sites to deliver high quality arts instruction to students. Music and P.E. instruction will be provided in designated spaces by dedicated specialized teachers. Teacher Specialists will provide professional development, model lessons and coach teachers, in addition to coordinating events to provide students the opportunity to compete on a schoolwide and district-wide basis. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a LEA-wide basis to provide the opportunity for students to enhance self-expression, personal growth, and their overall educational experience.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G7 A7 Career Readiness	Our English Learner students have language barriers that hinder their ability to build strong academic foundations; our Foster Youth students experience challenges with housing and care stability; and our Low-income students lack academic support and financial constraints due to adults at home having to work multiple jobs to make ends meet. According to the College and Career Indicator on CALPADS Report 51.1, 3% of English Learner, 3% of Foster Youth, and 4.8% of Low-Income students completed the CTE Pathways and 0.6% of English Learner, 3% of Foster Youth, and 2.2% of Low-Income students completed A-G/ CTE in 2022-2023. In 2023-24, 3.8% of English Learner, 2.9% of Foster Youth, and 4.5% of Low-Income students completed the CTE Pathways and 0.5% of English Learner, 2.9% of Foster Youth, and 1.8% of Low-Income students completed A-G/ CTE. These completion numbers demonstrate the various needs and academic supports that our English Learner, Foster Youth, and Low-Income students need in order to increase academic achievement and post-secondary career options. The combination of these needs hinder our students' opportunities for college and career readiness. These students need assistance and exposure to skill-building for various career fields, such as information technology, child development, health sciences, and advanced manufacturing. Our educational partners shared the need to expose students to post-secondary career options in order to motivate and support them with career opportunities.	Career Technical Education (CTE) teachers and Career Center Techs will provide contracted service opportunities of internships to English Learner, Foster Youth, and Low-Income students. This action has been adapted with an addition of CTE teachers to expand the CTE program with aviation pathway, construction pathway, and medical pathway classes to further provide students opportunities to explore post-secondary career options, receive certifications, and earn community college credits. This action addresses college and career readiness support for English Learner, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to ensure all students have the opportunity for college and career readiness success and options and increase A-G compliance for graduating seniors and increase CTE pathways completions.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -CTE Pathway Completion- CA Dashboard (G7, Metric 1) -A-G Meeting Requirements Rate Dashboard (G7, Metric 2)

G7 A8 College and Career Equity	Our A-G data indicated in 2023 that only 35.4% of our Low- Income students met the requirement for UC/ USC. In 2024, only 33.9% of our Low-Income students met the requirement for UC/USC. This illustrates the disparities our Low-Income students face such as the unawareness of college requirements, the lack of guidance to prepare for college or post-secondary options, and the lack of adult support at home due to having some parents working multiple jobs. These barriers limit our Low-Income students' access to college and career readiness support. These students need opportunities to attend workshops, conferences, and have access to mentors to equip them and their parents with the knowledge and resources necessary to ensure equitable access to college courses and programs. Feedback from students and parents have shared that limited transportation, lack of resources and awareness of college and career requirements/ options, and financial constraints are barriers they often face. They shared the importance of having opportunities for students to achieve higher education and post-secondary career options through exposure and guidance from school.	Teacher Specialist, school staff and mentoring consultants from programs such as Rising Scholars and Bright Prospects will provide Low-Income students college tours, assistance with college essays, field trips, and weekend workshops for college and career readiness. This action addresses the limited knowledge and the mentorship needs of Low-Income students to increase and expand their college and career options, and creates the foundation necessary for every student to have post-secondary success. It will be provided on a LEA-wide basis to provide all students and their parents an opportunity to attend conferences in order to strengthen their knowledge of college and career options. In addition, we expect that College and Career Equity will help address the low performance in College and Career Readiness that's also observed among our Long Term English Learners (2024), English Learner (2023) and Students with Disabilities (2023) student groups on the California Dashboard. Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)
G7 A9 College and Career Exposure	With limited transportation and financial constraints, our Low-Income students lack the ability to travel and participate in excursions in comparison to other student groups. These students need the opportunity to participate in academically-based excursions/ field trips to enrich their learning and support their preparation for college or post-secondary career options. Feedback from students and parents have indicated that limited transportation and financial constraints have restricted their ability to travel and enhance their educational experiences.	School staff will provide enriched academic experiences for Low-Income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to allow students to gain better comprehension and relevance of what they are learning. This action addresses the opportunity for Low-Income students to participate in academically-based excursions to enrich their learning. It will be provided on a LEA-wide basis to support students as they prepare and/or transition for postsecondary education and careers of their choice.	We will monitor progress for Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)

G7A10 Academy School Supports	The disparities that our Low-Income students face create a gap between what they learn in school and what they experience in the real-world. These students need a broad course of study to prepare them for future career paths and graduation. Additionally, they benefit from project-based learning to enhance their learning experience and allow them to participate in a course of study in Engineering, Media and Informational Technology in small school settings. Education partners have shared the importance of academic support and motivation for Low-Income students to make learning relevant, practical, and hands-on in order to better prepare them for success.	Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support for Low-Income students. This action addresses the academic needs of Low-Income students in order to promote their academic achievement. It will be provided on a schoolwide basis to ensure students complete A-G requirements and become college and career ready through project-based learning.	We will monitor progress for Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4A2 AVID Excel	With 27.8% of our special population being English Learners, it is important to help these students, especially our Long-Term English Learners (LTELs), navigate the complexity of the English language since English is not the primary language at home. Local ELA district interim assessments in 2023-24 showed that English Learners were the lowest performing group, and are also very-low performing in ELA based on the 2023 California Dashboard data. In 2024, current district interim assessment data shows that English Learners have made progress. However, they are still lowest performing on the California Dashboard. Our Long-Term English Learner (LTELs) and English Learner students need AVID Excel curriculum to provide differentiated and additional literacy instruction to help them comprehend course materials, participate in classroom discussions, and demonstrate their knowledge through written assignments in order to develop and strengthen English language skills and reclassify as Fluent English Proficient (RFEP). Also, AVID Excel provides English Learners with college and career exposure at the middle schools, so that they build the skills necessary to succeed in college preparatory classes in high school. Educational partner feedback from the District English Learner Advisory Committee (DELAC) shared the importance of academic support for our English Learner students who often have limited resources and academic support at home.	Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, Teachers on Assignment will work with Long Term English Learners (LTELs) and families in order to accelerate English Language Acquisition and Reclassification. This work will include small-group instruction, individualized academic support, regular progress monitoring reports, and workshops for parents. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills. In addition, we expect that ELD support will help address the red performance levels in ELA for English Learners (2023, 2024) and Long-Term English Learners (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for English Learner and Long-Term English Learner students using: - DIA ELA (G4, Metric 1) - Reclassification Rates (G4, Metric 3) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP ELA (G4, Metric 10)

G4A10 English Language Development Support	English Learners have limited resources and limited academic support that contribute to their academic gap. English Learners were the lowest-performing student group on the local District Interim Assessments, and they are very-low performing in ELA according to the red indicators on the Dashboard. PUSD has seen steady increases in reclassification over the last three years (see Annual Update), however, reclassification rates are the lowest at the elementary level, in comparison to middle school and high school. The unique circumstances of English Learners highlight the need to enhance English Language Development (ELD) instruction in order to bridge language acquisition gaps and move students towards reclassification, and avoid the increase in Long Term English Learners (LTEL). Educational partner feedback from our District English Learner Advisory Committee (DELAC) shared the importance of academic support and tutoring for our English Learner students in order to increase reclassification rates and decrease Long Term English Learners (LTEL).	Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, Teachers on Assignment will work with Long Term English Learners (LTEL) and families in order to accelerate English Language Acquisition and Reclassification. This work will include small-group instruction, individualized academic support, regular progress monitoring reports, and workshops for parents. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills.	We will monitor progress for English Learner students using: - DIA ELA (G4, Metric 1) - Reclassification Rates (G4, Metric 3) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP ELA (G4, Metric 9)
G4A11 Well Being of Foster Youth	Our Foster Youth students lack stability in their living situations which has a significant impact in their academic achievement as indicated on the California School Dashboard. These students are low performing in both English Language Arts (ELA) and Math, and need academic and social-emotional support to provide them the interventions, guidance, and resources they need to become more motivated and engaged in order to increase academic achievement. Educational partners shared the need for students to receive academic support as well as social-emotional support to increase school connectivity.	School Counselors, a Mental Health Clinician, and outside providers will collaborate to address the needs of Foster Youth students by providing social-emotional support, small group learning sessions, and ongoing progress monitoring. This limited action will also provide Foster Youth students with academic support such as tutoring and mentoring services to increase their college and career readiness and school connectivity. In addition, we expect these services will help address the red performance levels in ELA for Foster Youth (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for Foster Youth students using: - CTE Pathway Completion- CA Dashboard (G4, Metric 5) - CAASPP ELA English Language Arts Dashboard (G4, Metric 10) - CAASPP Mathematics Dashboard (G4, Metric 11) - Graduation Rates- CA Dashboard (G5, Metric 3)

G4A21 Paraeducators for English Learners	School Counselors, a Mental Health Clinician, and outside providers will collaborate to address the needs of Foster Youth students by providing social-emotional support, small group learning sessions, and ongoing progress monitoring. This limited action will also provide Foster Youth students with academic support such as tutoring and mentoring services to increase their college and career readiness and school connectivity. In addition, we expect these services will help address the red performance levels in ELA for Foster Youth (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	Paraeducators will work with English Learners, including Long-Term English Learners, and provide intervention and support in English Language Development (ELD). This will help increase English Learners' local assessment scores in ELA and Math, as well as increase reclassification rates across the district. This limited action will also provide access to core content and help English Learners improve their language proficiency to meet the criteria for reclassification.	We will monitor progress for English Learner and Long-Term English Learner students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - Reclassification Rates (G4, Metric 3)
G4A24 Secondary Student Interns	Low-Income and English Learner students in PUSD need additional academic support at home to help increase academic achievement. However, because that support is limited due to limited resources and language barriers, these student groups need academic support during their core class instruction. Based on Local Interim Assessments (DIAs), students in secondary showed improvement in ELA benchmarks, including English Learners. However, DIA Math data indicated that multiple grade levels decreased in students meeting the benchmark. Dashboard data indicated that English Learners were very-low-performing (red) in both ELA and Math. Educational partners indicated that additional intervention, summer school, and multi-tiered systems of support are needed to increase academic achievement.	Student Interns at the secondary school sites will provide academic support for English Learners and Low-Income students by providing small-group instruction to address low-performance in ELA and Math in both local and state assessments. Student Interns at secondary school sites will help close academic achievement gaps and minimize the staff-to-student ratios. This limited action will help the secondary school sites provide additional support to teachers in the classroom and across school sites to improve student academic progress.	We will monitor progress for English Learner and Low-Income students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - CAASPP (ELA) (G4, Metric 10) - CAASPP Math (G4, Metric 11)

G4A25 Support for Long-Term English Learners (LTELs)	PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the Long-Term English Learner student group in the areas of Pupil Achievement (ELA and Math) and Outcomes to a Broad Course of Study (College/Career). While English Learners in PUSD have access to paraeducators, resource teachers, and programs to help them academically and to reclassify, there was a gap in meeting the needs of students who were still English learners going into middle school and high school. As English learners get older, and enter upper grade levels, their motivation to reclassify diminishes, and this classification limits access to courses that affect their college and career outcomes. Now that LTELs have their own category on the 2024 Dashboard, we can see that this group of students falls on the lowest-performance level in ELA and College and Career Readiness. Educational partners, including resource teachers, students, parents, and staff indicated that Long-Term English learners need academic support, access to additional opportunities for credit recovery, and mentorship to encourage them to reclassify and be college and career focused.	Teachers on Assignment will directly support LTEL students at two middle schools and two comprehensive high schools to address the high number of LTELs at each of those schools and their needs around reclassification. They will engage in ongoing progress monitoring, ELD instruction, and provide reports to teachers and parents in order to address academic gaps and language acquisition gaps. They will also collaborate with teachers to plan scaffolded instruction and analyze student data to inform intervention. Social-emotional learning (SEL) check-ins are meant to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness. In addition, we expect that support for LTELs will help address the red performance levels in ELA and in the College / Career indicator (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for English learners and Long-Term English Learners using: - EL Progress on Language Proficiency (G4, Metric 4) - College and Career Readiness (Dashboard) (G4 Metric 6) -CAASPP (ELA) (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G5A12 Student Engagement Support	PUSD has a 89.6% socioeconomically disadvantaged student population and of that student population some lack fixed, regular, and adequate nighttime residence. These Low-Income students face unique and compounding challenges that create barriers to consistent school attendance, academic achievement, and social-emotional well-being. The instability with living circumstances often results in frequent school changes, absences, and increased stress and disengagement. These Low-Income students need enhanced support and wraparound services to remove educational barriers to academic success. Educational partner feedback has indicated a need for Low-Income students to receive comprehensive academic and social-emotional support in order to address challenges and increase engagement and attendance.	Staff from Students and Family Support Services will provide Low-Income students, specifically those who lack a fixed, regular, and adequate nighttime residence, with resources to remove barriers and challenges in accessing and succeeding in school in order to improve attendance and college and career readiness. This limited action will help address the needs that arise from economic hardship and housing instability and ensure specialized services are provided to Low-Income students to remove barriers that affect their access and success in school.	We will monitor progress for Low-Income students using: - College and Career Readiness (Dashboard) (G4 Metric 6) -Attendance Rates & Chronic Absenteeism (G5 Metric 1) -Chronic Absenteeism (Dashboard) (G5 Metric 2)

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

Not Applicable.

Additional Concentration Grant Funding

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

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

The following actions describe how the additional concentration grant add-on will be used to increase the number of certificated and classified staff providing direct services to students in schools:
G1A6- Custodial staff will provide a safe and clean learning environment on school campuses to ensure our English Learner and Low Income students have a conducive learning environment and access to additional workspace for differentiated instruction.
G2A4 - Teachers and Elementary Campus Supervisors will support the growth of the Transitional Kindergarten program across all elementary sites in support of the needs for English learners, Foster Youth, Low-Income students around academic and social skill building.
G2A13- Paraeducators and Student Interns will work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios in order to improve these students' academic progress.
G3A1 - Family Service Caseworker Specialists will arrange a variety of services and resources for Low-Income students and their families to increase attendance and graduation rates.
G4A1 - AVID Tutors will provide academic support through tutoring and mentorship to Low-Income students.
G4A19 &G4A20- Adaptation of additional Resource Teachers at both elementary and secondary levels will provide timely support in order to improve academic progress and increase English Language Development for our English Learner and Low-Income students.
G4A21- Paraeducators will provide services to English Learner students to increase their English proficiency levels.
G4A22 & G4A23- Intervention Teachers, both elementary and secondary levels, will analyze student data and work with students in small groups to close the educational gaps that have been identified in Low-Income, Foster Youth and English Learner students.
G4A24 - Student interns will work with English Learners and Low-Income students to close achievement gaps in secondary classrooms.
G5A4 - School Site Specialists will ensure that Foster Youth and Low-Income students, who are at risk of being chronically absent or who are chronically absent, receive services and monitoring by building rapport and trust to improve their overall attendance.
G5A5 - Elementary counselors will provide individual and group counseling to Low-Income, English learner, and Foster Youth students to increase their academic achievement and improve attendance.
G5A10 - Mental Health Clinicians will provide and refer Foster Youth and Low-Income students to mental health support services at each of the academies and comprehensive high schools.
G5A11 - Student Support Specialists will provide timely support and trauma-informed behavioral approach services to Foster Youth and Low-Income students experiencing trauma.
G6A2 - School Climate Safety Officers will provide support to English Learner, Foster Youth, and Low-Income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions.
G6A6 - Elementary Campus Supervisors will assist Low-Income students with behavior and social emotional support that will improve their connectivity to the school.
G7A1 - Student Interns will support English learners and Low-Income students in the Dual Language Immersion program in building their literacy and cultural awareness through in-class support.
G7A7 - CTE Teachers and Career Technicians will help English learners, Foster Youth, and Low-Income students engage with work-life experiences, provide access to industry certifications, and additional coursework to ensure college and career readiness.

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

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$207,420,099.00	$85,080,823.00	41.02%	0.39%	41.41%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$234,931,656.00	$65,753,939.00	$0.00	$368,606.00	$301,054,201.00	$272,002,698.00	$29,051,503.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support with Staff Recruitment and Hiring	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$280,568	$0	$280,568	$0	$0	$0	$280,568	0.00%
1	2	Teacher Support	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$413,367	$18,375	$431,742	$0	$0	$0	$431,742	0.00%
1	3	Custodial Staff - Vandalism Crew	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	3 Years	$445,458	$0	$445,458	$0	$0	$0	$445,458	0.00%
1	4	Teaching and support Staff	All	No				3 Years	$127,784,765	$768,049	$128,552,814	$0	$0	$0	$128,552,814	0.00%
1	5	General Custodial Staff	All	No				3 Years	$10,112,952	$0	$10,112,952	$0	$0	$0	$10,112,952	0.00%

1	6	Custodial Staff	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$1,243,502	$0	$1,243,502	$0	$0	$0	$1,243,502	0.00%
1	7	Inclusion Staff	Student with Disabilities (SWD)	No				3 Years	$521,031	$0	$0	$521,031	$0	$0	$521,031	0.00%
2	1	Library Support	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$1,117,849	$0	$1,117,849	$0	$0	$0	$1,117,849	0.00%
2	2	Media Center Support	English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	3 Years	$1,282,291	$331,033	$1,602,291	$11,033	$0	$0	$1,613,324	0.00%
2	3	Combination Class Reduction Elementary and K-8	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	3 Years	$3,594,883	$0	$3,594,883	$0	$0	$0	$3,594,883	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	3 Years	$4,074,993	$0	$4,074,993	$0	$0	$0	$4,074,993	0.00%
2	5	Technology Teacher Leads	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$517,237	$0	$517,237	$0	$0	$0	$517,237	0.00%
2	6	Additional Math Learning Opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Middle and High Schools	3 Years	$1,236,740	$785,655	$1,161,790	$860,605	$0	$0	$2,022,395	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$679,341	$0	$679,341	$0	$0	$0	$679,341	0.00%
2	8	Support for Classroom Instruction	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$2,956,022	$0	$2,956,022	$0	$0	$0	$2,956,022	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	3 Years	$182,161	$0	$182,161	$0	$0	$0	$182,161	0.00%

2	10	Improve Student Achievement	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$1,326,430	$1,037,261	$1,078,430	$1,285,261	$0	$0	$2,363,691	0.00%
2	11	Kindergarten Teachers	All	No				3 Years	$7,033,473	$0	$7,033,473	$0	$0	$0	$7,033,473	0.00%
2	12	Program Specialists	Student with Disabilities (SWD)	No				3 Years	$1,000,578	$0	$0	$1,000,578	$0	$0	$1,000,578	0.00%
2	13	Elementary Paraeducators and Student Interns	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans,	3 Years	$201,471	$0	$201,471	$0	$0	$0	$201,471	0.00%
2	14	Partnership Classes	Student with Disabilities (SWD)	No				3 Years	$1,088,991	$0	$0	$975,904	$0	$113,087	$1,088,991	0.00%
3	1	Community Schools	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$431,904	$0	$431,904	$0	$0	$0	$431,904	0.00%
3	2	Parent Training on Student Data	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$694,928	$0	$694,928	$0	$0	$0	$694,928	0.00%
3	3	Parent Support and Involvement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$391,081	$0	$391,081	$0	$0	$0	$391,081	0.00%
3	4	Educational Partners Learning Walks	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$6,214	$3,000	$9,214	$0	$0	$0	$9,214	0.00%
3	5	Community Advisory Committee (CAC)	Student with Disabilities (SWD)	No				3 Years	$0	$500	$0	$500	$0	$0	$500	0.00%

3	6	Orientation for Elementary Students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$20,392	$0	$20,392	$0	$0	$0	$20,392	0.00%
3	7	Parent/ Community Outreach and Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$160,036	$13,000	$173,036	$0	$0	$0	$173,036	0.00%
4	1	AVID	Low Income	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	3 Years	$405,600	$0	$405,600	$0	$0	$0	$405,600	0.00%
4	2	AVID Excel	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	3 Years	$66,355	$2,100	$68,455	$0	$0	$0	$68,455	0.00%
4	3	Content Disciplinary Literacy	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	3 Years	$2,236,451	$0	$2,236,451	$0	$0	$0	$2,236,451	0.00%
4	4	Summer and Saturday School	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3rd	3 Years	$252,678	$3,775	$178,227	$78,226	$0	$0	$256,453	0.00%
4	5	Maintaining Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$3,254,202	$43,000	$3,297,202	$0	$0	$0	$3,297,202	0.00%

4	6	Literacy Intervention	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$606,000	$606,000	$0	$0	$0	$606,000	0.00%
4	7	Data Analysis	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$325,231	$550,702	$571,231	$304,702	$0	$0	$875,933	0.00%
4	8	Technology Support and Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$1,403,074	$0	$1,403,074	$0	$0	$0	$1,403,074	0.00%
4	9	Data Analysis by Staff	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$1,478,016	$0	$1,478,016	$0	$0	$0	$1,478,016	0.00%
4	10	English Language Development Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 Years	$1,115,618	$0	$1,115,618	$0	$0	$0	$1,115,618	0.00%
4	11	Well Being of Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 Years	$344,283	$0	$344,283	$0	$0	$0	$344,283	0.00%
4	12	Math Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$692,828	$0	$692,828	$0	$0	$0	$692,828	0.00%
4	13	English Language Arts Support	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$850,999	$605,398	$850,999	$605,398	$0	$0	$1,456,397	0.00%
4	14	Elementary Level Literacy Coaches	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$3,736,127	$0	$3,736,127	$0	$0	$0	$3,736,127	0.00%

4	15	Academic Contextualization	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	$198,099	$619,553	$817,652	$0	$0	$0	$817,652	0.00%
4	16	Kindergarten Teaching Staff	All	No				3 Years	$2,701,302	$0	$2,701,302	$0	$0	$0	$2,701,302	0.00%
4	17	Computer and Technology Support for the District	All	No				3 Years	$627,041	$0	$627,041	$0	$0	$0	$627,041	0.00%
4	18	Special Education Teams	Student with Disabilities (SWD)	No				3 Years	$22,995,694	$0	$0	$22,765,361	$0	$230,333	$22,995,694	0.00%
4	19	Resource Teacher Academic Support-Elementary	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Elementary	3 Years	$2,784,017	$0	$2,784,017	$0	$0	$0	$2,784,017	0.00%
4	20	Resource Teacher Academic Support-Secondary	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Secondary	3 Years	$1,724,254	$0	$1,724,254	$0	$0	$0	$1,724,254	0.00%
4	21	Paraeducators for English Learners	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Years	$726,297	$0	$726,297	$0	$0	$0	$726,297	0.00%
4	22	Elementary Intervention Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Elementary	3 Years	$164,176	$0	$164,176	$0	$0	$0	$164,176	0.00%
4	23	Secondary Intervention Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	3 Years	$365,107	$0	$365,107	$0	$0	$0	$365,107	0.00%
4	24	Secondary Student Interns	English learner (EL), Low Income	Yes	Limited	English learner (EL), Low Income	Specific Grade Spans, Secondary	3 Years	$110,560	$0	$110,560	$0	$0	$0	$110,560	0.00%
4	25	Support for Long-Term English Learners (LTELs)	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools,		$699,780	$0	$699,780	$0	$0	$0	$699,780	0.00%

5	1	Online Academic Credit Recovery	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, High Schools, All Schools	3 Years	$708,287	$14,836	$415,681	$307,442	$0	$0	$723,123	0.00%
5	2	Crisis Intervention Team	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$3,811,083	$1,146,368	$3,811,083	$1,146,368	$0	$0	$4,957,451	0.00%
5	3	Health Services	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	$3,315,075	$0	$3,315,075	$0	$0	$0	$3,315,075	0.00%
5	4	Monitor Attendance Patterns	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	$3,963,205	$35,000	$3,998,205	$0	$0	$0	$3,998,205	0.00%
5	5	Counselors Elementary School	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$3,465,090	$51,268	$3,465,090	$51,268	$0	$0	$3,516,358	0.00%
5	6	Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$633,046	$0	$633,046	$0	$0	$0	$633,046	0.00%
5	7	Counselors Secondary Schools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	3 Years	$3,467,744	$51,268	$3,467,744	$51,268	$0	$0	$3,519,012	0.00%
5	8	Support for Chronic Absenteeism	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	3 Years	$486,668	$0	$486,668	$0	$0	$0	$486,668	0.00%
5	9	Paraeducators	Student with Disabilities (SWD)	No				3 Years	$15,061,369	$5,806,883	$0	$20,843,066	$0	$25,186	$20,868,252	0.00%

5	10	Social Emotional Support-High School	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	$856,371	$614,103	$856,371	$614,103	$0	$0	$1,470,474	0.00%
5	11	Trauma Informed Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$430,221	$87,268	$430,221	$87,268	$0	$0	$517,489	0.00%
5	12	Student Engagement Support	Low Income	Yes	Limited	Low Income	All Schools		$19,379	$40,500	$59,879	$0	$0	$0	$59,879	0.00%
6	1	Positive School Climate	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	$0	$69,450	$69,450	$0	$0	$0	$69,450	0.00%
6	2	Restorative Justice	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, High Schools	3 Years	$1,592,315	$621,175	$1,592,315	$621,175	$0	$0	$2,213,490	0.00%
6	3	Extracurricular Activities	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	$380,748	$0	$380,748	$0	$0	$0	$380,748	0.00%
6	4	Individualized Student Academic and Emotional Support	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	3 Years	$854,227	$0	$854,227	$0	$0	$0	$854,227	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	3 Years	$1,366,342	$550,683	$1,366,342	$550,683	$0	$0	$1,917,025	0.00%
6	6	Elementary Campus Supervisors	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	$785,056	$1,553,304	$785,056	$1,553,304	$0	$0	$2,338,360	0.00%
6	7	Evidence-Based Positive Behavioral Supports	Student with Disabilities (SWD)	No				3 Years	$602,562	$0	$0	$602,562	$0	$0	$602,562	0.00%
7	1	Dual Language Programs	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Pantera, Allison, Westmont	3 Years	$2,540,622	$0	$2,540,622	$0	$0	$0	$2,540,622	0.00%

7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Secondary Schools, Specific Grade Spans, Secondary	3 Years	$792,699	$397,378	$852,699	$337,378	$0	$0	$1,190,077	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$0	$150,000	$150,000	$0	$0	$0	$150,000	0.00%
7	4	Science Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$315,571	$0	$315,571	$0	$0	$0	$315,571	0.00%
7	5	Robotics Computer Science Program	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$63,371	$284,516	$347,887	$0	$0	$0	$347,887	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, Elementary, Specific Schools, Elementary Schools	3 Years	$2,521,005	$2,170,290	$2,521,005	$2,170,290	$0	$0	$4,691,295	0.00%
7	7	Career Readiness	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	3 Years	$3,177,729	$1,535,740	$4,713,469	$0	$0	$0	$4,713,469	0.00%
7	8	College and Career Equity	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$513,460	$6,692,549	$451,382	$6,754,627	$0	$0	$7,206,009	0.00%
7	9	College and Career Exposure	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	$45,534	$588,752	$634,286	$0	$0	$0	$634,286	0.00%
7	10	Academy School Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	3 Years	$1,725,705	$0	$1,725,705	$0	$0	$0	$1,725,705	0.00%
8	1	Lincoln E.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
8	2	Marshall M.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%

8	3	Pomona H.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
9	1	Kellogg Elementary School (aligned with Priority 5)	Student with Disabilities (SWD), English learner (EL), All	No				1 Year	$0	$513,674	$0	$513,674	$0	$0	$513,674	0.00%
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	All	No				1 Year	$0	$453,976	$0	$453,976	$0	$0	$453,976	0.00%
10	2	Academic Credit Recovery and Support for Park West/PAS	All	No				1 year	$161,703	$8,198	$0	$169,901	$0	$0	$169,901	0.00%
10	3	Park West/PAS Mentorship Program	All	No				1 year	$46,890	$2,377	$0	$49,267	$0	$0	$49,267	0.00%
10	4	Park West/PAS Counselor Support for College and Career Readiness	All	No				1 year	$42,075	$2,133	$0	$44,208	$0	$0	$44,208	0.00%
11	1	Lincoln Elementary School (aligned with Priority 5)	All	No					$201,099	$222,413	$0	$423,512	$0	$0	$423,512	0.00%

2025-2026 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
$207,420,099.00	$85,080,823.00	41.02%	0.39%	41.41%	$85,904,074.00	0.00%	41.42%	**Total:**	$85,904,074.00
								LEA-wide Total:	$62,447,831.00
								Limited Total:	$3,124,872.00
								Schoolwide Total:	$20,331,371.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Support with Staff Recruitment and Hiring	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$280,568.00	0.00%
1	2	Teacher Support	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$431,742.00	0.00%
1	3	Custodial Staff - Vandalism Crew	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	$445,458.00	0.00%
1	6	Custodial Staff	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,243,502.00	0.00%
2	1	Library Support	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	$1,117,849.00	0.00%
2	2	Media Center Support	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	$1,602,291.00	0.00%

2	3	Combination Class Reduction Elementary and K-8	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	$3,594,883.00	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	$4,074,993.00	0.00%
2	5	Technology Teacher Leads	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$517,237.00	0.00%
2	6	Additional Math Learning Opportunities	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Middle and High Schools	$1,161,790.00	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	LEA-wide	Low Income	All Schools	$679,341.00	0.00%
2	8	Support for Classroom Instruction	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$2,956,022.00	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$182,161.00	0.00%
2	10	Improve Student Achievement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,078,430.00	0.00%
2	13	Elementary Paraeducators and Student Interns	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans,	$201,471.00	0.00%
3	1	Community Schools	Yes	Schoolwide	Low Income	All Schools	$431,904.00	0.00%
3	2	Parent Training on Student Data	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$694,928.00	0.00%
3	3	Parent Support and Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$391,081.00	0.00%
3	4	Educational Partners Learning Walks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$9,214.00	0.00%
3	6	Orientation for Elementary Students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$20,392.00	0.00%
3	7	Parent/ Community Outreach and Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$173,036.00	0.00%
4	1	AVID	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	$405,600.00	0.00%

4	2	AVID Excel	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	$68,455.00	0.00%
4	3	Content Disciplinary Literacy	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	$2,236,451.00	0.00%
4	4	Summer and Saturday School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3rd	$178,227.00	0.00%
4	5	Maintaining Technology	Yes	LEA-wide	Low Income	All Schools	$3,297,202.00	0.00%
4	6	Literacy Intervention	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$606,000.00	0.00%
4	7	Data Analysis	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$571,231.00	0.00%
4	8	Technology Support and Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,403,074.00	0.00%
4	9	Data Analysis by Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,478,016.00	0.00%
4	10	English Language Development Support	Yes	Limited	English learner (EL)	All Schools	$1,115,618.00	0.00%
4	11	Well Being of Foster Youth	Yes	Limited	Foster Youth	All Schools	$344,283.00	0.00%
4	12	Math Support	Yes	LEA-wide	Low Income	All Schools	$692,828.00	0.00%
4	13	English Language Arts Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$850,999.00	0.00%
4	14	Elementary Level Literacy Coaches	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$3,736,127.00	0.00%
4	15	Academic Contextualization	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	$817,652.00	0.00%
4	19	Resource Teacher Academic Support-Elementary	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Elementary	$2,784,017.00	0.00%
4	20	Resource Teacher Academic Support-Secondary	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Secondary	$1,724,254.00	0.00%
4	21	Paraeducators for English Learners	Yes	Limited	English learner (EL)	All Schools	$726,297.00	0.00%
4	22	Elementary Intervention Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Elementary	$164,176.00	0.00%

4	23	Secondary Intervention Teachers	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	$365,107.00	0.00%
4	24	Secondary Student Interns	Yes	Limited	English learner (EL), Low Income	Specific Grade Spans, Secondary	$110,560.00	0.00%
4	25	Support for Long-Term English Learners (LTELs)	Yes	Limited	English learner (EL)	Specific Schools,	$699,780.00	0.00%
5	1	Online Academic Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, High Schools, All Schools	$415,681.00	0.00%
5	2	Crisis Intervention Team	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$3,811,083.00	0.00%
5	3	Health Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$3,315,075.00	0.00%
5	4	Monitor Attendance Patterns	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$3,998,205.00	0.00%
5	5	Counselors Elementary School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$3,465,090.00	0.00%
5	6	Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$633,046.00	0.00%
5	7	Counselors Secondary Schools	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	$3,467,744.00	0.00%
5	8	Support for Chronic Absenteeism	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	$486,668.00	0.00%
5	10	Social Emotional Support-High School	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	$856,371.00	0.00%
5	11	Trauma Informed Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$430,221.00	0.00%
5	12	Student Engagement Support	Yes	Limited	Low Income	All Schools	$59,879.00	0.00%
6	1	Positive School Climate	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	$69,450.00	0.00%
6	2	Restorative Justice	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, High Schools	$1,592,315.00	0.00%
6	3	Extracurricular Activities	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	$380,748.00	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	$854,227.00	0.00%

6	5	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	$1,366,342.00	0.00%
6	6	Elementary Campus Supervisors	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	$785,056.00	0.00%
7	1	Dual Language Programs	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Pantera, Allison, Westmont	$2,540,622.00	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Secondary Schools, Specific Grade Spans, Secondary	$852,699.00	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$150,000.00	0.00%
7	4	Science Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$315,571.00	0.00%
7	5	Robotics Computer Science Program	Yes	LEA-wide	Low Income	All Schools	$347,887.00	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, Elementary, Specific Schools, Elementary Schools	$2,521,005.00	0.00%
7	7	Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	$4,713,469.00	0.00%
7	8	College and Career Equity	Yes	LEA-wide	Low Income	All Schools	$451,382.00	0.00%
7	9	College and Career Exposure	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	$634,286.00	0.00%
7	10	Academy School Supports	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	$1,725,705.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$282,489,011.00	$275,644,381.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Support with Staff Recruitment and Hiring	Yes	$111,748.00	$111,748.00
1	2	Teacher Support	Yes	$394,277.00	$306,504.00
1	3	Custodial Staff - Vandalism Crew	Yes	$413,631.00	$413,631.00
1	4	Teaching and support Staff	No	$129,685,486.00	$129,414,457.00
1	5	General Custodial Staff	No	$9,202,375.00	$8,682,823.00
1	6	Custodial Staff	Yes	$1,900,400.00	$1,900,400.00
1	7	Inclusion Staff	No	$739,214.00	$535,228.00
2	1	Library Support	Yes	$1,109,315.00	$1,097,921.00
2	2	Media Center Support	Yes	$1,304,545.00	$1,301,604.00
2	3	Combination Class Reduction Elementary and K-8	Yes	$3,672,613.00	$3,672,613.00
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	$4,188,928.00	$4,095,714.00
2	5	Technology Teacher Leads	Yes	$115,830.00	$115,830.00
2	6	Additional Math Learning Opportunities	Yes	$1,604,632.00	$1,165,896.00
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	$836,310.00	$837,217.00
2	8	Support for Classroom Instruction	Yes	$3,256,621.00	$3,074,396.00
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	$165,099.00	$182,225.00
2	10	Improve Student Achievement	Yes	$1,088,637.00	$1,068,893.00
2	11	Kindergarten Teachers	No	$5,404,139.00	$6,675,521.00
2	12	Program Specialists	No	$824,937.00	$513,525.00
2	13	Elementary Paraeducators and Student Interns	Yes	$143,205.00	$71,603.00
2	14	Partnership Classes	No	$536,586.00	$519,515.00
3	1	Community Schools	Yes	$466,636.00	$405,978.00

3	2	Parent Training on Student Data	Yes	$701,891.00	$699,898.00
3	3	Parent Support and Involvement	Yes	$379,545.00	$370,522.00
3	4	Educational Partners Learning Walks	Yes	$9,095.00	$2,269.00
3	5	Community Advisory Committee (CAC)	No	$500.00	$500.00
3	6	Orientation for Elementary Students	Yes	$19,511.00	$19,511.00
4	1	AVID	Yes	$553,844.00	$540,381.00
4	2	AVID Excel	Yes	$127,884.00	$127,314.00
4	3	Content Disciplinary Literacy	Yes	$2,450,668.00	$2,248,231.00
4	4	Summer and Saturday School	Yes	$5,000.00	$5,000.00
4	5	Maintaining Technology	Yes	$3,363,049.00	$3,139,255.00
4	6	Literacy Intervention	Yes	$21,846.00	$9,846.00
4	7	Data Analysis	Yes	$291,068.00	$297,854.00
4	8	Technology Support and Services	Yes	$2,151,313.00	$2,009,355.00
4	9	Data Analysis by Staff	Yes	$1,691,054.00	$1,691,054.00
4	10	English Language Development Support	Yes	$2,305,911.00	$2,317,015.00
4	11	Well Being of Foster Youth	Yes	$473,993.00	$487,444.00
4	12	Math Support	Yes	$770,373.00	$766,158.00
4	13	English Language Arts Support	Yes	$843,800.00	$840,979.00
4	14	Elementary Level Literacy Coaches	Yes	$3,148,777.00	$2,999,073.00
4	15	Academic Contextualization	Yes	$769,242.00	$769,242.00
4	16	Kindergarten Teaching Staff	No	$2,565,244.00	$2,565,244.00
4	17	Computer and Technology Support for the District	No	$644,836.00	$537,515.00
4	18	Special Education Teams	No	$21,842,172.00	$19,469,964.00
4	19	Resource Teacher Academic Support-Elementary	Yes	$3,381,107.00	$3,403,471.00
4	20	Resource Teacher Academic Support-Secondary	Yes	$1,732,745.00	$1,732,745.00

4	21	Paraeducators for English Learners	Yes	$1,106,402.00	$994,607.00
4	22	Elementary Intervention Teachers	Yes	$1,038,591.00	$1,019,336.00
4	23	Secondary Intervention Teachers	Yes	$259,511.00	$205,943.00
4	24	Secondary Student Interns	Yes	$123,300.00	$116,450.00
5	1	Online Academic Credit Recovery	Yes	$389,693.00	$389,693.00
5	2	Crisis Intervention Team	Yes	$4,413,093.00	$4,043,247.00
5	3	Health Services	Yes	$3,289,360.00	$3,289,360.00
5	4	Monitor Attendance Patterns	Yes	$2,915,263.00	$2,845,233.00
5	5	Counselors Elementary School	Yes	$3,284,418.00	$3,280,268.00
5	6	Professional Development	Yes	$910,888.00	$759,600.00
5	7	Counselors Secondary Schools	Yes	$3,563,461.00	$3,563,461.00
5	8	Support for Chronic Absenteeism	Yes	$1,740,733.00	$1,745,141.00
5	9	Paraeducators	No	$18,527,016.00	$18,067,659.00
5	10	Social Emotional Support-High School	Yes	$276,620.00	$279,967.00
5	11	Trauma Informed Services	Yes	$421,827.00	$421,827.00
6	1	Positive School Climate	Yes	$66,400.00	$63,400.00
6	2	Restorative Justice	Yes	$1,603,846.00	$1,568,446.00
6	3	Extracurricular Activities	Yes	$844,065.00	$844,065.00
6	4	Individualized Student Academic and Emotional Support	Yes	$813,138.00	$811,724.00
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	$1,997,362.00	$2,018,424.00
6	6	Elementary Campus Supervisors	Yes	$747,381.00	$706,330.00
6	7	Evidence-Based Positive Behavioral Supports	No	$591,350.00	$575,099.00
7	1	Dual Language Programs	Yes	$2,452,859.00	$2,453,891.00
7	2	Visual and Performing Arts & Physical Education (PE)-	Yes	$986,081.00	$983,014.00

		Secondary			
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$146,207.00	$144,807.00
7	4	Science Support	Yes	$484,836.00	$483,979.00
7	5	Robotics Computer Science Program	Yes	$351,962.00	$351,962.00
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	$3,589,719.00	$3,368,969.00
7	7	Career Technical Education (CTE)	Yes	$3,449,130.00	$3,292,244.00
7	8	College and Career Equity	Yes	$634,849.00	$468,049.00
7	9	College and Career Exposure	Yes	$795,534.00	$795,534.00
7	10	Academy School Supports	Yes	$1,863,359.00	$1,720,049.00
8	1	Lincoln E.S: Comprehensive Support & Improvement	No	$139,581.00	$107,653.00
8	2	Marshall M.S: Comprehensive Support & Improvement	No	$121,602.00	$6,127.00
8	3	Pomona H.S: Comprehensive Support & Improvement	No	$246,801.00	$71,930.00
9	1	Kellogg Elementary School (aligned with Priority 5)	No	$513,674.00	$194,344.00
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	No	$379,467.00	$379,467.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$86,521,474.00	$90,524,031.00	$87,327,810.00	$3,196,221.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Support with Staff Recruitment and Hiring	Yes	$111,748.00	$111,748.00	0.00%	0.00%
1	2	Teacher Support	Yes	$394,277.00	$306,504.00	0.00%	0.00%
1	3	Custodial Staff - Vandalism Crew	Yes	$413,631.00	$413,631.00	0.00%	0.00%
1	6	Custodial Staff	Yes	$1,900,400.00	$1,900,400.00	0.00%	0.00%
2	1	Library Support	Yes	$1,109,315.00	$1,097,921.00	0.00%	0.00%
2	2	Media Center Support	Yes	$1,304,545.00	$1,301,604.00	0.00%	0.00%
2	3	Combination Class Reduction Elementary and K-8	Yes	$3,672,613.00	$3,672,613.00	0.00%	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	$4,188,928.00	$4,095,714.00	0.00%	0.00%
2	5	Technology Teacher Leads	Yes	$115,830.00	$115,830.00	0.00%	0.00%
2	6	Additional Math Learning Opportunities	Yes	$1,604,632.00	$1,165,896.00	0.00%	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	$836,310.00	$837,217.00	0.00%	0.00%
2	8	Support for Classroom Instruction	Yes	$3,256,621.00	$3,074,396.00	0.00%	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	$165,099.00	$182,225.00	0.00%	0.00%
2	10	Improve Student Achievement	Yes	$1,088,637.00	$1,068,893.00	0.00%	0.00%
2	13	Elementary Paraeducators and Student Interns	Yes	$143,205.00	$71,603.00	0.00%	0.00%
3	1	Community Schools	Yes	$466,636.00	$405,978.00	0.00%	0.00%
3	2	Parent Training on Student Data	Yes	$701,891.00	$699,898.00	0.00%	0.00%
3	3	Parent Support and Involvement	Yes	$379,545.00	$370,522.00	0.00%	0.00%
3	4	Educational Partners Learning Walks	Yes	$9,095.00	$2,269.00	0.00%	0.00%

3	6	Orientation for Elementary Students	Yes	$19,511.00	$19,511.00	0.00%	0.00%
4	1	AVID	Yes	$553,844.00	$540,381.00	0.00%	0.00%
4	2	AVID Excel	Yes	$127,884.00	$127,314.00	0.00%	0.00%
4	3	Content Disciplinary Literacy	Yes	$2,450,668.00	$2,248,231.00	0.00%	0.00%
4	4	Summer and Saturday School	Yes	$5,000.00	$5,000.00	0.00%	0.00%
4	5	Maintaining Technology	Yes	$3,363,049.00	$3,139,255.00	0.00%	0.00%
4	6	Literacy Intervention	Yes	$21,846.00	$9,846.00	0.00%	0.00%
4	7	Data Analysis	Yes	$291,068.00	$297,854.00	0.00%	0.00%
4	8	Technology Support and Services	Yes	$2,151,313.00	$2,009,355.00	0.00%	0.00%
4	9	Data Analysis by Staff	Yes	$1,691,054.00	$1,691,054.00	0.00%	0.00%
4	10	English Language Development Support	Yes	$2,305,911.00	$2,317,015.00	0.00%	0.00%
4	11	Well Being of Foster Youth	Yes	$473,993.00	$487,444.00	0.00%	0.00%
4	12	Math Support	Yes	$770,373.00	$766,158.00	0.00%	0.00%
4	13	English Language Arts Support	Yes	$843,800.00	$840,979.00	0.00%	0.00%
4	14	Elementary Level Literacy Coaches	Yes	$3,148,777.00	$2,999,073.00	0.00%	0.00%
4	15	Academic Contextualization	Yes	$769,242.00	$769,242.00	0.00%	0.00%
4	19	Resource Teacher Academic Support-Elementary	Yes	$3,381,107.00	$3,403,471.00	0.00%	0.00%
4	20	Resource Teacher Academic Support-Secondary	Yes	$1,732,745.00	$1,732,745.00	0.00%	0.00%
4	21	Paraeducators for English Learners	Yes	$1,106,402.00	$994,607.00	0.00%	0.00%
4	22	Elementary Intervention Teachers	Yes	$1,038,591.00	$1,019,336.00	0.00%	0.00%
4	23	Secondary Intervention Teachers	Yes	$259,511.00	$205,943.00	0.00%	0.00%
4	24	Secondary Student Interns	Yes	$123,300.00	$116,450.00	0.00%	0.00%
5	1	Online Academic Credit Recovery	Yes	$389,693.00	$389,693.00	0.00%	0.00%
5	2	Crisis Intervention Team	Yes	$4,413,093.00	$4,043,247.00	0.00%	0.00%
5	3	Health Services	Yes	$3,289,360.00	$3,289,360.00	0.00%	0.00%
5	4	Monitor Attendance Patterns	Yes	$2,915,263.00	$2,845,233.00	0.00%	0.00%

5	5	Counselors Elementary School	Yes	$3,284,418.00	$3,280,268.00	0.00%	0.00%
5	6	Professional Development	Yes	$910,888.00	$759,600.00	0.00%	0.00%
5	7	Counselors Secondary Schools	Yes	$3,563,461.00	$3,563,461.00	0.00%	0.00%
5	8	Support for Chronic Absenteeism	Yes	$1,740,733.00	$1,745,141.00	0.00%	0.00%
5	10	Social Emotional Support-High School	Yes	$276,620.00	$279,967.00	0.00%	0.00%
5	11	Trauma Informed Services	Yes	$421,827.00	$421,827.00	0.00%	0.00%
6	1	Positive School Climate	Yes	$66,400.00	$63,400.00	0.00%	0.00%
6	2	Restorative Justice	Yes	$1,603,846.00	$1,568,446.00	0.00%	0.00%
6	3	Extracurricular Activities	Yes	$844,065.00	$844,065.00	0.00%	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	$813,138.00	$811,724.00	0.00%	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	$1,997,362.00	$2,018,424.00	0.00%	0.00%
6	6	Elementary Campus Supervisors	Yes	$747,381.00	$706,330.00	0.00%	0.00%
7	1	Dual Language Programs	Yes	$2,452,859.00	$2,453,891.00	0.00%	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	$986,081.00	$983,014.00	0.00%	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$146,207.00	$144,807.00	0.00%	0.00%
7	4	Science Support	Yes	$484,836.00	$483,979.00	0.00%	0.00%
7	5	Robotics Computer Science Program	Yes	$351,962.00	$351,962.00	0.00%	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	$3,589,719.00	$3,368,969.00	0.00%	0.00%
7	7	Career Technical Education (CTE)	Yes	$3,449,130.00	$3,292,244.00	0.00%	0.00%
7	8	College and Career Equity	Yes	$634,849.00	$468,049.00	0.00%	0.00%
7	9	College and Career Exposure	Yes	$795,534.00	$795,534.00	0.00%	0.00%
7	10	Academy School Supports	Yes	$1,863,359.00	$1,720,049.00	0.00%	0.00%

2024-2025 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)
$212,257,691.00	$86,521,474.00	0.77%	41.53%	$87,327,810.00	0.00%	41.14%	$827,804.99	0.39%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$0.00	$0.00	$0.00	$0.00	$0.00	$368,606.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Support with Staff Recruitment and Hiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$280,568.00
1	2	Teacher Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$431,742.00
1	3	Custodial Staff - Vandalism Crew	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$445,458.00
1	4	Teaching and support Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$128,552,814.00
1	5	General Custodial Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,112,952.00
1	6	Custodial Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,243,502.00
1	7	Inclusion Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$521,031.00
2	1	Library Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,117,849.00
2	2	Media Center Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,613,324.00
2	3	Combination Class	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,594,883.00

		Reduction Elementary and K-8							
2	4	Transitional Kindergarten & All Day Kindergarten Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,074,993.00
2	5	Technology Teacher Leads	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$517,237.00
2	6	Additional Math Learning Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,022,395.00
2	7	National Board Certified Strategies to Support Classroom Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$679,341.00
2	8	Support for Classroom Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,956,022.00
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$182,161.00
2	10	Improve Student Achievement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,363,691.00
2	11	Kindergarten Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,033,473.00
2	12	Program Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,000,578.00
2	13	Elementary Paraeducators and Student Interns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$201,471.00
2	14	Partnership Classes	$0.00	$0.00	$0.00	$0.00	$0.00	$113,087.00	$1,088,991.00
3	1	Community Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$431,904.00
3	2	Parent Training on Student Data	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$694,928.00
3	3	Parent Support and Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$391,081.00
3	4	Educational Partners Learning Walks	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,214.00

3	5	Community Advisory Committee (CAC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500.00
3	6	Orientation for Elementary Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,392.00
4	1	AVID	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$405,600.00
4	2	AVID Excel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,455.00
4	3	Content Disciplinary Literacy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,236,451.00
4	4	Summer and Saturday School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$256,453.00
4	5	Maintaining Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,297,202.00
4	6	Literacy Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$606,000.00
4	7	Data Analysis	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$875,933.00
4	8	Technology Support and Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,403,074.00
4	9	Data Analysis by Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,478,016.00
4	10	English Language Development Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,115,618.00
4	11	Well Being of Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$344,283.00
4	12	Math Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$692,828.00
4	13	English Language Arts Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,456,397.00
4	14	Elementary Level Literacy Coaches	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,736,127.00
4	15	Academic Contextualization	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$817,652.00
4	16	Kindergarten Teaching Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,701,302.00
4	17	Computer and Technology Support for the District	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$627,041.00
4	18	Special Education	$0.00	$0.00	$0.00	$0.00	$0.00	$230,333.00	$22,995,694.00

		Teams							
4	19	Resource Teacher Academic Support-Elementary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,784,017.00
4	20	Resource Teacher Academic Support-Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,724,254.00
4	21	Paraeducators for English Learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$726,297.00
4	22	Elementary Intervention Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$164,176.00
4	23	Secondary Intervention Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$365,107.00
4	24	Secondary Student Interns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$110,560.00
5	1	Online Academic Credit Recovery	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$723,123.00
5	2	Crisis Intervention Team	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,957,451.00
5	3	Health Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,315,075.00
5	4	Monitor Attendance Patterns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,998,205.00
5	5	Counselors Elementary School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,516,358.00
5	6	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$633,046.00
5	7	Counselors Secondary Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,519,012.00
5	8	Support for Chronic Absenteeism	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$486,668.00
5	9	Paraeducators	$0.00	$0.00	$0.00	$0.00	$0.00	$25,186.00	$20,868,252.00
5	10	Social Emotional Support-High School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,470,474.00
5	11	Trauma Informed Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$517,489.00
6	1	Positive School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$69,450.00
6	2	Restorative Justice	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,213,490.00
6	3	Extracurricular	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$380,748.00

		Activities							
6	4	Individualized Student Academic and Emotional Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$854,227.00
6	5	Positive Behavior Intervention and Support (PBIS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,917,025.00
6	6	Elementary Campus Supervisors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,338,360.00
6	7	Evidence-Based Positive Behavioral Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$602,562.00
7	1	Dual Language Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,540,622.00
7	2	Visual and Performing Arts & Physical Education (PE)- Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,190,077.00
7	3	Science, Technology, Engineering, and Mathematics (STEM)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
7	4	Science Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$315,571.00
7	5	Robotics Computer Science Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$347,887.00
7	6	Art, Music, and Physical Education (PE)- Elementary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,691,295.00
7	7	Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,713,469.00
7	8	College and Career Equity	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,206,009.00
7	9	College and Career Exposure	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$634,286.00
7	10	Academy School Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,725,705.00
8	1	Lincoln E.S: Comprehensive Support & Improvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8	2	Marshall M.S:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		Comprehensive Support & Improvement							
8	3	Pomona H.S: Comprehensive Support & Improvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9	1	Kellogg Elementary School (aligned with Priority 5)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$513,674.00
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$453,976.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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