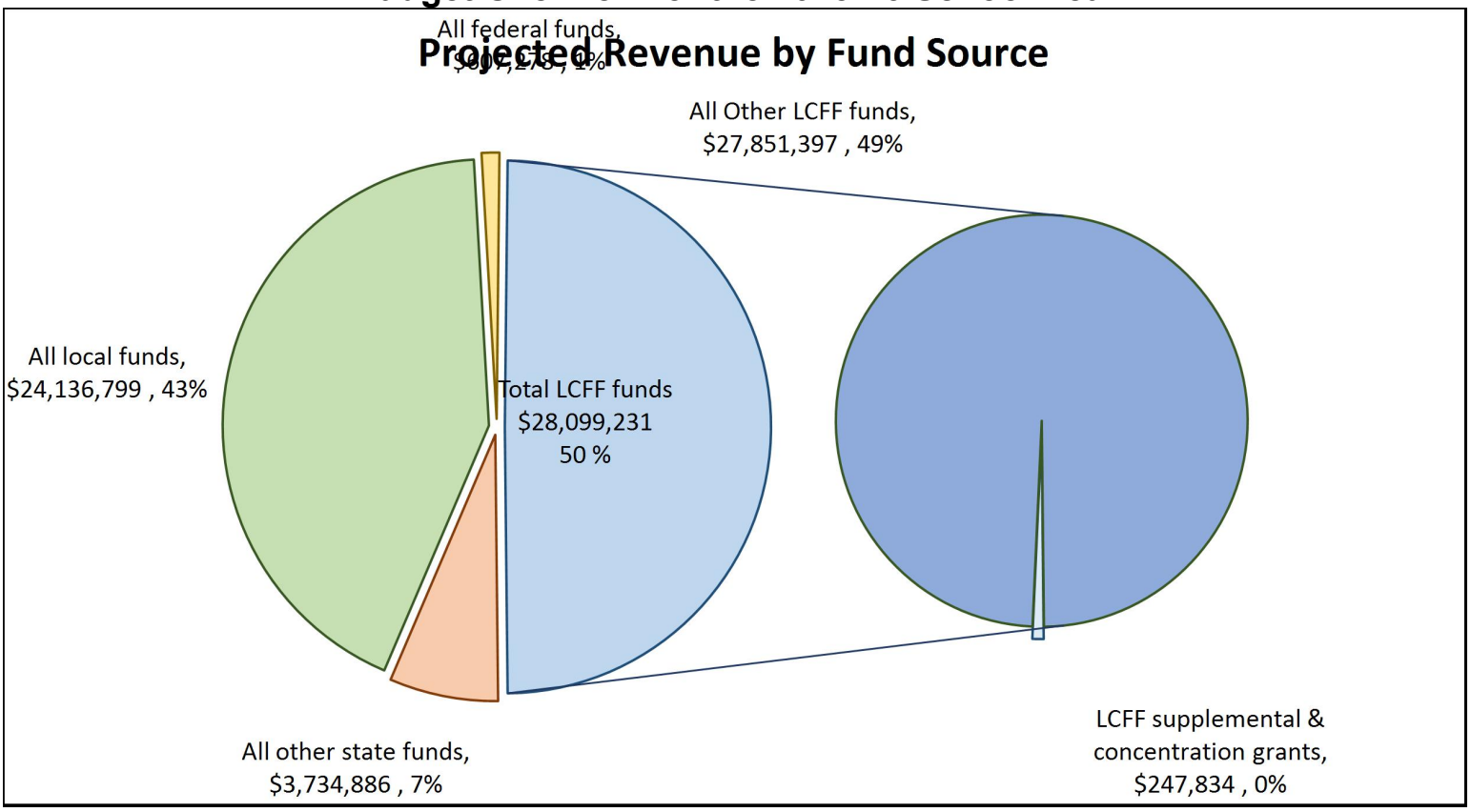
Piedmont Unified School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piedmont Unified School District
CDS Code: 01-61275-0000000
School Year: 2025-26
LEA contact information:
Dr. Jennifer Hawn
Superintendent
jhawn@piedmont.k12.ca.us
510-594-2613

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

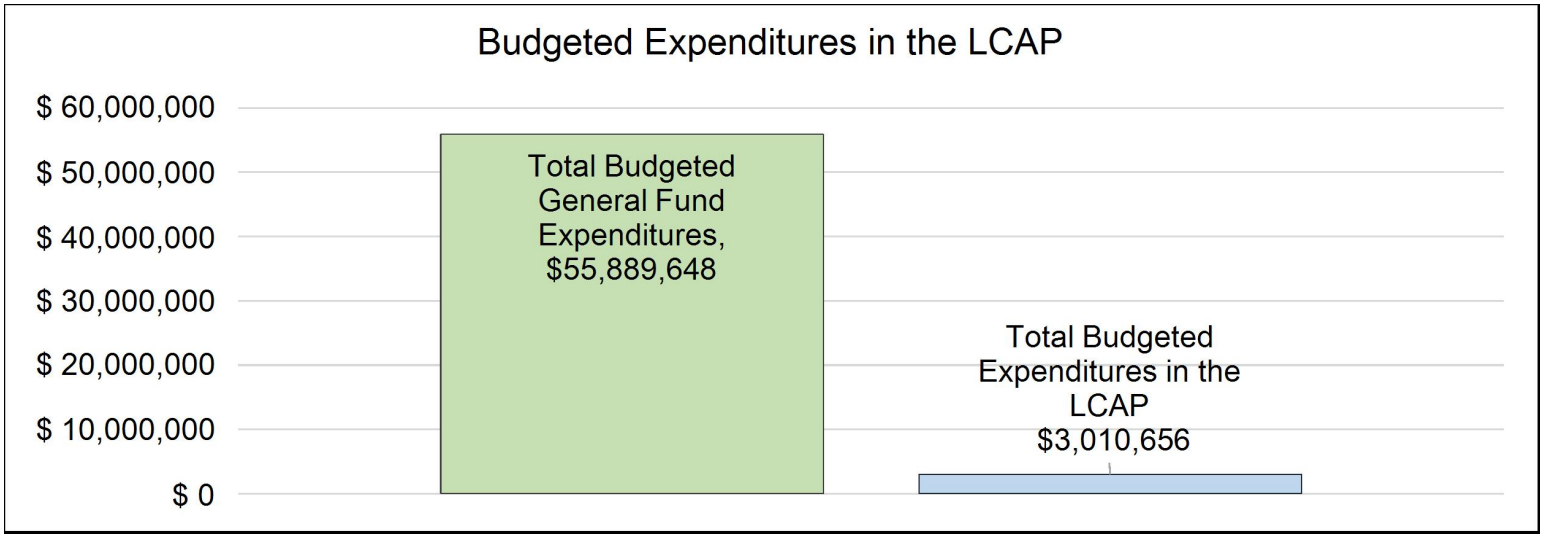


This chart shows the total general purpose revenue Piedmont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piedmont Unified School District is $56,578,194, of which $28,099,231 is Local Control Funding Formula (LCFF), $3,734,886 is other state funds, $24,136,799 is local funds, and $607,278 is federal funds. Of the $28,099,231 in LCFF Funds, $247,834 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Piedmont 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: Piedmont Unified School District plans to spend $55,889,648 for the 2025-26 school year. Of that amount, $3,010,656 is tied to actions/services in the LCAP and $52,878,992 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

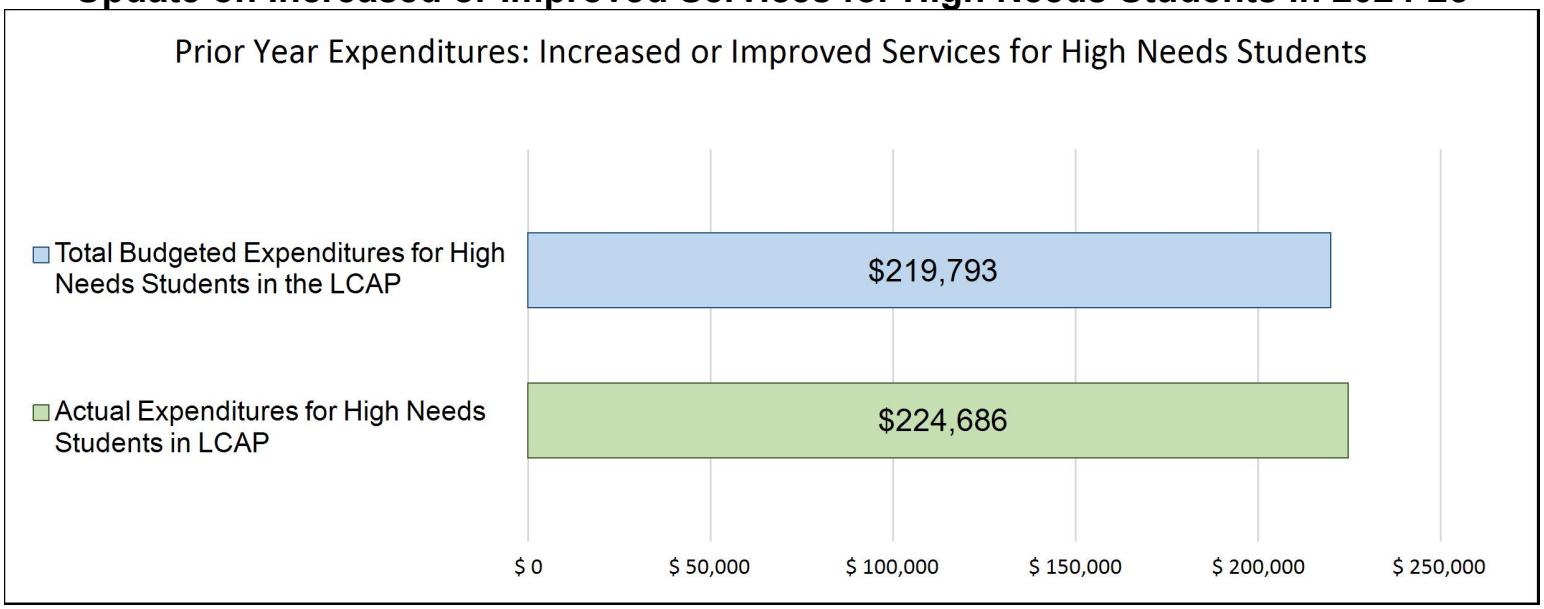
Expenditures not included in the LCAP include salaries and benefits for classroom teachers, student support staff, administrators, administrative support staff, custodians, facilities maintenance staff, and food service workers. Also, not included is the cost of insurance, utilities, classroom supplies and business operations.

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

In 2025-26, Piedmont Unified School District is projecting it will receive $247,834 based on the enrollment of foster youth, English learner, and low-income students. Piedmont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piedmont Unified School District plans to spend $264,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Piedmont 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 Piedmont 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, Piedmont Unified School District's LCAP budgeted $219,793 for planned actions to increase or improve services for high needs students. Piedmont Unified School District actually spent $224,686 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $4,893 had the following impact on Piedmont Unified School District’s ability to increase or improve services for high needs students:

Retained highly experienced and qualified staff to provide ELA services.

Piedmont Unified School District

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
Piedmont Unified School District	Dr. Jennifer Hawn Superintendent	jhawn@piedmont.k12.ca.us 510-594-2613

Plan Summary [2025-26]

General Information

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

Piedmont Unified School District serves an increasingly diverse group of students and aims to prepare all students to thrive as engaged, global citizens in a constantly evolving world. Piedmont Unified's newly developed graduate profile places an emphasis on developing students' critical thinking and communication skills while providing students with a broad foundation of academic knowledge to pursue post-secondary goals of choice. Educators in Piedmont make it a priority to nurture students' sense of empathy towards others in order to develop an inclusive community in which everyone belongs and feels a sense of connectedness. Piedmont stands acutely aware of the role race, cultural identity, and religion play in a student's self-identity during their childhood years and aims to create an environment that is centered on student voice and identity assets. Regardless of demographics, all Piedmont parents and guardians are actively involved in their student's education, demonstrated through strong participation in classrooms and events, on field trips, and as integral members of community committees.

A dedicated team of over 360 highly experienced teachers, support staff, and administrators work with students at the following six school sites: Wildwood Elementary, Beach Elementary, Havens Elementary - known as the 'Tri-Schools'; Piedmont Middle; Piedmont High School; and Millennium High School (an alternative high school). Piedmont Unified also has a Preschool as well as the Piedmont Adult School, which is WASC-accredited and offers both a diploma program and a fee-based program.

In the 2023-24 school year, the student population of Piedmont Unified totaled 2,308 students. California's Local Control Funding Formula recognizes unduplicated pupils and provides supplemental funds for the following three subgroups – English Learners, Low Socioeconomic Status, and Foster Youth. Of the district's total enrollment, 76 students (or 3.2%) are identified as economically disadvantaged and 26

students are identified as English Learners (ELs). Piedmont does not have any students identified as Foster Youth. The student enrollment in Piedmont disaggregated by ethnicity (as reported in Data Quest) is as follows: 2% African-American/Black; 14.9% Asian; 1.1% Filipino; 10.4% Hispanic or Latino; 18.5% Two or More Races; 53% White.

Piedmont is an affluent city located in the east bay hills, surrounded on all sides by the city of Oakland, and almost entirely zoned for single-family dwelling residential use. Piedmont has a total population of just over 11,000 residents who demonstrate their generous commitment to education in a variety of ways. The Piedmont Education Foundation provides over $3 million in funding support which is raised through Parent Club fundraising events and through the annual Giving Campaign. Piedmont residents pay a parcel tax that contributes approximately $9.0 million, or nearly one-third of the district budget, yearly. Piedmont residents currently pay a second parcel tax that contributes $2.6 million annually toward Piedmont Unified School District (PUSD) employees' salaries. Thanks to generous financial support, PUSD is able to attract and retain highly qualified educators who provide an outstanding educational experience for our students. Parent and guardian involvement is a cornerstone of Piedmont Schools, and the input of community members is integral to the process of creating our LCAP. Members of parent support groups (PRAISE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC), parent clubs, and Piedmont Education Foundation, as well as teachers, classified staff, site, and district administrators, and students give input into creating the actions and services developed to meet them.

Piedmont is consistently among the highest-ranking unified school districts in California on standardized testing measures; over 96% of Piedmont Unified School District graduates pursue a college education. This year district and Board leadership, with staff and community input, created a Graduate Profile focused on developing Piedmont graduates who are: 1) Empathetic 2) Scholars 3) Collaborators 4) Critical Thinkers 5) Self-Regulated. Ultimately, PUSD's goal is for all students to learn in a culturally responsive and academically enriched school environment where they feel a sense of connectedness and belonging, irrespective of race, socioeconomic status, and background.
We are extremely proud of the efforts and new approach that went into creating the 2024-27 Local Control Accountability Plan; Piedmont stands ready to build from its strong foundation and further create dynamic and inclusive communities for all students, centered on an academically excellent education for all.

Reflections: Annual Performance

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

Piedmont has a tradition of academic excellence in education, demonstrated by the fact that Piedmont consistently ranks as one of the top ten public school districts in the state of California as measured by the summative CAASPP assessment in English Language Arts and Mathematics as well as in the California Science Assessment (CAST) based on the Next Generation Science Standards. Moreover, over 98% of Piedmont Unified graduates attend a four-year university or college upon graduation from high school. Based on this year's CAASPP results Piedmont Unified stands as the 3rd highest achieving unified school district in the state in both English Language Arts and Mathematics and stands as the 4th highest achieving school district in the state in Science. 82 students earned "perfect" results in at least one of these exams alsp. Notably, student groups showed a noticeable uptick for low socio-economically disadvantaged students in both ELA and Math. The hard work of our staff and students deserve acknowledgement and recognition.

Using data from CAASPP results and the 2024 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are approximately 81.1% and 85.4%, respectively. For Science - taken by 5th, 8th, and last year's 12th graders - 72.6% of students taking the test met or exceeded state science standards. These are slight declines for ELA and Math, and a larger uptick for Science over 2023. Declines in ELA and Math were more substantial at the elementary level, particularly for 3rd grade. We will be using actions and services from the LCAP to target and address these declines in the next two years.

Moreover, all ethnicities in significant student groups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple race ethnicities. In ELA, Asian students in the Meeting/Exceeds category increased by over 3%. Piedmont's Hispanic/Latinx students continued the increase in Math from 2023 and grew by a further 1%.

There are also several student groups that whose results were worse in 2024 than 2023. The percentage of Hispanic/latinx students proficient in ELA dropped by 3% and proficiency in both ELA and Math decreased for our Black/African American students. For this group, the sample size is so small that internal review is required. We also know when looking at these results that we are not comparing apples to apples - almost a third of the students taking the 2024 test did not take the 2023 test - but it is troubling to see that the achievement gaps are not continuing to narrow. All in all, of our students with any Black/African American racial identity, 66% met or exceeded state standards in ELA, and 43% met or exceeded in Math.

California re-launched the California Dashboard in Fall of 2022, and access to data has supported our district to more easily reflect on the efficacy of our LCAP actions. Performance levels on the Dashboard are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). PUSD has very strong results on the California Dashboard. Nearly all performance indicators were at the highest level and Piedmont schools continue to score among the highest in Northern California in English Language Arts and Mathematics.

PUSD's Academic Performance Overall and by Student Group:

(1) English/Language Arts: BLUE Very High, 87.5 points above Standard
Students with Disabilities: Decreased to Medium
English Learners: High
Socio-economically Disadvantaged: increase to Very High
Asian, Hispanic, White, Two or More Races: Very High
African American: No performance level

(2) Mathematics: Very High, 76.3 points above Standard
Students with Disabilities: Decreased to Medium
Socioeconomically Disadvantaged: High
English Learners: increased to Very High
Asian, Hispanic, White, Two or More Races: Very High
African American: No performance level

(3) English Learner Progress: No performance level, 50% making progress toward English language proficiency

(4) College and Career Indicator:
Students with Disabilities: increase to High (Green)
White: Very High
No Performance Level for all other student groups

(5) Academic Engagement and Conditions and Climate Overall:

(a) Chronic Absence: Low – This is an area for our district to address.
Three student groups with indicators in the red/lowest performance in 2023 – Asian, English Learners, Students with Disabilities.
At the school level, we had one school - Havens Elementary – and particularly Asian students at Havens – whose students were more chronically absent as indicated by red/lowest performance. As a result, we developed an attendance intervention monitoring and engagement plan and worked closely with site administrators, attendance staff and counselors to implement a plan to address chronic absenteeism that includes positive reinforcement (celebrations) and close monitoring with interventions for chronically absent students.
2024: no groups in Red, Orange or Yellow.
Hispanic, Two or More Races, Students with Disabilities: High (Green)
Asian and White students: Very High (Blue)

(b) Graduation Rate: Very High (Blue)
Students with Disabilities: increased to High (green)
White: Very High
No Performance Level for all other student groups

(c) Suspension Rate: Very High (Blue)

Below are the numerical performance levels reflected in the ratings above, including the CAASPP and other local measures. CAASPP - 'California Assessment of Student Performance and Progress' is an umbrella acronym for several assessments:
All students in grades 3 through 8, and grade 11 take the Smarter Balanced Assessments in English language arts/literacy and mathematics.
The California Science test is taken in the 5th, 8th, and 11th or 12th grades.
The ELPAC language tests- an initial ELPAC is taken by any student whose home language is not English. If they are determined to not be fluent in English, the student becomes eligible for EL services and is tested each spring to assess English proficiency until they are deemed fluent.

(1) English Language Arts: 85.4% of our students Meet or Exceed state standards.
(2) Math: 81.1% meet or exceed the state math standards.
(3) Science: 72.6% met or exceeded state science standards

Piedmont Unified School District has a lot to be proud of this year:
We are #3 in English in the state for unified school districts.

We are #3 in Math in the state for unified school districts.
We are #4 in Science in the state for unified school districts.
There was a reduction in Achievement gaps in student groups.

We continue to implement K-12 Reading assessments and assess students on their reading progress two to three times during this academic year. We implemented DIBELS k-5 in 2024-25. DIBELS results are used at the site level for SPSA measures, in SSTs and intervention cycles. To further support reading development, we partnered with California Reading & Literature Project with UC Berkeley to have all K-5 staff receive training on Science of Reading for literacy, with an emphasis on phonics, phonological awareness, and word recognition. At the secondary level we switched from Scholastic Reading Inventory (SRI) for grades 6-12 to the NWEA MapGrowth product for the 2024-25 school year. Data reflections and procedures for this new assessment have not been fully implemented yet.

And for science - taken by 5th, 8th, and last year 12th graders - almost 73% or those students taking the test met or exceeded state science standards. It's important to note that in science students are tested on multiple years of science standards. Fifth graders are tested on 4th and 5th grade science topics, Eighth graders are tested on 6th-8th grade standards, 11th and 12th graders took a test focused on three years of high school science in four areas including biology, chemistry, physics and earth science. We have transitioned to having our 11th graders take this test so they are "closer" to their last science class in our 3 year integrated science pathway and we believe this improves results in this subject area.

All Learning Recovery Emergency Block Grant (LREBG) funds received during COVID have been spent.

Reflections: Technical Assistance

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

Not applicable.

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.

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

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
Throughout the 2024-25 school year, a variety of engagements occurred with a multitude of stakeholders. This included the following meetings: small group meetings with union leadership that touched upon aspects within the LCAP (i.e. CSEA, APT, and APSA), presentations and engagements at staff meetings, district-wide professional learning opportunities, meeting with site parent club leadership and school-site council meetings, and meetings with students through ASB class and academy class periods. In addition to the aforementioned meetings, Ed Services also led leadership meetings with members of the district management team and convened a series of community-wide LCAP meetings for parents, staff, students, and community members to attend, receive updated information and data, and also have an opportunity to provide input and suggestions. Examples of engagements in the 2024-25 school year for school personnel, students, and community members included, but is not limited to, the following examples: -Aug. 1 and 2, 2024: APSA and Management Leadership Retreat -Aug. 7, 2024: New Teacher Orientation -Aug. 8, 2024: District-wide and Site-led Professional Development, APSA, APT, CSEA -Aug. 8, 2024: Piedmont High School	PUSD stands dedicated to engaging all community partners in meaningful review of the LCAP to ensure processes and engagements were more inclusive than in past years. To continue to receive input and suggestions for the 2024-2027 LCAP, Piedmont Unified School District took a multi-tiered approach towards engagements and built upon the strong processes that was first established, beginning in the fall of 2023 to develop the district's Strategic Plan. Previous staff feedback stated that the previous approach to the LCAP was limited and restrictive in nature to certain members of the educational community; thus, LCAP engagements both in the 2024-25 and 2023-24 school years were purposely designed to be more inclusive, transparent, and responsive to staff and community feedback. The following is a review of the different ways in which PUSD solicited input from our education partners and received input in the 2024-25 school year as well as during the LCAP process in the 2024-25 school year development of the 2024-2027 LCAP. 1. Community and Staff Engagements throughout the fall, 2024 Now in the first year of implementation, district and site leadership led a strategic approach to engaging with both staff and community in the fall. Through both district-wide professional learning opportunities, staff meetings and common collaboration time opportunities, there

Educational Partner(s)	Process for Engagement
-Aug. 12, 2024: PMS Staff Collaboration -Sept. 5, 2024: LCAP Community Meeting -Sept. 11, 2024: PHS Staff Meeting -Sept 18, 2024: Superintendent's Advisory Council Community Meeting -Sept. 24, 2024: Tri-School Elementary Staff Meetings -Oct. 7, 2024: Tri-School Community Meeting -Oct. 22, 2024: LCAP Community Meeting -Jan. 9, 2025: LCAP Mid-Year Update and Community Meeting -Feb. 6, 2025: LCAP Community Meeting -Mar. 5, 2025: Piedmont Middle Staff Meeting -Mar. 13, 2024: LCAP Community Meeting-Mar. 14, 2025: Professional Learning Day (CSEA and APT) -Mar. 23, 2025: MHS Staff and Community Meeting -Mar. 27, 2025: Instructional Leadership Planning (APSA) -May 1, 2025: Final LCAP Community Mtg. This approach continued the engagements that took place in the 2023-24 school year in which district leadership cast a wide net of engagements for a variety of the community -- staff, parents, and students alike -- to have considerable voice into the creation of a new Strategic Plan. At the onset of the 2023-24 school year, district and site leadership created a calendar of engagement opportunities that provided opportunities for school personnel, students, local bargaining units, and community members to provide input, meaningfully collaborate, and serve as an integral part of the LCAP process. In addition to school personnel at respective sites and district-wide, along with students and community members, the LCAP process also specifically engaged the community's local bargaining units: Association of Piedmont Teachers (APT), California School Employees Association, Piedmont Chapter 60 (CSEA), and Association of Piedmont School Administrators (APSA). Examples of engagements in the 2023-24 school year for school personnel, local bargaining units, students, and community members included the following: -Sept. 5, 2023: Adult Education	were essential aspects of the LCAP that staff collaborated on to put into action or improve alignment for implementation. Site and district leaders engaged with parents and community through parent club meetings and school site council meetings. District leadership also convened a series of LCAP community engagement forums to receive community and staff input and share data with respect to progress monitoring year one LCAP implementation. 2. LCAP Community Engagements & Parent Advisory Committee (PAC) Meetings: Piedmont has a very engaged parent community. Interested LCAP Advisory Committee members were either recommended by the school sites or reached out to from Ed Services. Once the LCAP goals were solidified from the aforementioned process in the fall with the school communities, an initial LCAP Advisory Committee meeting and engagement open to all community members occurred; the meeting included members of an LCAP Advisory Committee comprised of staff, parents, teachers, and site principals. The meetings began with developing a shared understanding of the LCAP, a development of Piedmont LCAP Bylaws, and an understanding of LCFF and California's 8 state priorities. A collaborative and structured process then generated actions and services aligned with each of the previously crafted LCAP goals. The members were also asked to give feedback. 3. Staff Engagements and Opportunities for Input: From the onset in the fall of 2024, multiple opportunities existed with staff from each of the six school communities to learn about actions and services within with the four LCAP goals -- through such forums as staff meetings as well as district-led community meetings -- and also to provide feedback on the actions and implementation. For secondary schools, staff from each of the three schools (Piedmont Middle, Millennium and Piedmont High Schools) joined together at Piedmont High School on January 7, 2025 to engage with explicit actions in the LCAP and provide feedback. For elementary schools, actions were spotlighted at specific staff meetings in the beginning of

Educational Partner(s)	Process for Engagement
-Sept. 6, 2023: PHS Staff Meeting (APT) -Sept. 11, 2023: ASB Students @ PHS -Sept. 13, 2023: MHS Staff Meeting (APT) -Sept. 15, 2023: ASB Students @ MHS -Sept. 15, 2023: PMS Community -Sept 18, 2023: Wildwood Community -Sept. 25, 2023: PHS Journalism Students -Oct. 11, 2023: ASB Students @ PMS -Oct. 11, 2023: Tri-School Staff Meeting (APT) -Oct. 13, 2023: PHS Community -Nov. 17, 2023: PHS Parent Club -Jan. 19, 2024: PMS Parent Club -Jan. 30, 2024: LCAP Community Kick-Off Mtg. -Feb. 15, 2024: Tri-School SSC Meeting -Mar. 5, 2024: Ed. Services Team (APSA) -Mar. 6, 2024: Secondary Staff Meeting (APT: PMS, MHS, PHS Staff) -Mar. 11, 2024: Professional Learning Day (CSEA) -Mar. 13, 2024: Tri-School SSC Meeting -Mar. 14, 2024: Wildwood Elementary -Mar. 15, 2024: Beach Elementary -Mar. 21, 2024: Havens Elementary -Apr. 4, 2024: District Management Team (APSA) -Apr. 16, 2024: Final LCAP Community Mtg.	the school year. On March 14, 2025 at the district professional development day for staff, classified staff (CSEA) gathered together and had an opportunity to provide feedback as well and receive a district presentation. Finally, both the Ed Services Team and the All Administrators Team convened in meetings to also have an opportunity to provide recommendations related to the LCAP goals. 4.Schools Site Councils and site parent club meetings: 6 out of 6 school sites within the district dedicated at least one of their parent club meetings to reviewing LCFF and LCAP processes, the newly developed Strategic Priorities and LCAP Goals and to connect site-specific needs to be considered for the upcoming LCAP actions and services. 5. Mid-year LCAP Report to the PUSD Board of Education: In February, the Assistant Superintendent of Educational Services presented a summary of LCAP 2024-25 highlights and monitoring information to the Board of Trustees. This data included a review of implementation progress on for each goal, a comprehensive report attached with data and budget expenditures related to the LCAP, and a review of the timeline moving forward. 6. SELPA Engagement: In order to align our LCAP with the regional plan and services for our students with IEPs, we met with the SELPA Director, Katy Babcock, for feedback and recommendations based on our current programs and data analysis. 7. Student Voice Opportunities: Multiple student groups had opportunities to engage and participate in LCAP meetings. This included district-wide engagements as well as such engagements with classes like Piedmont High School's ASB class. Students received an overview of the process and made contributions to the recommended actions and services aligned with each LCAP goal.

Educational Partner(s)	Process for Engagement

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

The 2024-2027 LCAP and four goals were a direct response to community engagements that occurred during the fall of this year. Actions and services are aligned to community feedback and the limitations we experienced with the previous LCAP. Based on an analysis of the results of actions and the recommendations of staff, student, parent and community groups, we have highlighted the following areas that have been influenced by this reflective process.

Before outlining each of the four goals below, it should be noted that the most substantial change based on feedback that was received will occur within Goal 2, Investing in Outstanding Academics. Based on community feedback, there is interest to expand World Language offerings as early as grade 5 district-wide at the elementary level. For this reason, and based on the fact that we are updated our Performing Arts offerings at grades 4 & 5 in the 2025-26 school year, there will be two design teams formed, one at the elementary level and one at the middle school level to gather staff and community input for programmatic design. Please find below descriptions of each of the four goals:

Goal 1: Creating an Environment to Thrive
In direct response to community and staff input, we have identified the area of School Culture and Community-Building at the site level for leaders and staff to develop a targeted action plan (Action 1.1). This has been a district goal this year and has served as a recurring theme from staff who hope to target and improve morale and also from parents/community members who wish for students to have meaningful experiences to connect with their school community. Also, two Board Policies related to Diversity, Equity, and Inclusion (BP 0415, BP 0415.1) have been developed in response to feedback from educational partners and insights from our community; as a result, DEIB student and staff-centered activities (Actions 1.2 and 1.4 as well as Action 1.9) have been built in and connect directly with supporting and enacting these policies. Finally, we have a passionate, committed interest from students, staff, and community in the areas of both gender inequities in athletics (1.3) and climate literacy education (1.5). For gender inequities, we have made progress with a Title IX Task Force that has helped improve our athletic participation data and will continue education efforts in the community. For climate literacy, we have a newly adopted Board resolution that is supported by an engaged and motivated group of staff, students, and parents that are looking to further support a climate literacy program.

Goal 2: Investing in Outstanding Academics
A continuing focus on literacy training and curriculum has been a common theme from feedback at the elementary level, for community members especially. Last year, Piedmont Unified adopted DIBELS as our elementary dyslexia screener, grades K-3, and we also adopted From Phonics to Reading, grades K-3. This year we formed a Literacy Leadership Team and also piloted Spellography, a word study and spelling curriculum, at grades 4 & 5 (Action 2.3). Due to these developments along with our partnership with California Reading & Literature, there has also been interest expressed from community members about an eventual English Language Arts adoption, for grades K-5 (Action 2.4). After presenting in LCAP community and staff engagements and sharing context about unduplicated pupils and LCFF, it was notable that two additional academic areas of interest from staff included: utilizing supplemental and concentration funds for specialized instruction for English Learners, both at the elementary and secondary levels (Action 2.9) and increasing inclusion opportunities and push-in

opportunities for Special Education students in a general education setting (Action. 2.7). This year, an elementary English Language Arts adoption committee evaluated curriculum, created a district literacy vision, and piloted curricula. A new knowledge-based curriculum was selected for implementation in the 2025-26 school year and will be a focus of professional development next year.

Goal 3: Partnering Beyond the Classroom
The potential to connect class learning with meaningful field experiences outside of the classroom has been identified as an important component by parents and community members. Staff also see the value in field trips and experiential learning, however, have additional constraints to consider. Local partnerships in such areas as technology, performing arts groups, or science/climate literacy education are all examples that community members or staff identified as feasible and logical for the purpose of field trips or guest speakers (Action 3.1). Students and staff in a similar way, advocated to continue to develop expert series speakers and career days on secondary campuses (Action 3.7). In addition, we are interested in developing a grades 9-12 Independent Study option based on community interest for students (Action 3.4) and explore potential partnerships for students to be exposed to career and technical opportunities that are local and nearby (3.3, 3.6).

Goal 4: Building for Operational Excellence
Staff and community members alike demonstrated overwhelming interest in developing AI guidelines (for students to adhere to and also for training purposes for staff (Action 4.4) and improving internal operational efficiencies related to digital processes (Action 4.5). As a result of Board Policies 0415 & 0415.1, we are committed to addressing chronic absenteeism and intervening as appropriate with attendance matters (Action 4.1) and continuing to improve hiring and retention practices to retain diverse teaching and staff members (Action 4.8). These two aspects were of important interest after staff and community members reviewed current district data in naming actions to incorporate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Creating an Environment to Thrive: Cultivate a culture of caring, belonging, and trust that will provide students and staff with the support they need to foster connections and truly engage in meaningful learning by: a. Prioritizing student and staff social and emotional well-being. b. Cultivating a culture of respect and connectedness among students, staff, and families. c. Leaning into a restorative justice culture through aligned and consistent application of RJ practices. d. Incorporating a climate literacy education for students and staff with curriculum matters, as appropriate, and related to site activities outside of the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the fall of 2023, district leadership in coordination with the PUSD Board of Education, engaged with each school community in order to receive input and feedback that led to the creation of this goal. Engagements included students, staff, parents, and community members and a clear theme emerged to prioritize students' social-emotional well-being and foster a culture of belonging in our communities for both students and staff. Coupled with qualitative data from the California Healthy Kids Survey as well as the district's SEL screener, Goal 1 serves as foundational in honoring community feedback to continually create inclusive environments that are welcoming and in which students feel a sense of connectedness, irrespective of race, ethnicity, and socioeconomic status.

Thus, Goal 1 continues the district's equity work and supports our community's core values – centered on integrity, equity, academic excellence, curiosity, and courage – as well as our newly created Graduate Profile that places an emphasis on relationships and culture-building. Research has shown that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes.

Students, staff and parents in Piedmont report in climate surveys that schools in Piedmont are safe places to learn. Further analysis reveals that there is also an opportunity for growth in perceptions around respect, collaboration, empathy and self-regulation skills - all key ingredients of our new Graduate Profile. Nineteen percent of high schoolers report being disrespected by a staff member because of their race, ethnicity or culture. Twenty-one percent of students report being victims of low violence acts such as being pushed, rumors spread, and social media bullying. Twenty-six percent of high school students report harassment based on race, ethnicity, religion, gender, sexuality, disability, or immigrant status in the last 12 months. And nearly a quarter of high schoolers believe that there is a lot of tension between different races and cultures.

Many of the indicators from the last LCAP cycle showed improvements in "Feeling safe at school", "School Connectedness" and "Caring Adults at school". For this LCAP cycle we will continue DEIB and equity work, and will work creatively and with more intention to cultivate a positive climate in our schools to create the conditions necessary for more meaningful engagement and substantial learning to take place. Actions and services will support students and staff to prioritize SEL skills and structures, foster a culturally responsive mindset, and place equity at the forefront of instructional decisions.
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Linked below are two articles that further validate this goal:
https://calschls.org/docs/factsheet-19_pupil_engagement.pdf
What Works brief 2 https://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Cal Healthy Kids Survey students (priority 6)	2023-24 Elementary 85% School Connectedness 89% Feel Safe at School 75% Caring Adults at School PMS 84% School Connectedness 90% Feel Safe at School 80% Caring Adults at School	2024-25 Elementary 86% School Connectedness 93% Feel Safe at School 78% Caring Adults at School PMS 80% School Connectedness 83% Feel Safe at School 78% Caring Adults at School PHS		Elementary - all measures 85% or above Middle School - all measures 85% or more PHS - School Connectedness => 75% Feel Safe =>85% Caring Adults =>75%	2024-25 Elementary +1% School Connectedness (MET) + 4% Safety (MET) +3% Caring Adults PMS -4% School Connectedness, -7% Safety +2% Caring Adults PHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PHS 76% School Connectedness 84% Feel Safe at School 77% Caring Adults at School 74% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) MHS 67% School Connectedness 71% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey	83% School Connectedness 94% Feel Safe at School 81% Caring Adults at School 85% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) Climate Indicator MHS 69% School Connectedness 84% Feel Safe at School 81% Caring Adults at School Source: CA Healthy Kids Survey		No Harassment =>75% MHS School Connectedness => 75% Feel Safe =>85% Caring Adults =>85%	+7% School Connectedness +10% Safety +4% Caring Adults, +11% No Harassment MHS +2% School Connectedness +13% Safety -2% Caring Adults
1.2	CALSCHLS Climate Perception Surveys Staff/Parents (priority 6)	2023-24 Lack of Respect of Staff by Students is a Problem (A6.8) 35% Staff (mod-severe problem) School is a supportive and inviting place for staff to work. A6.4 78% Staff	2024-25 Lack of Respect of Staff by Students is a Problem (A5.8) 38% Staff (mod-severe problem) School is a supportive and inviting place for staff to work. A5.4		Lack of Respect of Staff =< 30% School is a supportive/inviting place to work =>80% Students treated fairly by rules - all measures greater than 80%	2024-25 +3% Lack of Respect a problem from Staff +3% School is a supportive workplace from Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students treated fairly by rules 78% Students (A6.8) 75% Parents (A7.1) 94% Staff (A8.8) Harassment or bullying of students - Parent Survey (A10.4) 17% "Large problem" Black African Americans parents. Source: CA Healthy Kids Staff, Parent and Student Surveys	81% Staff (agree-strongly agree) Students treated fairly by rules 78% Students (A6.8) 78% Parents (A7.1) 87% Staff (A7.8) Harassment or bullying of students - Parent Survey (A10.4) 18% "Large problem" Asian or Asian American parents. Source: CA Healthy Kids Staff, Parent and Student Surveys		Harassment or bullying of students a "large problem" reported by Black African American parents =< 10% Source: CA Healthy Kids Staff, Parent and Student Surveys	MIXED results in perceptions of fairness 0% change Students +3% Parents -7% Staff Harassment a "large problem" for Black/African American parents - NO DATA. Sample size too small to report on CalSCHLS report.
1.3	Social-Emotional Screener (Priority 6)	September 2023 3rd-12th Asian- 67% Hispanic/Latino- 68% Two or More Races- 67% White- 76% *Black/African American- American Indian/Alaska Native (combined)- 62%	Belonging - September 2024 3rd-12th Asian- 66% Hispanic/Latino- 64% Two or More Races- 62% White- 64% *Black/African American- American		Increase sense of "belonging" as measured by a survey such as the panorama SEL survey so that all measurable student groups are ->75% "How much do you feel like you belong at this school"	2024-25 -1% Asian student belonging -4% Hispanic/Latino -5% Two or More Races -12% White -10% Black/African American-American

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Panorama SEL survey	Indian/Alaska Native (combined)-51% Source: Panorama SEL survey		(Completely", "quite a bit")	Indian/Alaska Native (combined) DECREASE in belonging in student groups
1.4	Expulsions (Priority 6)	2022-23 0 expulsions	2023-24 0 expulsions		Maintain 0 expulsions Source: Dataquest	2023-24 MET 0 expulsions
1.5	Suspensions (Priority 6)	2022-23 .7% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?year=2022-23&agglevel=District&cds=0161275	2023-24 .4% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?cds=0161275&agglevel=District&year=2023-24&ro=y		Suspension rate below .3% Eliminate any student group suspension rate gap more than 2 levels from the overall student outcome on the CA Dashboard Source: Dataquest Suspension Rate, CA Dashboard	2023-24 -0.3% change in suspension rate
1.6	Drop-out Rates - High School and Middle School (Priority 5)	2022-23 0% Middle school drop-out rate 3.7% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome https://dq.cde.ca.gov/da	2023-24 0% Middle school drop-out rate 0.5% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome		Maintain middle school drop-out to less than 1% Reduce High School Drop-out rate to 2% or less (drop-out rate includes those that	2023-24 0% middle school rop-out rate -3.2% high school drop-out rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		taquest/dqcensus/CohOutcomeLevels.aspx?agglevel=district&year=2022-23&cds=0161275	https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcomeLevels.aspx?cds=0161275&agglevel=district&year=2023-24&initrow=&ro=y		do not graduate with a regular high school diploma, do not complete high school, and those not enrolled as a "fifth year senior") Source: Dataquest Four-Year Adjusted Cohort Outcome, CALPADS Fall 1 Report 8.1c; CALPADS EOY Report 1.10 Completers and Dropouts, Student List	
1.7	School Attendance (Priority 5)	2022-23 95.04% ADA Source: Internal ADA report (Monthly Attendance Summary Annual)	2023-24 96.30% P2 ADA Source: Internal ADA report (Monthly Attendance Summary Annual)		ADA => 97% Source: Internal ADA report (Monthly Attendance Summary Annual)	2023-24 +1.26% ADA
1.8	DEIB Student centered actions (priority 6) (AR 0415.1, 1a)	2 sections, 51 students, enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club advertised at PHS/MHS	2024-25 2 sections, 68 students enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU,		Evidence of DEIB actions including Affinity Mentor classes and club meetings.	2024-25 +17 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			GSA, Diversity Club advertised at PHS/MHS			

Goal Analysis [2024-25]

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

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

Piedmont Unified School District made significant progress with respect to successful implementation of planned actions during the 2024-25 school year as it pertains to Goal 1.

SUCCESSFUL IMPLEMENTATION:
Action 1.1 School-Culture and Community-Building Activities: Beginning with a summer leadership retreat, site administrators developed site-specific plans to implement with staff and school-wide. Plans and strategies varied by administrator and site, however, each included assemblies, academy lessons, music on campus, community-building activities for students, etc. Next level work will include building on plans with new administrators and intentionally distributing responsibilities for implementation among other staff leaders.

Action 1.2 Student-centered DEIB activities continued to grow and improve from last year with a focus on prioritizing student-led activities in order to cultivate a culture of belonging and inclusion among our students. First, this has been demonstrated through a comprehensive plan of action to implement student-led lessons and events:

OCT: PMS Affinity Mentor Power of Words
NOV: PMS Affinity Mentor Microaggression, GSA Presentation, History of Piedmont #1
JAN: Consent Assembly
MAR: ASB Microaggression, Schindler's List Film, History of Piedmont #2
APR: Holocaust Survivor Speaker, Microaggressions, What is DEIB?
MAY: PMS Diversity Celebration
ONGOING: Elementary Power of Words, Student Affinity Clubs, DEIB Student Advisory

Second, participation in our student Affinity Mentorship Program has continued to build and had positive impact district-wide:

Mentors (defined as 9-12th graders) for the following years:
2022-23: 40 students
2023-24: 49 students
2024-25: 68 students

Mentees (defined as student participants directly involved at grades K-8) for the following years:
2022-23: 92 students
2023-24: 112 students
2024-25: 132 students

Action 1.4. DEIB Staff-Centered Trainings & Workshops: All staff have received developmentally appropriate Anti-Bias trainings in partnership with ACOE's Chief of Whole Child Programs to ensure vertical alignment throughout our system with respect to providing our staff with the tools to address racial tension and conflict among our students. All year we have had various Flex PD offerings, an active DEIB Council comprised of staff, and trainings for the newly developed PUSD Behavior & Support Matrix.

Additional DEIB trainings throughout the year for staff have included:
AUG: District Office, PHS/MHS Dimensions of Gender
NOV: TriSchool Elementary Anti-Bias Training #1
DEC: PMS Anti-Bias Training
JAN: PHS/MHS Anti-Bias Training
FEB: TriSchool Elementary Anti-Bias #2, PHS/MHS: All Staff Anti-Bias Training, PMS Dimensions of Gender
MARCH: Classified Anti-Bias Training, MHS Dimensions of Gender
APRIL: Elementary Staff Meeting Dimensions of Gender

Action 1.6 Student, Parent, and Community Workshops: The district continued to partner with outside organizations (i.e. PRAISE, PIE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC, etc.), parent clubs, and Piedmont Education Foundation to provide educational workshops/series for prioritized topics of interest aligned to PUSD instructional vision.
Examples of events include but are not limited to the following: Ruby Bridges Walk to School Day; Dia De Los Muertos; Elementary WinterFest; Mobile Museum of Tolerance; History of Jazz with Sammy Miller and the Congregation; PADC Community Meeting - “Being Together In This Moment."

Action 1.7 Counseling/Wellness Center: As a district, prioritization of counseling and student wellness services continued for students; this included prioritizing mental-health wellness (i.e. the Wellness Center at Piedmont High School - BP 0415, 4) and engage in - and support - students with matters related to social-emotional well-being and mental-health wellness. One counselor began transitioning to the role of college and career counselor for both high schools and this will continue moving forward.

Action 1.9 District Professional Development for Classified and Certificated Staff: Based on staff feedback, successful implementation has occurred in four areas related to this action:
A. Prioritize PUSD culture and community building aligned with a clear instructional vision in support of all staff collaborating together - staff feedback, communication, and clear vision.
B. Offer professional development opportunities for staff to be trained in instructional engagement strategies and building classroom community – with students and among one another -- this action has been accomplished to varying degrees based on district-led professional learning and can continue to be supported.
C. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles -- this action was implemented with fidelity district-wide as evidenced by the following elementary examples:

Beach Elementary: 1. Dad's Circle 2. 2nd Grade Circle. 3. 3rd Grade Circle. 4. Tri-School Circle. 5. 5th Grade Tri-School Circle 6. Belonging Circles; Havens Elementary: 1. Being a Good Friend Circle. 2. Transition to Middle School Circle. 3. Getting to Know Your. Friend's Culture Circle. 4. Talking About BIG FEELINGS Circle. 5. Grade Level Circle. 6. Friend Groups Circle. 7. New Parent Circlele
Wildwood Elementary: 1. 2nd Grade Circles. 2. Neurodiverse Circles. 3. 3rd Grade Circles 4. Belonging Circles
D. Offer trainings in developing a culturally responsive mindset and build upon the 4-part Flex PD Series for certificated and classified staff based on Zaretta Hammond's Culturally Responsive Teaching & the Brain -- addressed through flex professional learning opportunities.
E. Partner with National Equity Project to provide training on restorative practices -- Through a 4-part series, National Equity Project provided leadership alignment trainings for site and district leaders based on a systems and culture.

MODIFIED IMPLEMENTATION:
Action 1.5 Climate Literacy Educational Activities: During the 2023-24 school year the Board of Education formally approved Piedmont's Climate Literacy Resolution. With nominal fiscal impact, two primary goals from this resolution focus on: 1) raising awareness to improve systems such as recycling and composting at all sites and district-wide and 2) receiving professional development for integration into curriculum across content areas. We again sent a team of staff to the Climate Literacy Bay Area Exchange this year, some sites developed teams (recycling, composting, etc.), a Flex PD offering for staff took place throughout the year, and the district prioritized Climate Literacy as a topic during the district-wide professional learning date (and partnered with a local climate literacy expert from Fremont Unified). Next steps include integrating the topic in site professional development throughout the year and having a local team at each site.

Action 1.8: Support Employee Wellness: As a district, we offered counseling and support services for staff through the Employee Assistance Program and other related programs to support staff mental-health wellness. One example included incorporating Kaiser Permanente representatives during the district professional learning day. Additional opportunities throughout the year will be a next step for consistent implementation.

IMPLEMENTATION CHALLENGES:
Action 1.3. Gender Equity in Athletics: A new athletic director brought a great deal of creative energy and new strategies to our high school athletic program. However, due to facility constraints and logistical issues -- such as the community pool not completed according to the city timeline, thus impacting water sports teams -- we have had to adapt and modify original plans. This also includes logistical scheduling challenges with our girls beach volleyball team (renting locations).

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.

All actions that include staff salaries and benefits were under-estimated due to the salary settlement for 2023-24 and 2024-25 that was approved after the LCAP document was generated in June 2024.
Action 1.2 - Cost of Affinity mentorship teacher increased due to salary settlement.
Action 1.3 - Athletics program did not take specific actions (or training) that required the use of funds,
Action 1.6 - Community meetings did not require additional funding, which was estimated to be $5,000/

Action 1.7 - Cost of Wellness Center staff increased due to salary settlement. Also, additional costs for staff & intern training were added to annual update costs.
Action 1.9 -Thanks to a grant from a community donor, $25,000 was added to the P.D. budget to enhance offerings on PD day.

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

Based on an analysis of metrics and outcomes, the implementation of actions yielded generally positive results in monitoring levels of effectiveness, as exemplified by both quantitative and qualitative data for Goal 1.

Action 1.1 School-Culture and Community-Building Activities demonstrated relatively strong effectiveness based on the principal and administrative team that implemented site-specific plans. This was evidenced with CA Healthy Kids survey data in the 2024-25 school year at the elementary level, students reported an increase in School Connectedness from 85% to 86% and also an increase in Feeling Safe at School from 89% to 93%. Uneven implementation at Piedmont Middle, however, resulted in students reporting a decline in School Connectedness, dropping from 84% in the 2023-24 school year to 80% in the 2024-25 school year. Similarly, at PMS, students Feeling Safe at School dropped from 90% in 2023-24 school year to 83% in the 2024-25 school year. With a new administration at Piedmont High School, quantitative data yielded strong levels of effectiveness, as did Millennium High School. For Piedmont High School, students level of School Connectedness grew from 76% in the 2023-24 school year to 83% in the 2024-25 school year. There was also a similar for PHS students reporting Feeling Safe at School which grew from 84% in the 2023-24 school year to 94% in the 2024-25 school year. For Millennium High School, students' level of School Connectedness grew from 67% in the 2023-24 school year to 69% in the 2024-25 school year. At Millennium, students reported an increased sense of Feeling Safe at School, growing from 71% in the 2023-24 school year to 84% Feeling Safe in the 2024-25 school year. The high schools implemented the following actions: a comprehensive climate and culture plan (action 1.1).

Action 1.2 Student-centered DEIB activities, Action 1.4. DEIB Staff-Centered Trainings & Workshops; Action 1.6 Student, Parent, and Community Workshops; Action 1.9 District Professional Development for Classified and Certificated Staff
For Actions 1.2, Action 1.4, and Action 1.6, also demonstrated strong effectiveness based on quantitative data and qualitative indicators. On a rating scale of meeting outcomes ranged from 1-5 (1 = not effective and 5 = effective), 78% of feedback form results from district professional development, community workshops, and DEIB-staff and community meetings rated meeting outcomes of either a 4 or 5. Moreover, additional comments and insights from students, staff, and parents from professional learning workshops for staff and for DEIB activities have been positive and appreciative of the opportunities offered in these areas this year.

Action 1.3 Gender Equity in Athletics. Based on facility constraints and logistical issues, our district experienced challenges with closing the participation gap for gender equity in athletics. Thus, actions proved to result in limiting effectiveness in this area and we will make adjustments accordingly.

Action 1.5 Climate Literacy Educational Activities
A climate literacy professional development was offered as a flex PD throughout the year and on Jan. 7, 2025 the district partnered with a leading climate literacy expert from Fremont Unified to lead workshops for staff related to climate literacy initiatives and discuss integration of climate literacy across the curriculum. In addition, the district sent a team of staff to the Bay Area Literacy Climate Exchange. Each of the three aforementioned opportunities were positively received and effective based on staff responses. As a next step, the district, in partnership

with staff, would like to offer opportunities embedded in staff professional learning earlier and throughout the year.

Action 1.7 Counseling/Wellness
Counseling/Wellness actions continue to be effective. A "State of Counseling" presentation was delivered to the school board on Feb 26, 2025.
https://simbli.eboardsolutions.com/meetings/TempFolder/Meetings/PUSD%20Wellness%20Center%20Board%20Presentation%2002_26_25_1029590ectejaxjmvvgzznvaafbhvfw.pdf

For Action 1.8, counseling and support services have been offered for staff throughout the year. Data from the EAP provider indicate that a small number of staff take advantage of the service, in line with other districts.

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 our analysis, here are planned adjustments for the 2024-27 LCAP cycle:

Goal Description: no changes

Actions Modifications:
Modify Action 1.3 Gender Equity in Athletics to add for 2025-2026 reestablish quarterly meetings to review Title IX measures.
Modify Action 1.5 Climate Literacy Educational Activities to "Climate Literacy Program": add For 2025-26 develop site initiatives on Climate Literacy, and expand training opportunities for staff.
Modify Action 1.9 Professional Development to include foci for 2025-26. Specifically adjusting D from Zaretta Hammond's Culturally Responsive Teaching & the Brain to "D. Offer trainings in developing a culturally responsive mindset and explore DEIB-related topics from notable scholars and practitioners."

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Culture and Community-Building - Site Level Activities	Create school-centered activities that motivate and celebrate student and staff achievements and foster a sense of connectedness among students, staff, and families. Support sites to implement/monitor new or improved	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		site level services addressing engagement, sense of belonging, and/or conditions of learning.		
1.2	DEIB Student-Centered Activities	Continue DEIB activities with students that promote equity and inclusion and and create space for student-voice; offer a Piedmont Affinity Mentorship Class and Program to improve vertical articulation for mentorship with our diverse students, grades K-12 (BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club) (AR 0415.1, 1a) (AR 0415, 1)	$45,374.00	No
1.3	Gender Equity in Athletics	Continue to implement remedies identified in the Title IX audit of high school athletics to remove inequities based on gender.	$0.00	No
1.4	DEIB Staff-Centered Trainings and Workshops	Continue to provide staff with training and workshops such as: restorative circles and instructional tools in the classroom, DEIB Council Meetings and events, to develop site-based plans and empower Council members to facilitate CCT meetings, staff meetings, gather and compile staff input for respective plans and share resources and update DEIB progress	$142,032.00	No
1.5	Climate Literacy Program	Develop a climate literacy program (5th in state of California) that incorporates curriculum connections, as appropriate, partnerships and activities with local organizations, and green use of facilities to raise student and community awareness with respect to climate matters. For 2025-26 develop site initiatives on Climate Literacy, and expand training opportunities for staff.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Student, Parent, & Community Workshops	Partner with outside organizations (i.e. PRAISE, PIE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC, etc.), parent clubs, and Piedmont Education Foundation to provide educational workshops/series for prioritized topics of interest aligned to PUSD instructional vision	$0.00	No
1.7	Counseling/Wellness	Continue counseling and student wellness services for students; prioritize mental-health wellness (i.e. the Wellness Center at Piedmont High School - BP 0415, 4) and engage in - and support - students with matters related to social-emotional well-being and mental-health wellness	$385,652.00	No
1.8	Support Employee Wellness services	Continue to offer counseling and support services for staff through the Employee Assistance Program and other related programs to support staff mental-health wellness.	$0.00	No
1.9	District Professional Development for Classified and Certificated Staff	A. Prioritize PUSD culture and community building aligned with a clear instructional vision in support of all staff collaborating together B. Offer professional development opportunities for staff to be trained in instructional engagement strategies and building classroom community – with students and among one another C. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles D. Offer trainings in developing a culturally responsive mindset and explore DEIB-related topics from notable scholars and practitioners. E. Partner with National Equity Project to provide training on restorative practices	$39,212.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Investing in Outstanding Academics: Provide our students with an excellent education and opportunities for personal growth to develop a deep understanding of and skills in the arts, humanities, math, sciences, and technology by: Advancing coursework and evidence-based instruction that inspires all learners and produces comprehensive student literacy in skills needed for the future. Ensuring classrooms are led by exceptional, diverse teachers. Augmenting academic instruction with safety nets that support student learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Piedmont has a tradition of academic excellence in education, demonstrated by the fact that Piedmont consistently ranks as one of the top ten public school districts in the state of California as measured by the summative CAASPP assessment in English Language Arts and Mathematics as well as in the California Science Assessment (CAST) based on the Next Generation Science Standards. Moreover, over 98% of Piedmont Unified graduates attend a four-year university or college upon graduation from high school. Based on this year's CAASPP results Piedmont Unified stands as the 3rd highest achieving public school district in the state in both English Language Arts and Mathematics and stands as the 5th highest achieving school district in the state in Science. Notably, based on the California Dashboard, Piedmont Unified has also experienced a reduction in achievement gaps for significant student subgroups. The hard work of our staff and students deserve acknowledgement and recognition.

Per the 2023 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are approximately 82.4% and 86.1%, respectively. For Science - taken by 5th, 8th, and last year's 12th graders - 68% of students taking the test met or exceeded state science standards. Moreover, all ethnicities in significant subgroups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple race ethnicities. In ELA, Asian students in the Meeting/Exceeds category increased by 10%. Piedmont's Hispanic/Latinx students increased in the Meeting/Exceeds category in Mathematics by 6% and our biggest overall growth came from students with disabilities who increased in both ELA and Math in

the Meeting/Exceeds category by 5%. In fact, out of the entire state, Piedmont's special education students out-performed all other districts' special education students. This is a fact that we are deeply proud of.

This, however, is not to say that student group achievement gaps do not exist or that structural improvements could not yield even more improved results. A discernible achievement gap exists for Black/African American students compared with the overall Piedmont results. From a systems standpoint, for example, our 12th grade students took the CAST in four areas including biology, chemistry, physics and earth science, covered by the end of 11th grade; thus, we are transitioning to have 11th grade students take the CAST so they are closer to their last science class in our 3-year integrated science pathway which cover these standards.

Ultimately, PUSD strongly believes all students are able to achieve academically provided the proper conditions and support. Thus, by focusing on teaching and learning and supporting our teachers in the area of instruction, curriculum, and pedagogy, students' academic achievement will continue to grow. Furthermore, by embracing and implementing a culture of continuous improvement in partnership with teachers and students, we will create lifelong learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA (Priority 4)	2023 86% meet/exceed District ELA distance from standard +90 SwD +36 distance from standard Source: CAASPP results in Illuminate and state website	2024 85.43% meet/exceed District ELA +87 distance from standard SwD +25 distance from standard Source: CAASPP results in Illuminate and state website		District CAASPP ELA => 86% meet/exceed District ELA Distance from standard =>+90 SwD Distance from standard => +40 for ELA	2024-25 -1% MAINTAINED meet/exceed in ELA -3 pt decrease in overall distance from standard -11 pts DECREASE in SwD distance from standard
2.2	CAASPP Math (Priority 4)	2023 83% meet/exceed	2024 81.14% meet/exceed		District CAASPP Math =>85% meet/exceed	2024-25 -2% meet/exceed % Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District Math distance from standard +77 SwD Math +9 distance from standard Source: CAASPP results in Illuminate and state website	District Math +76 distance from standard SwD Math +7 distance from standard Source: CAASPP results in Illuminate and state website		District Math distance from standard =>90+ SwD Distance from standard => +10 for Math Source: CAASPP results in Illuminate and state website	-1 pt overall distance from standard in Math -2 pts in SwD distance from standard
2.3	CAST results Science 5, 8, 12 (Priority 4)	2023 68% meet/exceed Source: CAASPP results state website	2024 72.64% meet/exceed Source: CAASPP results in Illuminate and state website		CAST meet/exceed =>70%	2024-25 +4% INCREASE/MET overall meet/exceed % in Science
2.4	EL progress - English learner reclassification rate (Priority 4)	2022-23 31% 11 out of 35 EL students were reclassified as proficient in English in the 22-23 school year. Source: Internal analysis	2023-24 49% in-progress 17 out of 35 EL students were reclassified as proficient in English in the 23-24 school year. Source: Internal analysis		Maintain 25%-31% reclassification rate	2023-24 +18% of EL students reclassified as proficient.
2.5	English Learner Progress Indicator (Priority 4)	2022-23 58.8% EL students made progress as measured by the ELPAC Summative	2023-24 50.0% EL students made progress as measured by the ELPAC		"High Status" as measured on the 5x5 Additional Reports from the CA Dashboard	2023-24 -8.8% students EL students made progress as measured by the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assessment "High Status" on CA Dashboard English Learner Progress LTEL rate at 3.5% Source: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2022-23	Summative assessment "High Status" on CA Dashboard English Learner Progress LTEL rate at 5.2% Sources: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2023-24		LTEL rate at <5% Source: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report	ELPAC Summative assessment NO STATUS available on the CA Dashboard English Learner Progress Student Group Five-by-Five Placement +1.7% LTEL rate
2.6	English Learner programs and services (Priority 2)	2023-24 ELD services provided to 27 students as of census day October 2023 Source: CALPADS 1.17 FRPM- English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate	2024-25 ELD services provided to 22 students as of census day October 2024 Source: CALPADS 1.17 FRPM- English Learner-Foster Youth-Count Assistive technology supports provided		ELD services provided to all EL students (who did not decline services). All classroom teachers of EL students hold a CLAD credential. Assistive technology supports provided	2024-25 Evidence of adequate staffing. No vacancies. Appropriate ELD service provided by qualified staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CALPADS, SARC, Internal Analysis	to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis		to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis	
2.7	Access and success in AP courses (Priority 4)	22-23 606 Exams taken 86% exams passed with a 3 or above 57% of Black/African American students taking an AP course also take the AP test. Source: Illuminate College Readiness: Advanced Placement Report. Racial Equity 0415.1 Internal Analysis	2023-24 944 Exams taken 87% exams passed with a 3 or above 64% of Black/African American students taking an AP course also take the AP test. [increase of 7% pts] Source: Illuminate College Readiness: Advanced Placement Report. Racial Equity 0415.1 Internal Analysis		700+ tests taken with at least 87% resulting in a 3 or above. Improve AP test-taking rate of Black/AA identified students who are enrolled in an AP class =>80%	2023-24 +338 AP exams taken in 23-24 MET GOAL number of AP exams taken. +1% improvement in percent passing AP exam +7% in Black/African Americans taking exam
2.8	Access to high-level coursework for historically underrepresented student groups (Priority 7)	2022-23 AP Computer Science course enrollment 43% female AP access	2023-24 AP Computer Science course enrollment 38% female		Enrollment in AP computer Science courses is 50% female.	2023-24 -5% the percentage of female enrollment in AP CS courses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		62% of all 9th-12th graders took an AP course 30% of students with a Black identity took an AP course	AP access 52% of all 9th-12th graders took an AP course 29% of students with a Black identity took an AP course		% of students with a Black identity taking AP courses is within 10% points of average overall student participation in those courses Source: Internal analysis using Racial Equity BP 0415.1 monitoring tool and Computer Science roster counts.	-1% percentage of Black identity students who took an AP course
2.9	HS Science integrated science three-course pathway completion (Priority 4)	23-24 53% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 0% PHS: 24%	2024-25 54% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 29% PHS: 32% Source:internal analysis		Improve the % of students who complete the 3 course integrated science pathway that covers all state science standards.	2024-25 +1% IMPROVED the overall % of students completed 3yr Science pathway +29% MHS +8% IMPROVED SwD completing 3yr Science pathway at both MHS and PHS
2.10	A-G Completion: Percentage of graduating cohort who	2023 MHS 88.2% A-G completed	2024 Graduates MHS 77.8% A-G completed		A-G completion MHS => 75% completion	2024-25 -10.4% A-G completion MHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	met UC/CSU Requirements (Priority 7)	PHS 92.9% A-G completed PHS 74.1% SwD A-G completed Alameda 62.8% Source: Dataquest 2022-23 Four-Year Adjusted Cohort Graduation Rate	PHS 98.4% A-G completed PHS 91.7% SwD A-G completed Alameda 88.5% Grad rate, 57.6% A-G completion Source: Dataquest 2023-24 Four-Year Adjusted Cohort Graduation Rate		PHS =>93% PHS SwD =>75% completion Source: Dataquest Four-Year Adjusted Cohort Graduation Rate	+5.5% A-G completion PHS +17.6% SwD A-G completion PHS
2.11	CTE pathways completion (Priority 4)	2022-23 1 student completed a CTE pathways Pathway(s): Computer Science Source: Internal Analysis or CALPADS 3.19 Career Technical Education Completers	2023-24 65 students completed a CTE pathway Pathway(s): Computer Science 174-Software and Systems Development Source: Internal Analysis or CALPADS 3.19 Career Technical Education Completers		Add at least one more CTE pathway, and increase CTE pathway completion over 2022-23 levels. Source: CALPADS 3.19 Career Technical Education Completers	2024-25 +64 students completed CTE pathways
2.12	A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU	2022-23 .5% of graduates completed both A-G requirements and a CTE pathway	2023-24 14.2% of graduates completed both A-G requirements		Increase % students who complete both a CTE pathway and A-G course	2023-24 +13% Improved the % of students who complete both a CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Requirements AND completing a Career Technical Education (CTE) Pathway (Priority 4)	Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard	and a CTE pathway Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2024&cdcode=0161275&scode=&reporttype=schools		requirements =>5%	and A-G course requirements
2.13	Graduation rate (Priority 5)	2023 Graduation Rate PHS 4 year cohort graduation rate =95.8% MHS 4 year cohort grad rate =73.9% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2022-23&cds=0161275	2024 Graduation Rate PHS 4 year cohort graduation rate =98.4% MHS 4 year cohort grad rate =100% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2023-24&cds=0161275		5 year cohort district graduation rate => 96% PHS 4 year cohort grad rate =>96% MHS 4 year cohort grad rate =>75.0% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports	2023-24 +2.6% Improved graduation rates at PHS +26.1% improved graduation rate MHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Broad course of study offered K-6 EC 51210 and 7-12 EC 51220(a) - (i) (Priority 7)	2023 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2023	2024 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2024		All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board	2024-25 MET continue to offer broad course of study.
2.15	Professional learning for K-5 classroom teachers on Science of Reading (priority 1)	All classroom teachers were trained in Modules 1-3 of the California Reading & Literature Project Source: sign-in sheets and binders	2024 All TK-5 teaching staff trained in modules 4-6 of California Reading & Literature Project Science of Reading trainings.		All K-5 teachers trained in latest ELA adoption materials.	2024-25 All TK-5 teaching staff trained in modules 4-6 of California Reading & Literature Project Science of Reading trainings.
2.16	Number of teachers of who are National Board Certified (Priority 1)	2023-24 9 teachers in the district are National Board Certified Co-curricular stipend position to support district teachers seeking National Board certification Source: HR analysis	2024-25 No co-curricular support position provided for 2024-25 due to lack of teachers pursuing National Boards. Source: HR analysis		At least one new National Board certified teacher approved each year, with support from co-curricular stipended position Source: HR analysis, meeting materials	2024-25 0 teachers earned National Boards NOT MET no progress made to support National board certifications
2.17	Academic Growth for students not at grade level. (Priority 4)	2024-25 # of gen ed students NOT at grade level **DIBELS for K-5th** 40 students Beach MOY 2024-25			For general ed students not at grade level (as defined by either the DIBELS, NWEA MapGrowth	New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31 students Havens MOY 2024-25 30 students WWD MOY 2024-25 **CAASPP 6th-8th** 10 incoming 6th graders (CAASPP 2024) 14 incoming 7th graders (CAASPP 2024) 14 incoming 8th graders (CAASPP 2024) UPDATE FOR 2025 DIBELS report, Illuminate report			or CAASPP), 20% will advance to grade level by end of the following year.	

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while also adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1. Standards-Aligned Instruction to Maintain High Levels of Academic Achievement for All Students: Through staff meetings, professional development, and common collaboration time, all staff were able to plan and implement standards aligned-instruction throughout the district for grades K-12. This included opportunities for staff to align with respect to Essential Learning Outcomes (ELO's) and collaborate on instructional practices that are a part of respective scope and sequence for courses.

Action 2.3. Supplemental Spelling & Word Study Curriculum, grades 4 & 5: Successfully purchased and implemented Spellography, the district-adopted supplemental and word study curriculum, for grades 4 & 5. Even when one new fifth grade teacher replaced a retired teacher midway throughout the year, the district coordinated materials to ensure the new teacher had necessary materials in its entirety for implementation.

Action 2.4. Elementary English Language Arts Adoption: District convened an English Language Arts adoption committee and partnered with a literacy specialist. As a part of the English Language Arts adoption committee, a literacy framework and vision was developed and a Piedmont Unified-specific screener tool was created to evaluate curriculum. Eight different curricula were reviewed by the committee with the screener and two were identified to pilot during the 2024-25 school year. We are ending a pilot of the second curricula currently, and a committee recommendation will take place in May to the Board of Education.

Action 2.5. World Languages Curriculum at Secondary Level: District successfully purchased and implemented newly adopted Spanish curriculum this year and formally brought new French curriculum to the Board for approval, to be implemented in the 2025-26 school year.

Action 2.6: A-G Grant: The A-G Grant was successfully implemented through a comprehensive counseling curriculum to better educate students about A-G in 9th grade. High school administration also collaborated with counseling staff to develop and implement an on-track process for counselors to monitor A-G completion each year. In addition a tutoring program is being setup for students who are failing an A-G course.

Action 2.7 : Academic Supports for Students with Disabilities: Training occurred to provide staff with the appropriate tools for students designated with disabilities to receive necessary supports and services both inside and outside of the classroom.

Action 2.9: EL Learner Support and ELD Instruction: District provided specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provided targeted services for English learners. In elementary, students met with the EL teacher either one-on-one or as part of a small group regularly. In middle and high school, EL students were scheduled for one period to be in a designated ELD class.

Action 2.10. High School Science adoption and implementation: The district took the following steps with this action: I. Implemented newly-adopted Chemistry CP curriculum II. Piloted and adopt curriculum for AP Physics III. Purchased and implemented new Biology textbooks

Action 2.12. Professional Development: As evidence by both certificated and classified staff feedback, comprehensive professional development proved to meet staff expectations and provide new learning opportunities based on a workshop model of choice for staff.

Action 2.13: Increase Opportunities for Pre-K Students with Disabilities: Increased inclusion opportunities for were provided for preschoolers with IEP’s to be in our general education program that has more than 50% of peers without IEPs. We added a general education preschool to ensure this action was implemented successfully.

Action 2.14: Maximize Push-In Services was successfully prioritized by Special Education staff and administrative supported in communication and professional trainings. This led to co-taught classes prioritized in the Piedmont Middle master schedule.

Implementation Challenges:
Action 2.2. The District offered cohort support for any teachers working towards their certification. No staff expressed interest at that time.

Action 2.11 Multi-Tiered Systems of Support and Safety Nets: The reduction of an MTSS TOSA position and also administrative resignation and impacted site's abilities to monitor, revise, and implement tiered systems of support as a safety net to the same level of effectiveness as previously in place.

Modified Implementation:
Action 2.8 Elementary Curriculum Council: Due to contract limitations which allow for one set of elementary grade-level stipends to be provided, the district prioritized the Elementary English Language Arts adoption committee and did not pursue the formation of an Elementary Curriculum Council.

Non-implemented Actions:
Action 2.2 We did not have any new staff members pursuing their National Board Certification this 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.

All actions that include staff salaries and benefits were under-estimated due to the salary settlement for 2023-24 and 2024-25 that was approved after the LCAP document was generated in June 2024. Other material differences are:
Action 2.2 One of the SLPs who was getting a stipend left the District in November. The difference is more than 10% of the budget, but only $1,727.
Action 2.3 The budget for this action was for "decodables" that ended up costing $39K more than initially estimated. The Spring Fling funds were reallocated from another part of the grant to cover the additional cost.
Action 2.4 This year's cost was for the pilots only, $28K. The estimate in the LCAP is for the full purchase of $165K. The full purchase will be in 2025-26.
Action 2.5 The original estimate did not include the cost of the on-line licenses. The total cost, books and licenses, is $53K more than the original estimate.
Action 2.6 The amount of tutoring time needed was less than expected. The program will be expanded in 2025-26 to capture more students.
Action 2.7 The cost of academic supports for students with disabilities increased due to salary increases approved after the LCAP was adopted.
Action 2.8 Additional teachers were included in the council, increasing the stipend total by $3K.
Action 2.9 The cost of the ELD teachers was higher than the original estimate due to the salary settlement.
Action 2.10 The cost of high school textbook adoption was less than anticipated - the AP Physics course was not adopted and fewer chem and bio books were needed than estimated.
Action 2.12 The District was able to provide substantial PD resources (see also Action 1.9), reducing the amount school sites spent this year. Any unspent funds from PEF to sites for PD will be carried over for summer and 25-26 programs.
Action 2.13 The Preschool inclusion did not require as much in supplies as anticipated.

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

Based on our analysis of metrics and outcomes the implementation of actions showed varying levels of effectiveness in achieving Goal 2 Investing in Outstanding Academics, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1. Standards-Aligned Instruction to Maintain High Levels of Academic Achievement for All Students: Our CAST results improved by almost 5%, however, our overall ELA results in CAASPP plateaued and in Math declined by almost 2%. Although not significant numerically, results proved uneven in progress and, thus, we had mixed levels of effectiveness in this category. We will add a related goal to provide concrete actions with target growth metrics that support all students, and most especially our most vulnerable and struggling students, with intervention plans to monitor and support academic growth.

Action 2.2. Did not achieve desired outcome. Will adjust outreach for next year.

Action 2.3. Supplemental Spelling & Word Study Curriculum, grades 4 & 5: Strong levels of effectiveness with 100% of all grade 4 and grade 5 students receiving supplemental instruction in Spellography each week as a part of Word Study and Spelling focus within our allotted English Language Arts instructional minutes.

Action 2.4. Elementary English Language Arts Adoption: Demonstrated strong level of implementation with the district convening an English Language Arts adoption committee of nine teachers and completing a comprehensive literacy adoption process throughout the year. As a part of the literacy adoption process, a literacy vision and framework was created for elementary staff, a PUSD-specific screener was created with four foci areas, and 21 teachers including committee members volunteered to pilot two curricula this year. Within the allotted time of one academic year, not much more could have been done to prioritize this process. Ultimately, the level of effectiveness will be determined in May when the Committee makes a recommendation of a new literacy curriculum to the Board.

Action 2.5. World Languages Curriculum at Secondary Level: Strong implementation and effectiveness with all 100% students in Spanish classes (levels I-IV and AP) receiving newly adopted curriculum this year.

Action 2.6: A-G Grant: The A-G Grant was successfully budgeted for and implemented through partnerships between district leadership, site administration, and our high school counseling department as evidenced by multiple new A-G processes and events for students and families. Although our 2024 graduates A-G completion percentages from MHS declined to 77.8%, our PHS graduates for A-G improved by over five percent to 98.4% and our PHS students with disabilities A-G preparation improved by a significant percentage, growing over seventeen percent to 91.7% SwD A-G completion.

Action 2.7 : Academic Supports for Students with Disabilities continues to be an area of focus which we prioritize implementation and develop structures, especially as students transition from elementary to middle and middle to high school. We have noticed an increase LT EL's and many of those are SwD. We have pulled together a whole team of general education with special education staff, and also partnered with the county to raise awareness. Our goal is to ensure the accommodations are in place and implemented with fidelity and that writing goals are linguistically appropriate.

Action 2.8 Elementary Curriculum Council: Adjusted during the 2024-25 year to implement a literacy adoption with an English Language Arts committee rather than a Curriculum Council.

Action 2.9: EL Learner Support and ELD Instruction: Effectively provided ELD services to all 22 EL students as well as assistive technology supports.

Action 2.10. High School Science adoption and implementation: Demonstrated strong effectiveness with full implementation of newly-adopted Chemistry CP curriculum -- all high students in Chemistry utilized newly adopted curriculum. We also implemented new Biology textbooks and 100% of high school students in Biology classes used the new curriculum.

Action 2.11 Multi-Tiered Systems of Support and Safety Nets: This goal resulted in uneven implementation; despite teams in place, with administrative turnover and a reduction of an MTSS coordinator, other site priorities prevented consistent monitoring and supports for all identified students.

Action 2.12. Professional Development: Prioritizing a workshop choice model and including options in partnership with nearby organizations we have offered workshops with anti-bias resources (DEIB with Chief of Whole Child Programs, ACOE); Special Education resources and trainings (UC Davis Mind Institute); climate literacy resources and updates (Nate Ivy, Fremont USD); staff wellness (Kaiser Permanente); internal staff-led AI trainings and updates; and others. Using a five-point rating scale we have seen growth in staff feedback for professional development, accumulating ratings of 79% of staff feedback as a four or five with qualitative comments highlighting the positive, refreshing change in professional development offerings and structure.

Action 2.13: Increase Opportunities for Pre-K Students with Disabilities: We successfully added a general education preschool to ensure this action was implemented and provided all preschoolers with IEP’s to be in our general education program that has more than 50% of peers without IEPs.

Action 2.14: Maximize Push-In Services proved effectively implemented as evidenced by co-taught sections at Piedmont Middle School. In addition, staff trainings and subsequent feedback from staff demonstrated evidence that Special Education staff, with administrative support, prioritized providing push-in services in the general education classroom for all students with disabilities.

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 our planned analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Metrics Modification:
Added 2.17 "Academic Growth for students not at grade level. (Priority 4)" in order to capture student achievement at all levels and so reference grade level proficiency using DIBELS, NWEA MapGrowth or CAASPP as works best at the grade level.

Actions Modification:
Modified 2.1 Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students to focus on review achievement data and plan instructional design rather than ELO work.

Modified 2.2 National Board Certification: Rebrand as "Enhance Educator Professional Capacity." Expand actions to include building educator capacity at all levels of the profession. Recruit a new staff coordinator and communicate district-wide to gauge interest in continuing this action.

Modified 2.4 Elementary English Language Arts Adoption, K-5 - to purchase and implement new K-5 ELA curriculum.

Modified 2.5. World Languages: Continue curriculum adoptions, and added expansion of World Language offerings at younger grades. The district aims to offer World Languages for all 7th graders and will form design teams to explore adding World Languages for both 5th and 6th graders, effective for the 2026-27 school year.
Modified 2.7 Academic Supports for Students with Disabilities: To focus on innovative and responsive programming for students with disabilities including additions of counseling enriched classrooms and home base programs. "Provide responsive support and services to address varying student needs."

Modified 2.10. High School Science adoption and implementation: Continue implementation of science curriculum, including adding a new science course AP Physics C. We will also discontinue AP Physics I.

Modified 2.11 Multi-Tiered Systems of Support and Safety Nets Expected Outcomes: Reestablish MTSS teams with expectations to monitor and support students not making adequate academic achievement gains in the classroom.

Added 2.15 "Improve Performing Arts Programming opportunities" to design expanded elementary opportunities and provide input on Prop 28 fund distribution.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards- Aligned Instruction to Maintain High Levels of Academic	Provide opportunities for staff collaboration in order to review achievement data and plan instructional design.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Achievement for All Students			
2.2	Enhance Educator Professional Capacity	Continue to partner with, and support, PUSD teachers at the beginning, middle and apex of their careers, including onboarding, developing teacher leaders and National Board Certification.	$14,000.00	No
2.3	Supplemental Spelling & Word Study Curriculum, grades 4 & 5	All teachers will implement the adopted supplementary spelling and word study curriculum for grades 4 & 5.	$5,200.00	No
2.4	Elementary English Language Arts Adoption, K-5	Purchase, implement, and receive training for the newly recommended knowledge-based elementary English Language Arts curriculum, K-5. Stated goal for all students to be able to access research-based core reading instruction, including phonics, phonemic awareness, spelling patterns, and morphology.	$110,000.00	No
2.5	World Languages	Implement secondary World Language curriculum in a staggered sequence (Spanish, French, and Chinese). Beginning in 2025-26 expand World Language offerings to lower younger grades. The district aims to offer World Languages for all 7th graders and will form design teams to explore adding World Languages for both 5th and 6th graders, effective for the 2026-27 school year.	$50,000.00	No
2.6	A-G Grant	Continue to implement A-G Improvement Grant actions	$10,000.00	No
2.7	Academic Supports for Students with Disabilities	Provide responsive support and services to address varying student needs.	$411,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Elementary Curriculum Council	Convene Elementary Curriculum Council to advise on all materials related to curriculum and assessment matters, K-5	$18,000.00	No
2.9	EL Learner Support and ELD Instruction	Provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 25% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class	$264,000.00	Yes
2.10	High School Science Curriculum adoption and implementation	Continue adoption cycle for high school science curriculum in the following subjects. I. Implement newly-adopted Chemistry CP curriculum (monitor 2025-26) II. Pilot and adopt curriculum for AP Physics I (discontinued 2025-26) III. Implement new Biology textbooks (implement 2024-25, monitor 2025-26) IV. Implement AP Physics C curriculum (2025-26)	$10,000.00	No
2.11	Multi-Tiered Systems of Support and Safety Nets	Continue to monitor, revise, and implement tiered systems of support to ensure a safety net for all students With a growth mindset, all educators continue to ask: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when students do not learn? • How will we extend the learning for students who are already proficient? • For students in need of additional support or opportunities to accelerate, consider partnering with local organizations to provide after-school tutoring. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Continue to provide acceleration opportunities and advanced coursework, when appropriate. • Continue to provide opportunities for intervention, when appropriate. • Foster positive school cultures by building upon Social-Emotional Learning-based Multi-Tiered Systems of Support (MTSS) that support students healthy identity in the categories of academic, behavioral, and social-emotional supports for students (AR 0415.1, 1a) (BP 0415, 4) • Beginning 2025-26 Reestablish MTSS teams to monitor and support students not making adequate academic achievement gains in the classroom and provide action updates to the the Education Services team.		
2.12	Professional Development	Support certificated, classified, and administrative staff through embedded collaboration time, curriculum and pedagogical training, and quality professional development opportunities including but not limited to topics such as state-standards implementation, evidence-based instructional standards, Social/Emotional Learning (SEL) and technology integration. A. All K-5 teachers will complete early literacy training with California Reading & Literature Project based out of UC Berkeley to focus on science of reading and build capacity and foundational reading skills that are developmentally appropriate for each grade level. B. Prioritize staff collaboration opportunities focused on content and grade-level academic excellence (i.e. ELO's, scope and sequence, common and formative assessments, etc.) C. Continue the process of identifying Essential Learning Outcomes in secondary courses to ensure all students have mastered the essential standards and embed cycles of inquiry with data analysis and instructional planning	$73,530.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Develop strategies in collaboration with staff to further culturally sensitive and responsive ways to support students and staff in building community (BP 0415, 8) (v) E. Provide regular opportunities for teacher collaboration including through PLCs, grade-level/department teams, and use of grade-level Essential Learning Outcomes F. Continue to support staff to develop differentiated instructional practices and support for students G. Approved Flex-PD plans.		
2.13	Increase Opportunities for Pre-K Students with Disabilities	Increase inclusion opportunities for preschoolers with IEP's to be in a general education program that has more than 50% of peers without IEPs. Explore opportunity to use early intervention grant 6547 in order expand inclusive opportunities for all students with IEP's at the preschool level (age 0-5, up to grade Pre-K).	$45,000.00	No
2.14	Maximize Push-In Services	Maximize push-in for related Special Education services (i.e. Speech and Language Pathologists, Occupational Therapists, etc.) in a regular academic setting.	$0.00	No
2.15	Improve Performing Arts opportunities	Convene a performing arts planning committee to investigate opportunities to expand programming, especially at the elementary level. Utilize existing feedback and collaboration structures to roll-out Prop 28 funding.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnering Beyond the Classroom Harness community resources to expand experiential learning opportunities both inside and outside the classroom resulting in a student-centric experience for all types of learners by: A. Enhancing classroom education through experiential field trips that can supplement and enrich education. B. Providing opportunities for robust life skill development through the use of expert speakers and hands-on activities. C. Cultivating an understanding of our role beyond Piedmont through meaningful community interactions and service-based learning.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Piedmont Unified understands the importance of providing learning opportunities for students both inside and outside of the classroom. Based on the realities of our current and evolving society, technology and global social and environmental issues have a profound impact on student growth, their learning, and career interests and aspirations. As an organization, Piedmont aims to embrace this reality and partner with the local Piedmont community, which has the potential to harness extraordinary resources to expand learning beyond the typical classroom experience.

Experiential Learning Theory, as developed by psychologist David Kolb, stands as the process of learning by doing; through hands-on experiences and reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. By engaging students in hands-on experiences and prioritizing opportunities for reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. Experiential learning opportunities may exist in a variety of classroom-led and outside-the-classroom forums and may include opportunities for students that include field trips, guest speakers, community and service-

learning projects, and culminating experiences such as internships, college coursework, and capstone projects, to name a few. When students participate in experiential education opportunities, it is Piedmont Unified's belief that they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Field Trip / Experiential Learning opportunities (Priority 5)	2023-24 K-5 – approximately 48 field trips Source: Internal audit from Asst. Superintendent	2024-25 K-5 – approximately 54 field trips Source: Internal audit from Asst. Superintendent		Increase by one the number of field trip/experiential learning exposures per year per grade level on average.	2024-25 +6 fields trips. MET growth target.
3.2	Community-Wide Educational Events (Priority 3)	No data currently collected. Collect data in 2024-25 school year.	2024-25 5 DEIB community events 45 Community meetings led by district leaders		Evidence of three or more educational events or other community-wide events each year.	2024-25 5 DEIB community events were held in 24-25. In addition an increase focus on community meeting for district office led efforts resulted in over 45 district community meetings led by district office

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						leaders this year. MET
3.3	Percentage of students who graduate with college level credit already earned (Priority 4)	2023-24 15 students took community college/college courses No students showing on the College and Career Readiness Indicator from the CDE Source: PUSD OffCampus Course Permission Form 3-6-2023 and CCI indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=0161275&scode=&reporttype=schools	2024-25 7 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 4-15-2025 1 student earned College Credit according to the 2024 College and Career Readiness Indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2024&cdcode=0161275&scode=&reporttype=schools		5% or more of 12th graders graduate with some college level credit already earned. Ideally reporting in the College/Career Levels and Measures Report & Data from the CDE.	2024-25 -8 students earning college credit while in high school. 4% of graduates
3.4	Improve College and Career Readiness (Priority 4)	2023-2023: Yellow (53.8%) - Hispanic students prepared. 11.7% all students "not prepared" Source: College/Career Levels and Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/	2023-2024: No student groups in Red, Orange or Yellow. 4.7% of all graduates "not prepared" Source: CA Dashboard College/Career Levels and		Increase Hispanic/Latinx students "readiness" to "blue" as measured on the CA Dashboard. Decrease the % of the overall graduating cohort	2024-25 2024 Dashboard No student groups Red, Orange or Yellow. NO DATA for Hispanic/Latinx students as the student size was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/Default?cds=01612750000000&year=2024&source=dashboard https://www6.cde.ca.gov/californiamodel/grid?indicator=cci&year=2024&cdcode=0161275&scode=&reporttype=sgroups		who are "not prepared" for college and career as indicated on the Dashboard College and Career Indicator additional reports. Source: CA Dashboard and Addl Reports	too small to report in 2024 -7% decrease in the number of students "not prepared" IMPROVEMENT
3.5	Industry certificate or Third-party culminating assessment (Priority 4)	2022-23 11% of 9th-12th grade students with a Black identity pass an AP test 40% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	2023-24 19% of 9th-12th grade students with a Black identity pass an AP test 48% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.		Increase the percentage of Black/African American identity students who earn an industry recognized certificate or pass an AP test. Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	2023-24 +8% increase in the number of students with a Black identity passing an AP test. +8% of all 9th-12th graders pass an AP exam.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Seal of Civic Engagement	2023-24 No opportunity for State Seal of Civic Engagement	2024-25 28 students completed the requirements and earned a State Seal of Civic Engagement		150 of graduates will earn the State Seal of Civic Engagement	2024-25 +28 over 23-24

Goal Analysis [2024-25]

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

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

The district made tangible progress in implementing most planned actions with respect to Goal 3:

Successful Implementation:
Action 3.1 Local Partnerships with Organizations. For local partnerships, we developed strong partnerships with National Equity Project, Alameda County Office of Education's Chief of Whole Child Programs, Learning for Justice (Social Justice Learning Standards for Lessons), and Mosaic. For an Update Re: Field Trips & Events -- An audit was conducted last year and this year administrators took steps to engage with parent clubs and their local communities to coordinate and support field trips. In the 2023-24 school year – for grades K-5 – there were approximately 48 field trips whereas in the 2024-25 school year there were a total of 54 field trips at the same respective levels.
Examples and highlights for Beach: MOCHA (art, grade 1); Exploratorium (science, grade 3); USS Hornet (Social Studies, grade 4); Community food bank (Chabot Science Ctr., grade 5)
Examples and highlights for Wildwood: Chabot Space/Science Ctr. (science, grade 1); Zellerbach Hall - Cal Performances (arts, grade 3); Point Reyes Earthquake Trail/Nature Walk (science, grade 4); Community food bank (social justice standards, community service, grade 5)
Examples and highlights for Havens: Lawrence Hall of Science, Lindsay Wildlife Museum, Berkeley Botanical Garden (science, grade 1 - includes hands-on exhibits); Borgess Ranch Living Long Ago (social studies, 2nd grade – ties directly to curriculum and a writing unit); Tilden Botanical Gardens (science, grade 4)
District Events -- In order to model field trip opportunities and breathe life into this goal, Ed Services first coordinated interactive assemblies for students grades 4-12 with Sammy Miller & the Congregation in October. In March, 2025, Ed Services also coordinated and facilitated the first ever visit by the Mobile Museum of Tolerance MMOT.

Action 3.2. Improve Computer Science Pathway (CTE) -- PUSD continued to prioritize Computer Science course offerings in the master schedule and explored the possibility with the Peralta Colleges of offering an advanced Computer Science course through Dual Enrollment. AP courses are exploring pilot units from the College Board on AI.

Action 3.3 Improve Career and Technical Education (CTE) -- The district did make significant progress on this goal, adding two more opportunities for student pathway completion.

Action 3.4 Independent Study -- A strong foundation was established with the development of core components for the Independent Study Program. These components included: a comprehensive program overview; an electronic application; a contract for families; partnership with a third-party platform; meetings with our high school counseling department; a complete list of Frequently Asked Questions (FAQs); and communication with the local community. At this time, we only have 1 student enrolled in the PUSD Independent Study Program.

Action 3.5. Science Education and Environmental Partnerships -- The district and site leaders took tangible steps to partner with respect to this action, and additional steps will be taken the following year. For example, we partnered with a climate literacy expert from Fremont USD for a district-wide professional development workshop this year which was provided for secondary staff. Sites also prioritized science theme field trips (i.e.Berkeley Botanical Garden (science, grade 1 - includes hands-on exhibits, Point Reyes Earthquake Trail/Nature Walk, science, grade 4). We are interested in improving climate literacy systems on campuses such as recycling/composting in addition to further integration across the curriculum.

Action 3.6.College and Career Readiness & Counseling Services: This year we began transitioning to a part-time college and career counselor who collaborates with the remainder of the high school counseling department and for the 2025-26 school year the position will be a full-time college and career counselor. As a result of this transition, improved services were offered to high school students. This included the following services: 1:1 meetings with Juniors/Seniors (in addition to meetings with academic counselors); 9th and 10th gr 1:1 meetings with academic counselor, encourage a college visit+use Naviance; Parent/Guardian Meetings (as requested); College Rep Visits (August - November); Community College Night (November 19)
Financial Aid Night (November 21); Application and Essay Support (lunch and after school); Career Explorations 2025 (February 27 & 28); Case Study/Mock Admissions Night (March 4); MHS Career Journey (March 12). Additional college and career counseling resources that were provided include: Website & Newsletter (Grade level checklists, college prep summer ops, etc.); use of Naviance as a planning tool for students; Scholarships; Research tools for gap year, etc. post-grad options.

Action 3.7 Development of Expert Speaker Series and Career Day -- Integration of the expert speaker series continued at secondary sites and career day was built upon and expanded to include 42 different presenters for high school students.

Action 3.8. Improve opportunities for Community College coursework for high schoolers -- The district successfully negotiated and received Board approval for a CCAP agreement to offer Dual Enrollment course(s) with any of the four Peralta Colleges. Subsequently, district leadership met with leadership for Berkeley City College and reached agreement to offer Calculus III for the fall of 2025 as the first Dual Enrollment course in history at Piedmont High School.

Action 3.9. State Seal of Civic Engagement: The district successfully developed local criteria for students to earn a State Seal of Civic Engagement. This includes a civic action project and this year 28 students successfully participated in, and met the criteria, to earn the State Seal emblem on their diploma and to have this honor as a part of their high school transcript for college admission purposes.

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.

Action 3.5 Elementary school sites had field trip funds carried over from last year that they were able to spend this year, resulting in $23K more spent on field trips than originally budgeted.
Action 3.8 Two administrators attended a conference on dual enrollment.
Action 3.9 The budget for this item was for a teacher stipend, but the program was managed by administrators, so no costs were incurred this year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 Focusing on local partnerships, the newly developed partnerships with National Equity Project, Alameda County Office of Education's Chief of Whole Child Programs, Learning for Justice (Social Justice Learning Standards for Lessons), and Mosaic were growth for us as a district in this area. For Field Trips -- there were approximately 48 field trips in 2023-24 school year and in the 2024-25 school year there were a total of 54 field trips at the same respective levels -- growth of 6 more field trips offered.

Action 3.2 We will continue to offer 4 CTE pathways, and will be reviewing course articulation for Computer Science pathways to better address 7th-12th student interest.

Action 3.3 A lack of actions to date resulted in developments with career and technical education not taking effect this year.

Action 3.4 We experienced uneven effectiveness with Independent Study -- although a strong foundation has been established with a comprehensive program and all the essential tenets necessary (i.e. electronic application, third-party platform contract, FAQs, communication and outreach), we do not have a significant number of students currently participating.

Action 3.5 Although an emphasis was placed on science field trips, the two significant partnerships that occurred included sending a staff team to the Climate Bay Area Exchange and offering a secondary professional development workshop option with a local climate literacy expert. We characterize this as incremental progress and effectiveness creating more momentum in this area but more can be done to make it highly effective.

Action 3.6 College and Career Readiness was substantially improved with the efforts of the college and career counselor and high school counseling department. A number of newly added services and resources (described above in the analysis) result in the strong effectiveness in actions and progress made in this area.

Action 3.7 A number of expert speakers were consistently provided district-wide. We also built upon and expanded the number of speakers for the College and Career Day which developed more robust career experience events making this action highly effective.

Action 3.8 We successfully formed a partnership with the Peralta Colleges to offer Dual Enrollment and have an agreement with Berkeley City College to offer an advanced mathematics course for the 2025-26 school year. This is a significantly positive development and this action has been highly effective.

Action 3.9 Seal of Civic Engagement demonstrated strong effectiveness for the first year with 28 students successfully participating in a civic education project, writing a reflection, and meeting character trait expectations to qualify for the honor.

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.

Goal Description: No changes to current goal focusing on Partnering Beyond the Classroom.

Metrics Modifications: No metric modifications.

Actions Modifications:
Modified 3.3 Improve Career and Technical Education (CTE) - replaced explore with "implement" Acting CTE pathways.
Modified 3.8 Improve opportunities for Community College coursework for high - to include opportunities for dual-enrollment.
Modified 3.9 State Seal of Civic Engagement - Changed action to refine and improve process.
Added 3.10 "Expand Field Trip Opportunities" for 2025-27

Expected Outcomes: Added 3.6 "State Seal of Civic Engagement" with goal outcome of 150 of graduates earning the distinction

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Local Partnerships with Organizations	Expand partnerships with local organizations such as non-profits, performing arts groups, and athletic organizations to broaden and expand students' interests and abilities.	$0.00	No
3.2	Improve Computer Science Pathway (CTE)	Explore ways to improve and augment our Computer Science Pathway that results in increased student participation with internships, industry certification and civic engagement through targeted outreach.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Improve Career and Technical Education (CTE)	Explore, develop, and create partnerships to expand either course opportunities or local partnerships related to Career and Technical Education to promote increased student engagement and achievement related to real-world career competencies. Implement a CTE Pathway that may include Acting and/or other Visual and Performing arts.	$26,000.00	No
3.4	Independent Study	Develop and implement a grade 9-12 Independent Study option for students to earn a Piedmont Unified high school diploma.	$26,000.00	No
3.5	Science Education and Environmental Partnerships	Explore outside education and science camps and field trips with local agencies to provide our students with developmentally appropriate outdoor science or history experiences aligned with their grade curriculum. (See also Action 3.10)	$0.00	No
3.6	College and Career Readiness & Counseling Services	Place an emphasis on college and career application processes or post-secondary options. Increase student opportunities to: -learn about various 2 and 4-year university opportunities; -earn college credit while still in high school; -participate in CTE industry pathway opportunities; -support students with local internships; -participate in experiential and/or service learning opportunities	$95,017.00	No
3.7	Development of Expert Speaker Series and Career Day	Continue to partner with parents, community members, and local organizations to host and offer a wide-array of speakers that span various sectors including but not limited to: youth mental health, business and entrepreneurship, AI and robotics, sports and wellness, neurodiversity and equity, current events and local and national events, etc	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Improve opportunities for Community College coursework for high schoolers	Explore and improve processes for communication and enrollment in community college courses and dual-enrollment opportunities.	$10,000.00	No
3.9	State Seal of Civic Engagement	Refine and improve opportunities for students to earn a State Seal of Civic Engagement. This would include a civic action project such as volunteering for non-profit organizations; advocacy at the local, state, or federal level to change policy; raising awareness about a pressing issue or training others to implement a solution; developing a unique solution to a persistent problem.	$2,000.00	No
3.10	Expand Field Trip opportunities	Continue to expand off-site experiences for K-5 students.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Building for Operational Excellence: Create clearly defined systems and processes that support our commitment to excellence with access to high-quality educators, outstanding curriculum, and well-maintained facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Outstanding learning in all classrooms across the district depends on excellence in operational systems and processes and staff and district leadership modeling a unique, innovative approach that reflects student ideals. In PUSD, we strongly believe that in order to create opportunities for our students to become ready for the world and develop into future leaders of change and progress, we must partner with our students and also demonstrate that same leadership through innovative approaches to managing our organization. Operational systems and processes ensure equitable support for all students. Actions and services in this goal provide optimal environments for learning and further improvement:

The overall TK-8th grade Chronic Absenteeism rate of 8.7%, including reducing the rates of absenteeism in the following student groups:
Asian 10%,
English Learners 30%,
Students with Disabilities 11%,
Socioeconomically Disadvantaged 12%

Diverse staff demographics:
White 65%,
Hispanic/Latino 13%,
Asian 9%,
Black or African American 6%,
Native Hawaiian/Pacific Islander 3%,
Two or more races 3%

When students feel connected to school and want to be physically present, they logically are less likely to demonstrate chronic absenteeism.

This includes but is not limited to the following: continually improving and maintaining state-of-the-art facilities, partnering with local artists and muralists – with our student artists – to create beautiful and welcoming spaces that celebrate our diverse population, providing access to modern technology, and establishing powerful new ways to look at data and the district budget so that we make the best decisions to serve our students.
We also recognize with the current teacher shortage that we must differentiate and expand our recruitment strategies to meet the needs of our community and effectively serve our evolving student population. This includes new approaches to recruitment and hiring to ensure the strongest, most qualified candidates join our district and that we effectively retain them once they do. Finally, we must further improve the promotion of and access to, the district's educational, athletic, and extracurricular programs and partnerships so our families are excited to continue learning in Piedmont Unified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in good repair (Priority 1)	All schools with "good" or better on FIT report completed mid-year.	2024 FIT report showed all schools with "good".		No schools marked with rating other than "good" on the FIT report. Source: FIT reports, SARC reports	2024-25 MET all schools with facilities in good repair.
4.2	Chronic Absenteeism (Priority 5)	2022-23 -Overall "orange" for Absenteeism on the CA Dashboard. -Asian student group in "red" (status 10.2%, increase +8.1) -English Learners in "red" (status 30.3, Change +30.3) -Students with disabilities in "red" (Status 11.1, change +3.5)	2023-24 -Overall "blue" for Absenteeism on the CA Dashboard. -Asian Student group in "blue" exceeding goal. -No colors for English Learners due to numbers 8% absenteeism. Students w/ disabilities in "green" meeting goal.		-Overall "green" for Absenteeism on the CA Dashboard. -Asian student group in "green" (decrease the # of C/A students by 2 each year) -English Learner absenteeism in "green" (decrease # of C/A students by 3 each year)	2024-25 MET/EXCEEDED "Blue" Overall absenteeism -6.6% Asian attendance improved to "blue" -22.3% English Learners improved -2.2% SwD, met goal of "green" -8.3% Havens School in "green"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Havens Elementary in "red" (status 13.8%, change, change +4.8%) -K-8 school absenteeism is 8.7% Source: CA Dashboard	-Havens Elementary meeting goal in "green" -All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard		-Students with disabilities absenteeism in "green" on the CA Dashboard (decrease by 2 students/year) -Havens Elementary absenteeism in "green" =<10% -All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard, CALPADS EOY Report 14.1/14.2	
4.3	Percent of Schools providing Students with Standards-Based Instructional Materials thereby meeting Williams Act requirements (Priority 1)	100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end of the eighth week of the school year Source: School board agenda	Piedmont Unified School district held a Public Hearing on September 25, 2024 and determined that each school in the District has sufficient and good quality textbooks and instructional materials.		Maintain 100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end of the eighth week of the school year Source: School board agenda	2024-25 MET access to curriculum/Williams Act

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Misassignments and vacancies (Priority 1)	2021-22 In 2021-22, .66% of Teachers were without credentials or were misassignments (“ineffective” under ESSA) Source: Dataquest Teaching Assignment Monitoring Outcomes	2022-23 In 2022-23, 1.8% of teachers had "ineffective" credentials and .9% had "incomplete" credentials. Source: Dataquest Teaching Assignment Monitoring Outcomes https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=0161275&year=2022-23		Over 90% of teachers fully credentialed and less than 1% "ineffective" as reported on the Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) report Source: Dataquest Staff Assignment Data	2022-23 MET over 90% of all teachers fully credentialed. +1.14% increase in the number of "ineffective" teachers NOT MET
4.5	Interpretation provided for non-English proficient community members. (Priority 3)	2024-25 New service - no baseline data	2024-25 LanguageLine service introduced Fall 2024 20 requests for interpretation filled July- April. 202 minutes of interpretation provided		95% or greater of interpretation requests successfully provided. Source: Interpretation invoices and scheduling reports	2024-25 +20 calls placed by April 2025. All connected within 15 seconds 202 minutes of interpretation
4.6	AI Guidance	New service - no baseline data	2024-25 Student Responsible Use		Evidence of AI Guidance provided	2024-25 MET AI Guidance provided in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Policy approved by board in Fall 2024. AI Policy has had 2 readings before the board. Several PD opportunities		to staff, students and families. Source: district website	Student Responsible Use Policy Draft AI Policy reviewed in board meetings, DTAC meetings.
4.7	Improved Processes	New service - no baseline data	2024-25 PUSD Knowledgebase technical issue resolved in January 2025 Improved Curriculum Ordering process for implementation in 2025-26 Enrollment processing improvements		Evidence of documentation on improved processes Source: PUSD Knowledgebase or website	2024-25 MET Evidence of improved process documentation for: • Curriculum reorders • Enrollment processing
4.8	Technology Improvements	2023-24 103/150 classrooms and meeting spaces feature laser projectors and a wireless A/V kit.	2024-25 38 laser projectors and wireless A/V kits installed 2024-25 to date. 141/150 classrooms and meeting spaces feature laser projectors and a wireless A/V kit.		150 classrooms are equipped with laser Projectors and wireless A/V features. Source: internal analysis Laser/Vivi Implementation https://docs.google.com/spreadsheets/d/1EVLzzYZVIkQgUke0_P-	2024-25 IMPROVEMENTS +38 classrooms were equipped with laser projectors and wireless A/V kits.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					fpkk0rBnKy-Xz3L3W468STsc/edit#gid=1610960224	
4.9	PUSD Threat Management Plan (Priority 6)	2023-24 School Safety Plans exist, but internal documentation on student threat assessment does not.	2024-25 Convened two comprehensive Threat Management Plan meetings with a diverse group of stakeholders Convened a separate Threat Management working group and have a draft (near completion) Threat Management Team Guide with threat assessment included and community and staff stakeholder input		Evidence of a Threat Management Plan Source: Source: PUSD Knowledgebase or website	2024-25 2 Meetings Working draft of Threat Management Plan and Team Guide
4.10	Parents of Students with Exceptional Needs engaging in site and district meetings	2023-24 3 Parent meetings focused on the needs of families of students with disabilities led by Director of Special Education and staff.	2024-25 6 parent community meetings held. 2 parents of SwD have participated in DTAC meetings this year.		At least 2 meetings each year as documented by email announcements or meeting sign-in sheets.	2024-25 MET parents of students with exceptional needs engaged in district meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 parents of SwD attended LCAP Parent Advisory Committee meetings 2 parents of SwD attended two meetings of the Technology Advisory Committee	2 parents of SwD attended LCAP Parent Advisory Committee meetings		At least one parent with a SwD on the LCAP Parent Advisory Committee. At least one parent with a SWD attends a District Technology Advisory Committee meeting.	

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while also adapting to emerging needs throughout the year.

Successful Implementation:
Action 4.1 Student Chronic Absenteeism: We took significant steps forward in improving this area. We worked closely with site administrators to address site chronic absenteeism through proactive steps, communication with families, and progress monitoring. Overall we have a "blue" for Absenteeism on the CA Dashboard, our Asian Student group in "blue" exceeding goal, and our site with challenges, Havens Elementary, is now meeting goal in "green." In addition, all K-8 schools have less than 10% chronically absent students.
Action 4.2 Student Behavioral Supports: We also made effective progress in this category by collaborating with site leaders on a PUSD Behavior Support Matrix and providing staff training on how administrators align and utilize this resource in supporting student behaviors. All site administrators were also trained with entering student behaviors into Infinite Campus in order to progress monitor data with respect to reported incidents. A next step is for all site administrators to implement site-specific climate and culture plans with fidelity.
Action 4.4 AI Guidelines: A new student Responsible Use Policy was developed with educational partners and approved by the board in the Fall 2024. Multiple professional trainings for staff have been provided and collaboration has occurred with respect to an updated AI Board policy for students and staff.
Action 4.5 Digitize and Improve Processes: District leadership has taken tangible steps to digitize a number of internal processes, including forms with staff and communications. This year we created a new IDT enrollment process workflow, and new curriculum order process.

Action 4.6 Technology Infrastructure: As a part of local fundraising, steps have been taken to improve the technology infrastructure within elementary classrooms. 33 classrooms were outfitted with new laser projectors and wireless A/V units. Improved anti-virus and endpoint protections were added to all Windows and Apple devices.
4.8 Recruitment and Hiring Practices: We continued to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; we expanded hiring through development of partnerships with local university programs (i.e. St. Mary's, UC Berkeley, etc.). We have included our DEIB Director on administrative hiring panels and prioritized have the DEIB director embed interview questions.

Implementation Challenges:
Action 4.3 Improved Interpretation Services: We effectively contracted with an organization to provide interpretation services. Administrators have been trained and use the service when needed, however, not all staff have been trained or rely on this service consistently.
Action 4.7 New Employee Mentoring and Support: This has been an area in which we have demonstrated varying levels of effectiveness. We have an effective formal onboarding process and also a TEAM of staff who mentor and coach new teachers to the profession. As a next step, we will look to embed quarterly meetings and check-ins to better support new teacher to the district throughout the year.
Action 4.9 Facilities Updates, Maintenance, & Campus Beautification Projects have been a focus of the district and progress has been made with a Piedmont High School approved mural and identified green spaces on campus. We will continue to build upon this progress.
4.10. Through multiple meetings with a variety of educational partners, the updated PUSD Threat Management team has developed a comprehensive Guide for School Personnel and Parents that we continue to meet and collaborate on.

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.

Action 4.3 The action was to evaluate less costly services, and were successful resulting in less spent than originally budgeted.
Action 4.4 No separate costs were incurred for this action item. Staff training was during PD days.
Action 4.5 Costs have not yet been incurred for this action item. The planning did not progress as far as was expected.
Action 4.6 The cost of new projectors and A/V services was not fully accounted for in the original LCAP. The full cost was $122,640; only $51K was in the initial estimate.
All other actions were within $15K of estimates.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed overall strong levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative and qualitative data.

Action 4.1 Chronic Absenteeism has improved in our district and overall we have a "blue" for Absenteeism on the CA Dashboard, our Asian Student group in "blue" exceeding goal, and our site with challenges, Havens Elementary, is now meeting goal in "green." In addition, all K-8 schools have less than 10% chronically absent students.

Action 4.2 Student Behavioral Supports: We successfully implemented and aligned administrative practice with respect to the Behavior and Support Matrix and have been reporting incidents through Infinite Campus.
Action 4.3 Improved Interpretation Services: We effectively contracted with LanguageLine to provide on-demand phone and video interpretation services. Administrators have been trained and use the service when needed, however, not all staff have been trained or rely on this service consistently.
Action 4.4. We have newly developed AI guidelines and a need to continue to provide staff training to discuss this important topic. This has been an effective start and will continue to be refined over the next two years.
Action 4.5: A few positive developments occurred with digitizing processes, however, we have not implemented a digital workflow platform. This is our logical next step.
Action 4.6: Technology Improvements in elementary classrooms was extremely effective in providing students and teachers tools for learning.
Action 4.7 New Employee Mentoring and Support: This has been an area in which we have demonstrated varying levels of effectiveness. We have an effective formal onboarding process and also a TEAM of staff who mentor and coach new teachers to the profession. As a next step, we will look to embed quarterly meetings and check-ins to better support new teacher to the district throughout the year.
Action 4.8 Recruitment and Hiring Practices: We continued to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; we expanded hiring through development of partnerships with local university programs (i.e. St. Mary's, UC Berkeley, etc.). We have included our DEIB Director on administrative hiring panels and prioritized have the DEIB director embed interview questions.
Action 4.9 Facilities Updates, Maintenance, & Campus Beautification Projects have been a focus of the district and progress has been made with a Piedmont High School approved mural and identified green spaces on campus. We will continue to build upon this progress.
Action 4.10 A draft Threat Management Plan was developed this year. Work to finalize the plan will continue in 2025-26.

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 our analysis, no metrics will be altered or modified for the 2024-2027 LCAP cycle.
Action Modifications:
4.6 Technology Infrastructure- Focus shifts from improving classroom instructional tools and infrastructure to replacing teaching labs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Chronic Absenteeism	Monitor site absenteeism and collaborate with site leaders to target and implement timely attendance interventions, and celebrate attendance consistently; coordinate available resources (including counselors, district nurses, and site staff). Monitor absenteeism of all students at Havens, and specifically Asian students, to intervene and implement timely and responsive attendance plan for this site.	$0.00	No
4.2	Student Behavioral Supports	Create and implement a balanced student behavior and support matrix protocol for responding to events on campus and building an inclusive community. Communicate with, and educate, students and community for partnership and alignment purposes focused on kindness and inclusion.	$0.00	No
4.3	Improved Interpretation Services	Reevaluate language translation services and fund interpreters as needed for non-English proficient staff and community members to more fully participate in school interactions.	$0.00	No
4.4	AI Guidelines	Collaborate with staff in order to minimize risks and maximize benefits of artificial intelligence emerging technologies.	$0.00	No
4.5	Digitize and Improve Processes	Improve internal processes in business services, educational services and human resources in order to better serve staff, students, and the community.	$15,000.00	No
4.6	Technology Infrastructure	Continually refine and enhance the needs for technology infrastructure as it relates to educational objectives as outlined in the district technology plan. Emphasis will include classroom learning technology (teaching labs); student devices (6th and 9th grades), and cybersecurity Improvements (Crowdstrike, phishing training).	$259,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	New Employee Mentoring and Support	To ensure teaching success and retention offer mentoring and support for all new certificated employees, including a formal onboarding process, regardless of years of service in the profession.	$24,000.00	No
4.8	Recruitment and Hiring Practices	Continue to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; expand hiring through development of partnerships with local university programs (i.e. Cal State East Bay, SFSU, UC Davis, UC Berkeley, etc.). Continue to refine and expand job descriptions and interview processes to incorporate DEIB practices and Board Policy that attracts diverse and highly qualified candidates.	$26,000.00	No
4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	Continue to update facilities based on need and incorporate campus beautification projects in appropriate spaces district-wide (i.e. development of green spaces for students and artistic murals including professional artists with student artists to incorporate site themes and student voice).	$884,639.00	No
4.10	PUSD Threat Management Plan	In partnership with Piedmont Police and Fire Departments, refine protocols and processes of campus safety plans to ensure a safe and welcoming environment for all students, staff, and parents. These include review of staffing and security resources and procedures, continued situational assessment, and recommendations based upon Governing Board direction and identified district and site safety priorities.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$247,834	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.898%	0.058%	$15,510.86	0.956%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** EL Learner Support and ELD Instruction **Need:** ELD instruction **Scope:** Limited to Unduplicated Student Group(s)	Provides push-in, pull-out, and ELD class instruction for English Language Learners	English Learner reclassification rate, English Learner progress indicator, English Learner programs and services

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

N.A.

Additional Concentration Grant Funding

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

Not Applicable

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	0	0

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 certificated staff providing direct services to students	0	0

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$27,604,119	247,834	0.898%	0.058%	0.956%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,234,799.00	$873,231.00	$902,626.00	$0.00	$3,010,656.00	$1,394,915.00	$1,615,741.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Culture and Community-Building - Site Level Activities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	DEIB Student-Centered Activities	All	No			All Schools	2025-26	$42,374.00	$3,000.00	$21,187.00	$0.00	$24,187.00	$0.00	$45,374.00	
1	1.3	Gender Equity in Athletics	All	No			Specific Schools: Piedmont Middle School, Piedmont High School, Millennium High School	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	DEIB Staff-Centered Trainings and Workshops	All	No			All Schools	2025-26	$112,032.00	$30,000.00	$92,922.00	$30,000.00	$19,110.00	$0.00	$142,032.00	
1	1.5	Climate Literacy Program	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Student, Parent, & Community Workshops	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Counseling/Wellness	All	No			All Schools	2025-26	$333,492.00	$52,160.00	$159,771.00	$0.00	$225,881.00	$0.00	$385,652.00	
1	1.8	Support Employee Wellness services	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	District Professional Development for Classified and Certificated Staff	All	No			All Schools	2025-26	$0.00	$39,212.00	$0.00	$14,212.00	$25,000.00	$0.00	$39,212.00	
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	Enhance Educator Professional Capacity	All	No			All Schools	2025-26	$0.00	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	
2	2.3	Supplemental Spelling & Word Study Curriculum, grades 4 & 5	4th and 5th grades	No			Specific Schools: Beach Elementary, Havens Elementary, Wildwood Elementary Grades 4 & 5	2025-26	$0.00	$5,200.00	$0.00	$5,200.00	$0.00	$0.00	$5,200.00	
2	2.4	Elementary English Language Arts Adoption, K-5	All	No			Specific Schools: Beach Elementary, Havens Elementary, Wildwood Elementary Grades K-5	2025-26	$0.00	$110,000.00	$0.00	$110,000.00	$0.00	$0.00	$110,000.00	
2	2.5	World Languages	All	No			Specific Schools: Piedmont Middle School, Piedmont High School, Millennium High School Grades 7-12	2025-27	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	
2	2.6	A-G Grant	All	No			Specific Schools: Piedmont	2025-26	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School, Millennium High School Grades 9-12									
2	**2.7**	Academic Supports for Students with Disabilities	Students with Disabilities	No			All Schools	2025-26	$411,000.00	$0.00	$411,000.00	$0.00	$0.00	$0.00	$411,000.00	
2	**2.8**	Elementary Curriculum Council	All	No			Specific Schools: Beach Elementary, Havens Elementary, Wildwood Elementary Grades K-5	Ongoing	$18,000.00	$0.00	$18,000.00	$0.00	$0.00	$0.00	$18,000.00	
2	**2.9**	EL Learner Support and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	$260,000.00	$4,000.00	$264,000.00	$0.00	$0.00	$0.00	$264,000.00	0.00%
2	**2.10**	High School Science Curriculum adoption and implementation	All	No			Specific Schools: Piedmont High School, Millennium High School Grades 9-12	2025-26	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
2	**2.11**	Multi-Tiered Systems of Support and Safety Nets	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.12**	Professional Development	All	No			All Schools	2025-26	$0.00	$73,530.00	$0.00	$0.00	$73,530.00	$0.00	$73,530.00	
2	**2.13**	Increase Opportunities for Pre-K Students with Disabilities	Students with Disabilities	No			All Schools	2025-26	$40,000.00	$5,000.00	$0.00	$0.00	$45,000.00	$0.00	$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.14	Maximize Push-In Services	Students with Disabilities	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.15	Improve Performing Arts opportunities	All	No			All Schools	2025-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.1	Local Partnerships with Organizations	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Improve Computer Science Pathway (CTE)	All	No			All Schools	2024-2027	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.3	Improve Career and Technical Education (CTE)	All	No			All Schools	2024-2027	$26,000.00	$0.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	
3	3.4	Independent Study	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$26,000.00	$0.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	
3	3.5	Science Education and Environmental Partnerships	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	College and Career Readiness & Counseling Services	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$95,017.00	$0.00	$0.00	$0.00	$95,017.00	$0.00	$95,017.00	
3	3.7	Development of Expert Speaker Series and Career Day	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Improve opportunities for Community College coursework for high schoolers	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
3	3.9	State Seal of Civic Engagement	All	No			Specific Schools: PHS, MHS	2025-26	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
3	3.10	Expand Field Trip opportunities	All	No			Specific Schools:	2025-2027	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Beach, Havens & Wildwood Elementaries									
4	4.1	Student Chronic Absenteeism	All Students with Disabilities Asian, English Learners	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Student Behavioral Supports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Improved Interpretation Services	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	AI Guidelines	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	Digitize and Improve Processes	All	No			All Schools	2024-2027	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	
4	4.6	Technology Infrastructure	All	No			All Schools	2025-26	$0.00	$259,000.00	$0.00	$15,000.00	$244,000.00	$0.00	$259,000.00	
4	4.7	New Employee Mentoring and Support	All	No			All Schools	2025-26	$24,000.00	$0.00	$24,000.00	$0.00	$0.00	$0.00	$24,000.00	
4	4.8	Recruitment and Hiring Practices	All	No			All Schools	2025-26	$0.00	$26,000.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	
4	4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	All	No			All Schools	2025-26	$0.00	$884,639.00	$144,919.00	$613,819.00	$125,901.00	$0.00	$884,639.00	
4	4.10	PUSD Threat Management Plan	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$27,604,119	247,834	0.898%	0.058%	0.956%	$264,000.00	0.000%	0.956 %	**Total:**	$264,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$264,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.9**	EL Learner Support and ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$264,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,312,736.00	$17,477,383.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Culture and Community-Building - Site Level Activities	No	$0	$0
1	**1.2**	DEIB Student-Centered Activities	No	$39,272	$39,605
1	**1.3**	Gender Equity in Athletics	No	$1,000	$0
1	**1.4**	DEIB Staff-Centered Trainings and Workshops	No	$114,001	$120,705
1	**1.5**	Climate Literacy Educational Activities	No	$0	$0
1	**1.6**	Student, Parent, & Community Workshops	No	$5,000	$0
1	**1.7**	Counseling/Wellness	No	$322,345	$378,534
1	**1.8**	Support Employee Wellness services	No	$0	$0
1	**1.9**	District Professional Development for Classified and Certificated Staff	No	$40,000	$36,661

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	No	$0	$0
2	2.2	National Board Certification	No	$14,000	$12,273
2	2.3	Supplemental Spelling & Word Study Curriculum, grades 4 &5	No	$50,000	$89,108
2	2.4	Elementary English Language Arts Adoption, K-5	No	$164,998	$28,454
2	2.5	World Languages Curriculum at Secondary Level	No	$61,173	$114,611
2	2.6	A-G Grant	No	$10,000	$799
2	2.7	Academic Supports for Students with Disabilities	No	$12,044,583	$12,171,184
2	2.8	Elementary Curriculum Council	No	$14,000	$17,273
2	2.9	EL Learner Support and ELD Instruction	Yes	$219,793	$224,686
2	2.10	High School Science Curriculum adoption and implementation	No	$58,827	$39,372
2	2.11	Multi-Tiered Systems of Support and Safety Nets	No	$0	$0
2	2.12	Professional Development	No	$79,450	$46,471
2	2.13	Increase Opportunities for Pre-K Students with Disabilities	No	$48,000	$39,007
2	2.14	Maximize Push-In Services	No	$0	$0

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)
3	3.1	Local Partnerships with Organizations	No	$0	$0
3	3.2	Improve Computer Science Pathway (CTE)	No	$0	$0
3	3.3	Improve Career and Technical Education (CTE)	No	$0	$0
3	3.4	Independent Study	No	$0	$0
3	3.5	Science Education and Environmental Partnerships	No	$10,000	$32,793
3	3.6	College and Career Readiness & Counseling Services	No	$0	$0
3	3.7	Development of Expert Speaker Series and Career Day	No	$0	$0
3	3.8	Improve opportunities for Community College coursework for high schoolers	No	$0	$1,850
3	3.9	State Seal of Civic Engagement	No	$2,000	$0
4	4.1	Student Chronic Absenteeism	No	$0	$0
4	4.2	Student Behavioral Supports	No	$0	$0
4	4.3	Improved Interpretation Services	No	$2,500	$375
4	4.4	AI Guidelines	No	$5,580	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Digitize and Improve Processes	No	$5,000	$0
4	**4.6**	Technology Infrastructure	No	$176,000	$247,730
4	**4.7**	New Employee Mentoring and Support	No	$24,700	$23,596
4	**4.8**	Recruitment and Hiring Practices	No	$26,000	$26,000
4	**4.9**	Facilities Updates, Maintenance, & Campus Beautification Projects	No	$3,774,514	$3,786,296
4	**4.10**	PUSD Threat Management Plan	No	$0	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$236,981	$219,793.00	$224,686.00	($4,893.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.9**	EL Learner Support and ELD Instruction	Yes	$219,793.00	$224,686	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$26,798,845	$236,981	0.012%	0.896%	$224,686.00	0.000%	0.838%	$15,510.86	0.058%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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