

LCFF Budget Overview for Parents

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

CDS Code: 07617880000000

School Year: 2026-27

LEA contact information:

Dr. Janet Schulze

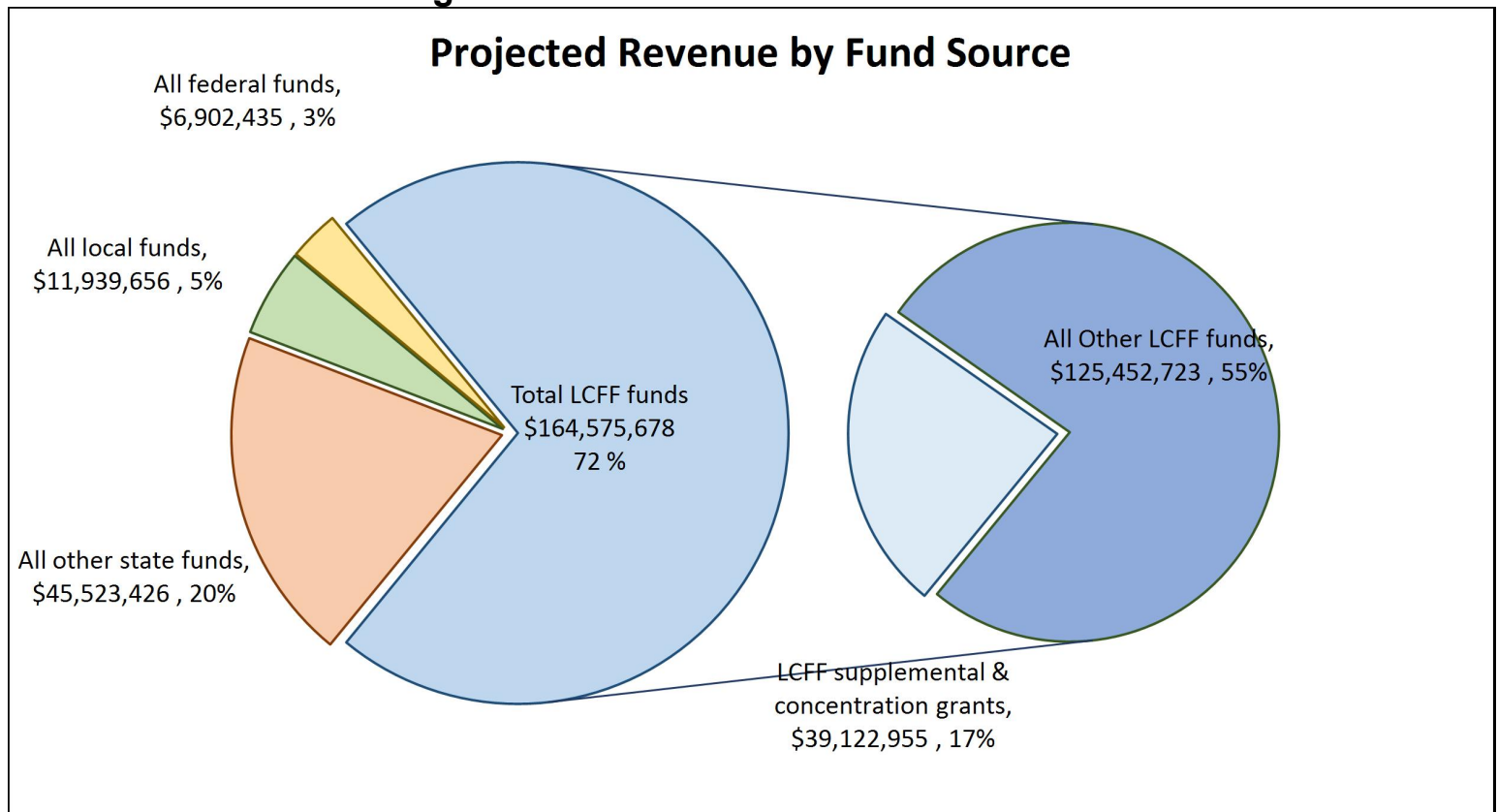
Superintendent

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925-473-2351

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

Budget Overview for the 2026-27 School Year

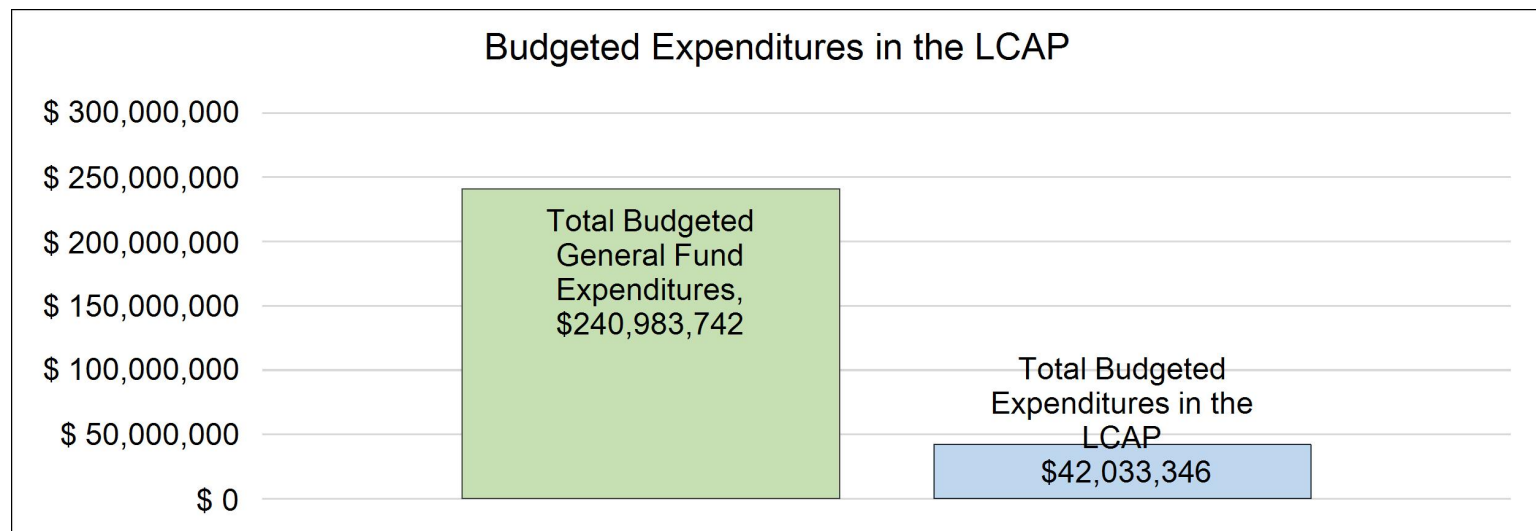


This chart shows the total general purpose revenue Pittsburg Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pittsburg Unified School District is \$228,941,195, of which \$164,575,678 is Local Control Funding Formula (LCFF), \$45,523,426 is other state funds, \$11,939,656 is local funds, and \$6,902,435 is federal funds. Of the \$164,575,678 in LCFF Funds, \$39,122,955 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Pittsburg Unified School District plans to spend \$240,983,742 for the 2026-27 school year. Of that amount, \$42,033,346 is tied to actions/services in the LCAP and \$198,950,396 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Generally, 80-85% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

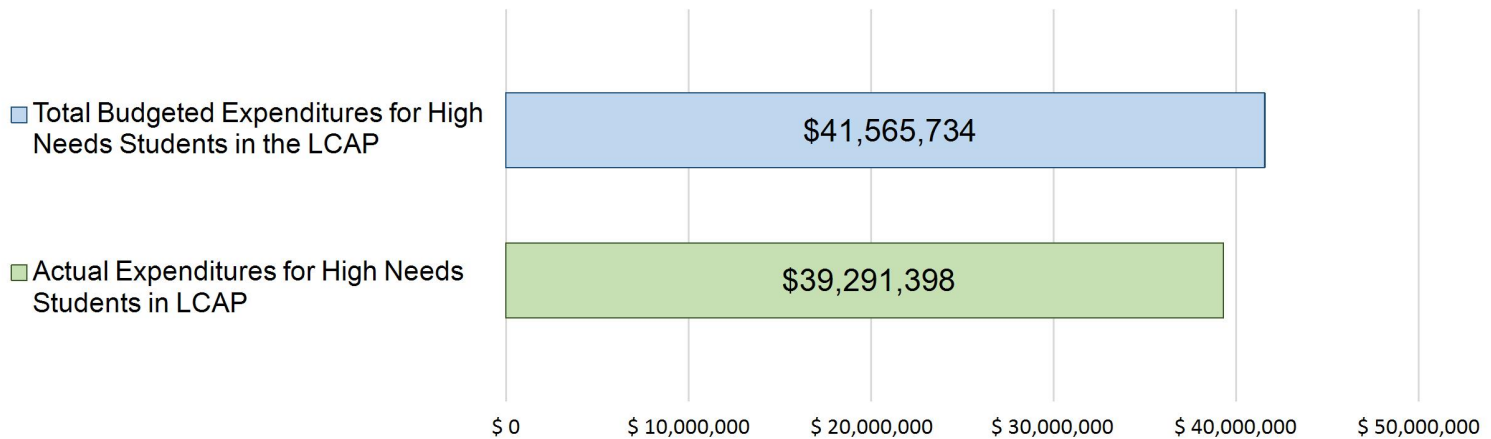
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pittsburg Unified School District is projecting it will receive \$39,122,955 based on the enrollment of foster youth, English learner, and low-income students. Pittsburg Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pittsburg Unified School District plans to spend \$41,671,725 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Pittsburg Unified School District's LCAP budgeted \$41,565,734 for planned actions to increase or improve services for high needs students. Pittsburg Unified School District actually spent \$39,291,398 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$2,274,336 had the following impact on Pittsburg Unified School District's ability to increase or improve services for high needs students:

Some of the District's LCAP expenditures have been charged to one-time funds which resulted in carry-over for the 2025-2026 fiscal year. Services for high need students were unaffected by the use of one-time funds.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Pittsburg Unified School District (PUSD) is committed to every scholar, every day. It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We have created an Equity Statement that affirms the belief that the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world. PUSD is located in Contra Costa County 40 miles east of San Francisco, CA and serves 10,683 actively enrolled Pre K -12th grade students as of Spring 2026. Our student population is 24.2% English Learners, 81.8% socio-economically disadvantaged, 65.9% Hispanic, 15.3% African American, 4.3% White, 4.5% Filipino, 3.4% Asian, 1.2% Pacific Islander, 5.1% Two or more races, and less than 1% undeclared, with an unduplicated percentage of 83%. Pittsburg has approximately 566 Teachers, 533 support staff and 95 administrators. The PUSD LCAP focuses on the 8 state priorities and the district 5 Priority Areas: Engaging and Rigorous Teaching and Learning, Equity, Access and Success, Student and Family Assets, Recruit and Retain a Diverse Staff, and Facilities and Nutrition to Support Student Learning.

PUSD has 8 Elementary Schools:

- Foothill (527)
- Heights (556)
- Highlands (505)
- Los Medanos (649)
- Marina Vista (583)

Parkside (577)
Stoneman (643)
Willow Cove (613)

3 Junior High Schools
Hillview (904)
Martin Luther King (668)
Rancho Medanos (795)

1 Comprehensive High School
Pittsburg Senior High (3485)

1 Independent Study Program under Pittsburg High School

1 Alternative High School
Black Diamond School (178)

1 Adult School Program
Pittsburg Adult Education Center

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

One challenge that the district has faced recently is declining revenue. Pittsburg's average daily attendance number is approximately 90 percent, which is below the pre-Covid number of 95 percent. With the decrease in enrollment over time and the decrease in average daily attendance rate has resulted in declining revenue. This has caused PUSD to revise its budget and reduce expenditures by initially eliminating contracted services and minimal personnel. This LCAP was written with budget reductions in mind, requiring the district to be more strategic with spending to maximize the human and financial resources at its disposal. While PUSD would love to expand services based on the identified needs of our scholars, we are conscious of the budget implications and need to operate within our means. The budget reduction process has had a significant impact on the district, requiring district administrators and labor partners to work creatively to support students under less-than-ideal budgetary conditions.

One significant development for PUSD was the development of the district Equity Statement during the 2022-2023 school year. The statement served as a call to action for educators within PUSD to actively address the barriers to educational success for our diverse community of learners. The equity statement reads as follows: We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset. We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes. We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

Another significant development in the 2025-26 school year was the development and implementation of the PUSD Literacy Implementation MTSS Action Plan and the Inclusive and Affirming School Plan, which were created as a result of the ACLU Lawsuit Settlement Agreement in October of 2024. These plans outlined strategic actions to raise achievement for Dually Identified Students known in the plan as English Learners Students with Disabilities (ELSWDs) and to remediate any identified disproportionalities or gaps in the district's processes, procedures, and practices by targeting the root causes of disproportionate identification and placement in special education and disproportionate discipline of District students. The district has sought to integrate the actions of both of these plans as part of our LCAP work to maintain coherence throughout the system.

The district has a Graduate Profile "Vision 2027" and 5 Overall Priority Areas aligned to the Board Goals and LCAP. The Priority Areas are: Engaging Rigorous and Relevant Teaching and Learning; Equity, Access, and Success; Parent and Student Assets; Recruitment and Retention of a Highly Qualified, Diverse Staff; and Facilities and Nutrition to Support Student Learning. Most of the LCAP activities are found in Priorities 1-3. Since PUSD receives the supplemental and concentration funds across all schools, our activities in the LCAP are mostly districtwide.

Black Diamond High School with an enrollment of 178 students began receiving Equity Multiplier funding beginning in the 2024-2025 school year based on eligibility due to having a high transient rate and to address the student groups in the red indicators according to the California State Dashboard. The student population at Black Diamond has fluctuated, with students moving in and out of the system throughout the school year. One of the reasons for the higher transient rate is the number of students still significantly behind in credits upon return from distance learning and requesting to attend Black Diamond throughout the year and then returning to PHS. PUSD is returning to a pre-pandemic process for enrollment in Black Diamond where the majority of students will start the year already at Black Diamond for the semester or year and then another enrollment process for the spring semester. This will allow the school to continue to strengthen its campus environment with more students wanting to remain to graduate at Black Diamond. In 2023-24, Black Diamond was named a Model Continuation High School by the State and received a full WASC accreditation in 2024. Black Diamond will continue to implement and strengthen those practices identified by the school community through the use of the Equity Multiplier funds. Black Diamond established smart goals that will support the reduction of suspension rates amongst African American students by 5 percent by the end of the 2025-26 school year. Black Diamond will increase the performance of Socio Economically Disadvantaged students in English Language Arts as measured by the CAASPP performance indicators by 2026-27.

Black Diamond will continue with the work supported by the Equity Multiplier funds into the 2026-27 school year.

Reflections: Annual Performance

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

PUSD has chosen to expend Learning Recovery Emergency Block Grant (LREBG) funds over the course of the current school year and will expire the 2025-2026 funds by the end of the fiscal year, June 30, 2026, with a remaining \$0 balance. Any additional funds acquired by the district will be addressed in the 2027 LCAP.

The district received \$841, 749 during the 25-26 school year. The funds were used in two areas, Goal 2 and Goal 3 based upon our Needs Assessment and educational partner feedback.

LCAP Goal and Action 2.4—Focus on English Learners. We used \$301,311 of the funds to strategically support this action. Action 2.4 includes support for conducting our needs assessment of English Learners, providing professional development and stabilizing the instructional time and services within our Dual Immersion programs. This aligns with Research the US Department of Education's What Works Clearinghouse as well as research from Thomas and Collier support the efficacy of these strategies. \$540.438 were used for LCAP Goal and Action 3.3 to support Social and emotional/Mental health and Behavior Supports. This included additional nursing services for students with diabetes as well as additional behavior supports focused at the early elementary years and to support attendance visits for chronically absent students. These uses align with EC Section 32526(c)(2)(A-F) of allowable uses of LREBG funds and are supported by research outlined by NASP.

Once the District has confirmed the remaining amount from the State, the District will add that amount and actions to the LCAP during the mid-year process by February 2027.

PUSD has engaged in a thorough process of reviewing the 2024 and 2025 California State Dashboard indicators to identify the strengths and areas for improvement for our district.

According to the 2023 California Dashboard, the following schools have red performance indicators in the priority areas for student groups indicated in parenthesis.

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

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

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

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

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

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

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

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

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

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

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

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

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

2023-24 PUSD - All students (Math)

2023-24 Districtwide student groups in red indicators:

ELA - African-American, English Learners, Foster Youth, Homeless, Pacific Islanders, Students with Disabilities.

Math - African-American, English Learners, Hispanic, Homeless, Two or more races, Pacific Islanders, Socio-Economically Disadvantaged, and Students with Disabilities.

English Learner Progress.

College/Career - Homeless and Students with Disabilities.

Chronic Absenteeism - Asian, Foster Youth, and Pacific Islanders.

Suspension - African-American, Homeless, Two or more races, and Students with Disabilities.

We continue to engage in collaborative cycles of inquiry to identify problems of practice related to the data to support our commitment to continuous improvement. We remain steadfast in our commitment to improving outcomes for all of our scholars through an equity lens. While we are mindful of the red indicators as articulated above for 23-24, we look to the 2024-25 dashboard to update where we continue to find student groups in the current red indicators including district wide:

Mathematics - All Groups

Chronic Absenteeism - Long-Term English Learners

College and Career - English Learners, Homeless, and Long-Term English Learners.

For the 2024-25 school year the district has the following groups performing in the red indicators:

Long-Term English Learners - Science

Foster Youth - Chronic Absenteeism and Mathematics

Students with Disabilities - Graduation Rate, English Language Arts, Mathematics, Science, and College and Career

Black or African-American - Chronic Absenteeism

Two or More Races - Chronic Absenteeism

During the 2025-26 school year, we have been able to review the California dashboard and have observed considerable growth in a number of areas. One of the key data points we have observed is the 1.1% reduction in chronic absenteeism. Administrators have reviewed and analyzed monthly attendance reports, gaining a clear understanding of the students that are chronic absent, utilizing COST/CARE teams to examine root causes of absenteeism and creating strategies to positive reduce the percentage of chronically absentee students across the system. Despite these efforts, African-American, Foster Youth, and Two or More Races remain in the red indicator on the dashboard. PUSD will continue to examine the root causes of this performance level to ensure that strategies are implemented to address. Although we have been able to observe modest gains in chronic absenteeism, attendance of our scholars has not returned to pre-pandemic levels. Prior to the pandemic, the average daily attendance of our scholars was approximately 95 percent. Over the last couple of years, our average daily attendance rate continues to hover at approximately 90 percent. The persistent lack of attendance has impacted district revenue, including our instructional practices, initiatives and programs, and the overall academic performance of our scholars. A positive highlight within PUSD is the reduction of suspension rates. PUSD has been able to reduce the overall suspension rate by .6% which follows a 2% reduction in the previous year. Although the suspension rate for African-American student has declined by 2% during the same time frame, we remain concerned regarding the disproportional outcomes for African-American scholars. There is still work to do on behalf of our African-American scholars to reduce disproportionality.

Academic Performance 2025

Mathematics and English Language Arts - This year we observed gains in English Language Arts. PUSD was able to increase by 15.9 points in ELA. With the exception of Students with Disabilities, all other student groups were above the red indicator. This data is promising as it demonstrates the positive impacts of initiatives aimed at improving outcomes for all PUSD scholars. In regards to Mathematics, PUSD observed a growth of 8.2 points. With the exception of Foster Youth and Students with Disabilities, we observe that students are above the red indicator performance level. This result is also encouraging because it is reflective of systematic improvement for PUSD scholars. PUSD

continues to examine the performance of all groups and unpack the challenges that are faced with our support for Students with Disabilities. Through the use of Equity Walkthroughs, we continuously identify the strengths and challenges within our instruction practices, working with Administrators and Instructional Leadership Teams (ILTs) to identify problems of practice related to instruction. Each site was tasked with identifying a change idea as part of an instructional cycle of inquiry. The change ideas were monitored through data collection and revisited throughout the year, to increase the effectiveness of each strategy chosen.

For this school year, PUSD developed 3 anchors to guide our work. Anchor 1 is centered on Culturally Responsive Effective First, Best Instruction in all Content Areas and Grade Levels: With a Focus on Academic Discourse for 2025-2026. Anchor 2 addresses Literacy: with a focus on the Implementation of new literacy assessment (mCLASS DIBELS) kindergarten-3; We also emphasized the use of data to implement targeted Literacy Support during the day (high impact tutoring, Universal Access Time); secondary literacy: focus on Junior Highs (Goal of identifying a Tier 2 for all Jr Highs by Dec; implement use in January). Anchor 3 -Access: COST/CARE/SST 504's and IEPs: Training in all areas and follow up for implementation has created professional development for teachers that include a focus on tier one instructional strategies. As part of our work with Understanding By Design, we will focus on standards based education through the lens of a culturally relevant and sustaining education. PUSD will seek to provide an engaging curriculum that will be student-centered, meaningful, and affirming. PUSD will use local indicators, performance on I-Ready assessments, Acadience data, and reading and writing assessments to monitor the progress of our scholars towards preparing them for the CAASPP.

English Learner Progress - For the 2024-2025 school year, the CA dashboard indicated that 46.8% of our English Language Learners (ELs) are making progress, representing a 3.1% increase.

MLK and Rancho Medanos status is BLUE

Heights, Hillview, and Stoneman status is GREEN

LTEL groups in junior high are significantly outperforming all other ELs

Hillview: 58.3%, MLK: 60%, Rancho: 73.3% vs. District 43.6%

LTEL groups in high school status are YELLOW, but are increasing the number of students making progress

Heights, Stoneman, Rancho LTELs, and Pittsburg LTELs have the highest increase in their status

Heights: +14.1%, Stoneman: +9.1%, Rancho LTELs: +9.7%, and Pittsburg LTELs: +8.1%

Highlands and Marina Vista are the only two sites with the status of RED, and Willow Cove is with the status of ORANGE

Additional targeted support was provided to the three sites identified as red and orange by strategically scheduling family EL Data Chats, enhancing awareness of reclassification criteria and students' current progress. Focused professional development (PD) addressing the specific language needs and learner typologies of English learners (ELs) was delivered to the three junior high schools during minimum days. Further PD was offered to Parkside, Stoneman, and the Secondary ELD team, concentrating on ELPAC task types and strategies to prepare students for the Summative ELPAC assessment. Junior high ELD teachers continued to consistently integrate AVID Excel practices and routines into LTEL courses to strengthen academic language development. Sites demonstrating sustained growth intentionally implement robust structures and routines, both inside and beyond the classroom, to support English language learners (ELs) effectively. During expanded learning, targeted language support was provided at five of eight elementary sites and two of three junior high schools. District walkthroughs highlighted a critical need to systematize student discourse practices and structures to boost engagement, ownership, and voice —key factors in scaffolding language development and establishing consistent routines around language use for English Language (EL) success.

College and Career Preparedness - Our overall College and Career Indicator is in the yellow performance level with 34.7% of our students having met the criteria for being “prepared.” This represents a gains of 3.1% for the 956 scholars in this area of the California Dashboard PUSD Student with Disabilities are in the red designation, while other all other student groups are either Yellow or Green. This data is concerning, PUSD has regressed in college and career preparedness in comparison to previous performance where there was indication of progress. As of two years ago PUSD was in the Green performance band, with 52.9% of students designated as “prepared”, an increase from years prior with no student groups designated as red. We were able to further examine our data and found a procedural error where the students who took courses through our dual enrollment program were not properly identified or labeled in our data system. This meant that some of our students who took a dual enrollment course did not show up in our data on this metric. This does not account for all of the decline and we will continue to expand our access to CTE and dual enrollment courses, along with emphasizing the A-G requirements as part of graduation. We will also continue to increase our State Seal of Biliteracy rates.

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

PUSD has continued used a variety of tools and measures to track progress in implementing Academic Standards, these include LCAP/LCFF reports on status and public meetings; internal reviews of Central Office staff; hiring processes; curriculum adoption processes, presentations and approvals; observations and Equity walk-throughs; professional development schedules and artifacts; coaching docs; and Board presentations and documents that provide qualitative information on the status of curricula, courses, expanded learning and professional learning. A grid summarizing high-level indicators of progress across subjects was presented at the June 17, 2026, Board meeting on LCAP & Local Indicators (available on PUSD Board Docs from PUSD website). Highlights of status and progress: Every Fall at the beginning of the school year the Board reviews and passes a Resolution on the Sufficiency of Materials, including listings of current curricular adoptions in key academic areas (Sep 28, 2022; Sep 27, 2023). English Language Arts, Math and ELD - PUSD has aligned materials with the CA Common Core State Standards, In ELA new curricula have been adopted in the last three years for grades K-8, with professional development and coaching supports for shifts in instruction; and adoptions Grades 9-12 are complete. Aligned Math curricula are in place, with a completed K-12 adoption cycle, e.g., Pre-Calculus. We have implemented online interim assessments in ELA and Math, aligned with the CCCSS and the SBAC; and are supporting teachers with data for helping to group students and personalize instruction; at the middle school level the online assessments also identify/provide online supplemental instructional resources/programs, identified based on students' performance on the assessment, to augment standards-based classroom instruction. Our LCAP/LCFF actions/strategies support alignment with CCCSS in multiple ways, including through an Early Literacy initiative that involves aligned-materials, professional learning and coaching opportunities; the use of Performance Tasks in Math (known as MARS Tasks); and use of supplemental evidence-based online learning resources in ELA for English Learners (Imagine Learning). We have adopted Next Generation Science Standards and implemented K-Chemistry and there is a recommendation for high school physics adoption; there is a current recommendation for a high school adoption. In History-Social Science our secondary schools completed adoptions and elementary is providing access to materials and supporting professional development to continue to better align with CCCSS (e.g., Understanding by Design curriculum framework). PUSD has substantially expanded access to AP courses and Career Technical Education Pathways, as reported in our LCAP (June 17, 2026).

Significant investments continue in VAPA and Music curricula and opportunities; including a new VAPA Teacher on Special Assignment (TOSA).

Academic Engagement

Chronic Absenteeism - This year we were able to observe an overall 8.5 % decrease in rates of Chronic Absenteeism. We credit the intervention plans created and implemented by our sites, addressing barriers in school attendance for our scholars. Despite these intensive efforts, PUSD has been unable to recover to the attendance rates that existed prior to COVID-19. Chronic absenteeism remains the largest barrier since the pandemic that impacts our students' success in all other areas of the dashboard. Prior to the pandemic, As previously stated, PUSD had an average daily attendance rate of 95%, currently we have an average daily attendance rate of approximately 91%, an increase from the prior year, but significantly lower than our pre-pandemic ADA. We have worked with site leaders to create inclusive school communities, using Full-Service Community School strategies to address the whole child. In 2025-26, schools integrated Saturday academies which aim at increasing attendance recovery. Strong participation of families in the Saturday academies serves as a positive indicator of future attendance performance. Concurrently, each school site has been assertive in their efforts to improve attendance, reviewing data consistently, providing interventions and incentives, and communicating weekly messages to families encouraging attendance. PUSD continues to employ both Student Attendance Review Teams (SART) and the Student Attendance Review Board (SARB) as strategies to address students that are chronically absent. Additionally, PUSD works to address socio-emotional health needs of our scholars, as well as providing wellness services to address the challenges that are faced by our scholars. We also advanced our efforts to support short term Independent Study with students completing their work while being absent and returning the work for credit. We also continue to observe the demand for long term Independent study which we support with additional section of Independent Study being available for high school students.

Graduation Rate - The graduation rate has demonstrated a slight decline of 1.8% to 85.9%. This slight decline is primarily due to the district choosing not to allow scholars to benefit from waiving graduation requirements that was in place during and after COVID. PUSD graduation rate is slightly lower than state averages overall and specifically for English Learners, African-Americans, Hispanic, and Socioeconomically disadvantaged students. PUSD has worked to support credit recovery options for scholars and support students to ensure that they remain on diploma tracks. PUSD saw challenging data in the decreased graduation rate of students with disabilities and for African-American scholars. PUSD will continue to monitor students progress toward completing graduation requirements and continue to implement targeted interventions to support reaching the 95 percent year 3 outcome articulated in the LCAP plan.

Access to a Broad Course of Study - The California Dashboard indicates “Standards Met” for progress towards students having access to, and being enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. This information was presented to the local governing boards at a regularly scheduled meeting and reported to educational partners and the public through the Dashboard. PUSD used a variety of tools, measures and information sources for determining whether all students have access to a broad course of study. These include: Secondary Master Schedules and Course Catalogs, course enrollments, course completions, graduation tracking, A-G participation and tracking, AP enrollments, WASC study data and other related data. Elementary gradebooks that reflect areas of instruction and standards-based grades across instructional areas were used to ensure our elementary students are making progress towards mastering or exceeding grade level standards. Data analysis, protocols, and reflections are used in PUSD’s bi-monthly meetings of central office leadership and site leadership and staff. Regularly scheduled district walk-throughs

using our PUSD Equity Walkthrough Tool and site based classroom observations are also used as indicators on the progress of our students around UC/CSU preparation, Career Pathway participation, AP participation, and test performance. These equity walkthroughs also add to our understanding of our students' experiences in PUSD. We continue to disaggregate all of our data sources to understand the access, participation, and success of our traditionally underserved learners in all of our various programs.

All PUSD students continue to have access to the broad course of study outlined in the Ed Code for elementary and secondary grade spans, across all PUSD sites. PUSD annually looks for discrepancies in participation across student groups as well as outcomes of student success in our programs. This helps us identify if our different racial/ethnic groups are being proportionally represented in the number of students graduating with UC/CSU eligibility and also helps us identify if our student groups are maintaining grades of C or better. Although PUSD does not have entrance criteria for our AP Courses or our CTE Pathways we look at our student group data to identify if we have true representation in our student participation in AP courses, CTE pathways, etc. Through a local Parcel Tax fund, and Prop 28 funding, PUSD has expanded access to VAPA across sites, and has rolled out music curricula - Quaver. We have added a VAPA TOSA to coordinate our efforts at the district level and have music as an option at every site K-12. We monitor our VAPA programs as well for equitable student participation and success.

This year, site Administrators were asked to revise their School Site Plans (SPSA) in the spring. The change in the cycle of completing will allow for schools to start the school year with a clear plan, activities, and goals that will benefit the scholars, staff, and community. also seek to address issues of equity and access based on data and through evidence-based practices, including districtwide interim assessments. During the 2025-2026 school year we trained all site leaders on how to use the Cycle of Inquiry and Continuous Improvement Tools to help them work with their Instructional Leadership Teams in order to meet site goals and to improve student outcomes. This year we have worked as a district team to implement both the Affirming and Inclusive School Plan and PUSD Literacy Implementation plan to address the experience of our African American students as well as our students who are dually identified as English Language Learners and Students with IEP's.

Through our district priorities and LCAP, as well as our site plans and practices, PUSD sought to strengthen the engagement of students in their broad course of study. We continue to focus on ensuring a strong foundation in literacy for all of our students as a gateway to meaningful participation in all other areas of study. PUSD has made Early Literacy a priority for several years. Our Early Literacy program is required at all of our elementary sites and is data-driven and includes professional development as well as coaching to maximize teachers' effectiveness. For the 2025-2026 school year we will have a large focus on strengthening Tier 1 literacy instruction in grades K-8 and implementing a Tier 2 reading intervention program in our junior highs as our data is indicating that this is a need. We are also working to strengthen the engagement of our students in our broad course of study by adding new courses for them to take to meet our graduation courses as well as the UC/CSU requirements. This year we added and adapted currently offered courses to meet our Ethnic Studies requirement. Students can now take Ethnic Studies, African American Literature, LatinX Literature, Creative Writing, or Ethnic Studies in Film to meet our requirement. We also added a CTE Pathway in Computer Science Principles (Introduction to Information Systems) to Black Diamond High School, which is our continuation High School, in order to prepare students for college and career opportunities post high school. Also during the 2025-2026 school year we have partnered with Los Medanos College (LMC), to broaden our Dual Enrollment opportunities. Our goal is to have every student earn at least 12 college credits prior to graduating from PUSD.

Although all students in PUSD have access to our broad course of study we still have students who are not accessing it with the same level of success. We continue to have over-representation/disproportionality in disciplinary referrals/actions across student groups and/or referrals

to Special Education which create a challenge for students' participation in a broad course of study as well. Chronic absenteeism, which has been exacerbated post COVID is continuing to improve annually but is still an issue for why some of our students are not participating in our broad course of study. These are some of the areas PUSD is working to address through priorities, the LCAP, re-engagement strategies, and site plans and actions to change this trajectory.

Our efforts to reduce referrals/suspensions include investments in Restorative Practices (branded Restorative Practices 2.0) of conflict mediation and positive communication, and related actions outlined in our LCAP designed to strengthen students' social-emotional learning strengths and improve school culture and climate. Based on recent training counselors are doing more to help ensure students are supported and informed in pursuing a broad course of study. The district received a grant and used funding to expand our focus on Full-Service Community Schools to all schools in our district this year. Our hope is that our community responsiveness through our Community Schools steering committees and needs assessments will increase student and family engagement and decrease chronic absenteeism and disciplinary infractions. In addition, we use our district and site Coordination of Services Teams (COST) to monitor academic and behavioral warning indicators for students, in consultation with parents, in order to provide targeted academic services (tutorial, expanded learning, etc.) and/or health or mental health or behavioral services as needed. We specifically focused on improving opportunities for African American scholars through our current CCEIS Plan, including a focus on building stronger relationships with African American families. As a result we have several parent groups such as PAAACT and FAAS. PUSD continues to engage with parent groups to ensure that our activities are in line with the priorities of the African-American community.

Conditions and Climate

Suspension Rate - In examining the California Dashboard, we have observed a decrease in our suspension rate in comparison to previous years. Though there has been an overall 2.6% decrease in suspensions, African-American students' suspension rate remains higher than the state average and disproportional in comparison to the other student groups (8.6%). This year, PUSD has engaged in a review and modification of the discipline matrix that is used to determine consequences for infractions. PUSD has also worked to incorporate restorative justice practices at each site and utilization of other means of correction to address behavioral challenges. PUSD will continue to further implement restorative practices while disaggregating data and focusing on the experience of African-American students who have been disproportionately impacted by traditional disciplinary practices. By focusing on a culture of belonging and increasing the engagement of our scholars, we endeavor to further decrease the suspension rate by fostering a positive school climate that is centered on student needs.

Basics: Teachers, Instructional Materials, Facilities - The California State Dashboard indicated "Standard Met" in regard to the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional facilities. The Human Resources department employs a variety of strategies through the year to recruit teachers into the teaching profession. Through the partnership with Alder Graduate School of Education, PUSD will see its first cohort of graduates from the teacher residency program. PUSD will hire graduating students and will celebrate the success of the program which aimed at creating a pathway into the teaching profession supporting a diverse workforce. PUSD has also worked to have open dialogue with its labor partners, working collaboratively to maintain competitive salaries and benefits commensurate with other districts within the county. The district has also worked with labor partners to develop professional development topics, ensuring that the professional development opportunities are in line with the needs of both classified and certificated staff. The district facilities and maintenance crew address facility challenges in a timely manner and ensure that facilities are maintained well and are safe for students. Professional development for teachers and staff support evidence based strategies and support for targeted intervention for scholars, with an equity lens.

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

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

Although PUSD has used the CA Healthy Kids Survey previously as one set of indicators of School Climate as well as reviewing other indicators (e.g., suspensions, referrals, Early Warning behavioral and academic indicators, social-emotional learning indicators, as well as celebrations and positive cultural activities/events/reports) we have not seen the level of participation in the survey that are representative of the community. PUSD has not administered the CHKS in the past three years PUSD has had to rely on sessions with educational partners and representation on committees such as District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC) in establishing key priorities and LCAP/LCFF/District/Site goals and goals in site's Single Plans for Student Achievement. Survey fatigue remains a concern since returning from COVID, again leading to the limited survey responses. This trend has continued in 2025-26 with limited participation of parents and scholars in this much needed survey. PUSD will continue to strategize to gather the data needed to improve our initiatives, programs, and distribution of resources. This year the greatest participation was observed during the budget survey administered in December. Over 1500 staff and families responded, providing the board with great insight into the priorities the community identified for the budget. Students also completed over 1300 surveys during this same period, elevating student voice and providing insight into the programs and initiatives that were of greatest priority. These surveys were presented to the board during Budget workshops and once again during the LCAP board workshops. These opportunities ensured that both the community and scholar input weighed into the decisions that were reached for budget expenditures and for the development of the LCAP. PUSD will continue to strategize how to effectively implement the CHKS and work to gather more participation from scholars and families.

After completing a needs assessment using data analysis to identify our unduplicated student needs and to address the gaps in our system, PUSD has decided to integrate new funds associated with the Learning Recovery Emergency Block Grant (LREBG) into the goals (2.4 and 3.3) and actions in the 2026-27 LCAP. In each goal we will outline how funds will be used to support increased student achievement according to the metrics in each goal. Backed by research, the chosen activities will support unduplicated students, highlighting effective practices and strategies that are allowable outlined by the provisions in the LREBG funds.

Reflections: Technical Assistance

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

Pittsburg Unified School District was eligible for Differentiated Assistance based upon students identified as Long Term English Learners (LTEL) and students experiencing Homelessness having red indicators on the 2024 CA Dashboard. Our LTEL student group had a red indicator in Priority 4, Pupil Achievement, Priority 5 Chronic Absenteeism and Priority 8, College and Career Readiness. Our Homeless student group had red indicators in Priority 4, Pupil Achievement and Priority 8, College and Career Readiness. Through our collective efforts, we have seen growth with our LTEL and Homeless populations and as a result, these groups are no longer in the red indicator according to the dashboard.

According to the 2025 California Dashboard, PUSD is eligible for Technical Assistance for Students with Disabilities performing in the red indicators for the following categories: Mathematics, English Language Arts, College and Career Indicators, and Graduation Rate.

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

As part of the work of Technical Assistance, PUSD continued to review Equity walkthrough data, school climate data such as discipline and attendance, disaggregated to illuminate potential opportunity gaps within our system. The county was able to assist PUSD in unpacking our data, categorizing the data as student outcome data, implementation data, and capacity data. This helped district and site leaders look at data with a different lens, identifying opportunities to strengthen our work with focus on each category.

The county was also instrumental in helping to establish the equity data protocol that support our work. PUSD was able to develop a consistent process with common language and community agreements which allow for the work to go deeper, unpacking and analyzing data with an equity lens in support of developing specific actions. PUSD will continue to monitor the progress of our strategies and use insight gained from our analysis to guide and inform our decision making ensuring equitable outcomes for all scholars and accelerated achievement for our unduplicated scholars (Foster Youth, English Learners, and Socio Disadvantaged Youth).

As part of Pittsburg Unified School District's (PUSD) work with Technical Assistance, PUSD engaged with the County Office in a number of sessions focused on developing the use of improvement science tools within the district. From our collaboration PUSD was able to utilize improvement science tools in support of developing the capacity of Instructional Leadership Teams to develop instructional problems of practice. Each site was able to conduct root cause analysis which helped to identify barriers in the system impacting student outcomes. Through the cycle of inquiry, sites were able to identify a change idea and choose data that would support identifying the effectiveness of the chosen strategy.

In 2026-27 PUSD will continue to integrate improvement science strategies with site leaders and ILTs to support the effective use of progress monitoring and target interventions to ensure that scholars are making progress towards established metrics.

Through the work of leadership, teachers, and staff at Rancho Medanos Junior High School, the schools has exited Comprehensive Support and Improvement status. Rancho Medanos has done a great job of developing and implementing core strategies that impact student learning, discipline, and attendance. Rancho was able to utilize tools and protocols such as root cause analysis, empathy interviews, and effort to impact matrixes to deconstruct challenges and identify intervention strategies that positively impacted outcomes for students.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

Rancho Medanos Junior High School exited CSI in the 25-26 school year. Pittsburg Unified School District no longer have any schools receiving this designation.

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	In December 2025, students in grades 6 through adult school were asked to respond to a survey to support the development of the District budget. PUSD received approximately 1500 student responses receiving feedback to highlight student priorities. On April 8, the leadership students at Black Diamond High School participated in a facilitated session to provide feedback in response to questions focused on school climate, academics and instruction, equity and access, and student voice and leadership. Students were able to engage in a thoughtful discussion, highlighting mental health services as a primary focus of concern. On April 16, the Superintendent's Student Advisory Council at Pittsburg High School met to discuss providing input on the development of the LCAP. Students were able to provide direct feedback on school climate, academics and instruction, equity and access, and student voice and leadership. Student voice and experience was a strong consideration in the development of the LCAP, reflecting their priorities and activities that were important to their success. Students were also asked to complete the online district LCAP survey that was opened in early February.
District Administrators (Principals and Other Administrators)	During an "All-Administrative" meeting on January 27th, Principals, Assistant Principals, District Administrators and School Psychologists were presented current data and were able to provide direct feedback on the goals, actions, and metrics in relationship to the LCAP.

Educational Partner(s)	Process for Engagement
	Administrators were able to engage in an open discussion regarding success and challenges of the district and how the LCAP could support moving forward student achievement. District administrators were trained on the LCAP process and asked to give the presentation at site and advisory meetings. Administrators also completed the online district budget survey which was opened in early December 2025.
County SELPA	On February 5th, The Contra Costa Special Education Local Plan Area (SELPA) reviewed strategies and practices to be incorporated into the LCAP to support students with disabilities. These strategies are essential in the design of the LCAP and informs the work that will be done moving forward.
District Advisory Committee (DAC)	On March 17th, district staff gave a presentation to the District Advisory Committee (DAC) about the Local Control Accountability Plan (LCAP). The presentation included California Dashboard Data, an overview of the plan and how funds are distributed based on our unduplicated counts of student groups. DAC members were then presented with an overview of the goals, actions, and metrics in our current LCAP. Posters of these items were hung around the room and members were asked to participate in a gallery walk to provide feedback on what they would like to see in our LCAP for the 2027-2028 school year. The feedback from the DAC led to the evaluation of the effectiveness/ineffectiveness of the actions for each goal and the revisions for the work to be completed in 2026-27 school year.
District English Learner Advisory Committee (DELAC)	On April 13th, The District English Learner Advisory Committee (DELAC) engaged in a feedback sessions for the revision of the LCAP. During the first session the DELAC were presented in depth data to analyze. Due to the amount of data, it was requested that a follow-up session be held to gather thorough feedback. Prior to the second session, DELAC members were asked to solicit additional feedback from their constituents, and come prepared to provide input on the goals, actions, and metrics. This process to authentically engage the DELAC, allowing them to provide deeper insight with the additional time granted to harness their opinions.
Families of African-American Scholars (FAAS)	The Families of African-American Scholars (FAAS) was presented with an opportunity to provide LCAP input in a session held on March 16th. For the presentation, staff utilized data charts and we shared the

Educational Partner(s)	Process for Engagement
	goals, actions and metrics of the LCAP. FAAS was then asked to give feedback regarding the strengths, gaps, improvements, and revisions based on the LCAP actions. The feedback was gathered, analyzed, and converted into themes that was shared with LEA board during the LCAP Board Workshop held on April 30th. The feedback from the FAAS led to the evaluation of the effectiveness/ineffectiveness of the actions for each goal and the revisions for the work to be completed in 2026-27 school year. Members of FAAS also completed the budget survey that was opened and completed in December.
Parental African-American Achievement Collaborative Team (PAAACT)	The Parental African-American Achievement Collaborative Team (PAAACT) was presented with an opportunity to provide input in a session held on May 21st. Current data was presented to PAAACT, as well as the goals, actions and metrics. PAAACT was then asked to give feedback regarding the strengths, gaps, improvements, and revisions based on the LCAP actions. The feedback was gathered, analyzed, and converted into themes to be included in this iteration of the LCAP. The feedback from the PAACT led to the evaluation of the effectiveness/ineffectiveness of the actions for each goal and the revisions for the work to be completed in 2026-27 school year. Several members PAAACT also participated in the Black Parent Town Hall where they were also provided an opportunity to give input.
Community Meetings (Parents/Guardians)	On February 19th, Black Parents and Community Members were invited to attend a session which created space for parents to give feedback regarding their experiences within PUSD. Stakeholders were able to identify, strengths and challenges in district programs and inform the work needed to be implemented moving forward. An additional session was held in May. A zoom session was held for educational partners that were not able to attend in person. This session was held on May 26 with translated services. Current data was presented and breakout sessions were created where people could respond to prompts that were collected by district personnel. The input collected contributed directly to the development of the goals, actions, and metrics of the LCAP. Stakeholders were also asked to complete the district budget survey which was opened in December in 2025. and communicated by each school site via

Educational Partner(s)	Process for Engagement
	parents square and site newsletters throughout February, March, and April.
Pittsburg Education Association (PEA) Representatives (Local Bargaining Unit)	During a virtual session on April 20th, the Pittsburg Education Association (PEA) was provided an opportunity to give feedback for the development of 2026-27 LCAP. Due to the small gathering, staff was able to presented current data and then have an open discussion regarding the success and challenges of the district . PEA was able to share their ideas for moving forward student achievement. PEA was also able to respond to the district budget survey that was opened at the beginning of December.
School Site Meetings (Teachers, Other School personnel)	From March through May Teachers, classified, and other staff were presented information during all staff meetings, school site council meetings, and ELAC meetings, creating opportunities to provide direct feedback on the development of the LCAP. This feedback contributed directly to the goals, actions, and metrics used in the LCAP. Current data was presented during these sessions and stakeholders has an opportunity to respond to prompts asking for the strengths, gaps, improvements and revisions to the actions. The feedback was collected from these sessions helping to create the themes that were to the LEA school board in the LCAP board workshop on April 30th. Educational partners were also asked to complete the budget survey which was opened in December of 2025. The accumulation of this data has led to the revisions in the LCAP for the 2026-27 school year.
Black Diamond High School (Equity Multiplier School)	On March 25th, 2026 the Black Diamond High School staff engaged in activities to provide input into the LCAP. Black Diamond staff were presented with current data and asked to submit feedback to open ended questions. The feedback was collected and organized into themes that informed the goals, actions, and metrics of the LCAP. As an Equity Multiplier school Black Diamond was also asked to create a focus goal to address in the 2026-27 school year. On May 5, 2026, School Site Council was presented with the plan to address students needs based on the needs assessment and data analysis that have occurred throughout the year. The Black Diamond student leadership class was asked to provide feedback and staff also reviewed student

Educational Partner(s)	Process for Engagement
	survey data. These activities led to the development of the plan to spend the Equity Multiplier funds for 2026-27 to address the schools goals as articulated in the SPSA. Black Diamond has consistently reviewed data throughout the year to monitor the progress of previous expenditures, using a cycle of inquiry to ensure that the actions are in support of the goals.

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

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

1. Stakeholder Meetings and Workshops: PUSD hosted a series of stakeholder meetings and workshops that included parents, students, teachers, and representatives from community organizations. These sessions provided a platform for open dialogue where participants could share their insights, concerns, and suggestions. Specific topics discussed included student achievement, school climate and safety, parental involvement, resources and programs, equity and inclusion, communication, community partnerships, special education and diverse learning needs, technology integration, and feedback mechanisms.

2. Surveys and Feedback Forms: In December of 2025, PUSD opened a budget survey to participants to gain insight into the priorities held by the community. Access to the budget survey results will remain posted on our district website. PUSD budget survey tool was designed to gather input from those who might not be able to attend in-person meetings or preferred virtual formats. The surveys covered various aspects of school performance and community needs, ensuring a comprehensive collection of data that reflects the community's priorities.

3. Public Forums: Public forums were organized to discuss the current data and gather feedback on the current goals and actions. These events were well-publicized and strategically scheduled to maximize attendance. The community input sessions served as an opportunity for community members to engage directly with LEA officials, ask questions, and voice their opinions on proposed actions and goals.

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

The following represents feedback from our educational partners:

Goal 1:

Strengths:

- AP, AVID, MESA, Puente, Ethnic Studies
- Summer learning programs
- Equity walkthroughs

Gaps:

- No coherent ELD K–12 curriculum
- Limited CTE and literacy interventions
- Addressing student behavior

Improvements:

- Adopt standards-aligned curricula
- Expand career pathways
- Responses to discipline, data reporting of suspensions

Clarifications:

- Define rigor and equity
- Math adoption timeline
- Impact of the reductions in staffing

Goal 2:

Strengths:

- Tutoring, evening school
- AVID for LTEL/SPED

Gaps:

- Literacy gaps by middle school
- Uneven resource access from site to site
- Trauma Informed Practices

Improvements:

- K–12 literacy acceleration
- Culturally Relevant Pedagogy implementation support

Clarifications:

- Grading for equity - How will this be implemented?
- Independent study expectations

Goal 3: Student and Family Assets

Strengths:

- Strong staff-student relationships
- Parent information programs

Gaps:

- Inconsistent RJ implementation
- Limited mental health staffing

Improvements:

- RJ training and staffing
- Expanded wellness supports
- Inconsistent Community School Implementation

Clarifications:

- Measure RJ impact
- Community school expansion

Goal 4: Staff Recruitment and Staff

Strengths:

- Alder Residency
- Black Teacher Project

Gaps:

- High turnover (SPED)
- Limited onboarding opportunities

Improvements:

- Retention incentives
- Expanded mentoring for teachers

Clarifications:

- Visa support
- Mentor transparency

Goal 5: Facilities and Nutrition to Support Student Learning

Strengths:

- Universal meals
- Chromebook access

Gaps:

- Tech repair delays
- Safety staffing shortages

Improvements:

- AI guidance and PD
- CRA staffing at sites (Do we have enough?)

Clarifications:

- 1:1 device accountability for students
- District safety plan for students and staff

Outcomes and Impact: The engagement with community partners presented several key themes that has resulted in changes to be integrated into the LCAP:

Implementation Challenges: The consistency of implementation remains a concern expressed by the community during feedback sessions. While it is widely recognized that the district has many initiatives in place to address student outcome data. Stakeholder feedback indicated that there are several initiatives that are being under-utilized in PUSD due to inconsistent or incomplete implementation. PUSD will need to closely monitor the implementation of initiatives and actions to strengthen the overall impact of the work. While the implementation challenges did not result in a change to the actions, goals, and metrics, but implementation changes are outlined in the goal analysis of each section.

Safety: Safety remains a significant concern brought forth by the community. Responses to student behavior at the early grades (PK-3), and school climate at the secondary sites emerged as areas of concern needing attention. Both scholars and staff desire a safe, inclusive learning environment which will require a continued examination of safety protocols and dedicated resources. As an aspect of safety will need to be addressed through the level of support students with behavioral challenges receive. PUSD will need to continue to address student behavioral and academic challenges, and the specific interventions that are chosen to address challenging behavior.

Communication challenges: The engagement process revealed a continued need for improved communication between the schools and families. Parents revealed that the volume of messages that are communicated through Parent Square is overwhelming, leading to lack of engagement with the content. Through this process it was suggested that the district streamline the communication approach, centering the messages that are most important for parents. Parents and staff expressed the need for more bilingual staff at school sites. As a result, PUSD has developed a small task force with the purpose of examining the district's communication strategy. PUSD will investigate the possibility of creating multilingual newsletters and a revamped district community system to keep the community informed and engaged. PUSD's ongoing commitment to engaging with community partners ensures that the LCAP remains a dynamic and responsive tool, reflecting the evolving needs and aspirations of our community. Through continued collaboration, PUSD is dedicated to fostering a supportive and inclusive educational environment for all scholars.

While these themes did not result in significant change to the actions, goals, and metrics however the input informed the need to emphasize implementation strategies that is reflected in the goal analysis section for goals one, two, and three.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below 2+ Races: 34.06%; 44.5 below EL: 6.65%; 98.8 below SWD: 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below	2024 CAASPP and CA Dashboard % Meets or Exceed; pts above or below All: 28.45%; 62.4 below AA: 22.08%; 84.1 below Am Ind: 14.29%; 58.7 below Asian: 48.54% ; 9.5 below Fil: 59.09%; 22 above His: 25.97%; 68.2 below PI: 26.67%; 71.7 below Wh: 37.03%; 36.2 below 2+ Races: 34.03%; 50.3 below EL: 6.36%; 95.7 below SWD; 6.47%; 131.8 below SED: 26.20%; 68.9 below FY: 5.26%; 127.3 below Hmls: 17.88%; 103.8 below	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below	CA Dashboard and CAASPP Year 3 All Tested Students All Tested Grades Meet or Exceed: 40% 54 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11) AA: 40% 74 pts below Am Ind: 30% ; N/A Asian: 60% ; 8 above Fil: 70% ; 35 above His: 40% ; 50 below PI: 40%; 50 below Wh: 50% ; 30 below 2+ Races: 50%; 30 below EL: 30% 85 below SWD; 30% 120 below SED: 40%; 55 below	Difference from Baseline: Percentage Points Difference; Change in Baseline Distance from Met All: +4.44%; +16.5 AA: 6.29%; +20.0 Am Ind 21.01; Not reported Asian: 5.22%; +1.8 Fil: 0.44%; 9.4 His: 3.96%; 16.8 PI: 7.29%; 34.6 Wh: - 0.11%; -3.0 2+ Races: 5.17%; 14.6 EL: 0.09%; 18.8 SWD; - 1.13%; -11.5 SED: 4.31%; 16.9 FY: Too Few; 19.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hmls: 19.40%; 99.9 below			FY: 35% 90 below Hmls: 30% ; 70 below	Hmls: 6.52%; 23.1
1.2	Mathematics as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Hmls: 2.9%; 153 below	2024 CAASPP and CA Dashboard % Meets or Exceed; pts above or below All: 15.17%; 106.3 below AA: 8.82%; 131.8 below Am Ind: 35.71%; 57.9 below Asian: 35.07%; 47.8 below Fil: 40.16%; 25.9 below His: 12.91%; 112.1 below PI: 24.13%; 88.6 below Wh: 23.04%; 83.7 below 2+ Races: 19.72%; 89.6 below EL 4.75%; 130.2 below SWD: 4.33%; 163.2 below SED: 13.46%; 112.4 below	2025 CAASPP and CA Dashboard % Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%. 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below	CAASPP and CA Dashboard Year 3 All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below	Difference from Baseline: Percentage point change; change in Distance from Met All: 1.89%; 9.3 AA: 4.20%; 14 Am Ind: -9.67%; NA Asian: 4.09%; 14 Fil: -.48%; .04 His: 1.08%; 7.2 PI: 6.64%; 52.4 Wh: - 1.86%; -10.2 2+ Races: 3.87%; 22.7 EL 1.44%; 12.2 SWD: - 0.54%; 10.5 SED: 1.65%; 13.6 FY: Too Few; -44.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: 0.00%; 177.3 below Hmls: 7.05%; 145.6 below	Hmls: 14.22%, 117 points below	SWD: 20%; 148 below SED: 30%; 94 below FY: 25%; 121 below Hmls: 20%; 100 below	Hmls: 11.32%; 36
1.3	California Science Test (CAST) (4A)	2023 CAST data - Met or Exceeds All; SED; EL; FY (as percentages) FY: too few to report. 5th: 13.92; 12.00; 1.73; not reported 8th: 17.69; 15.36; 0.00; not reported 11th : 18.35; 17.36; 1.82; not reported 12th: 8.93; 12.20; 0.00; not reported	2024 CAST data - Met or Exceeds All; SED; EL; FY (as percentages) FY: too few to report. 5th: 15.89; 14.41; 3.21; not reported 8th: 17.04; 15.00; 0.00; not reported 11th : 12.10; 11.01; 0.60; not reported 12th: 2.70; 3.45; not reported; not reported	2025 CAST data - Met or Exceeds Gr: 5,8,11, and 12th FY: too few to report 5th: 19.47% , 17, 4, Too Few 8th: 14.09%, 13, 1, Too Few 11th: 20.00%, 20, 2.47, Too Few 12th: 10.00%, 5, 6.25, too few	CAST Year 3 - Met Exceeds All; SED; EL; FY (as percentages) 5th: 25; 25;10, 20 8th: 27; 27; 10; 20 11th: 35; 35; 20; 20 12th: 35; 35; 20; 20	CAST Yr 1 Difference from Baseline: All SED EL FY 5th: 5.55 5 2.27 N/A 8th: -3.6 - 2.36 0 N/A 11th: 1.65 2.64 .65 N/A 12th: 1.07 -7.2 N/A N/A
1.4	Graduation Rate (5E)	2022-23 - DataQuest All students: 87.6% AA: 84.0% EL: 79.8% SWD: 69.1% SED: 87.0%	2023-24 - DataQuest All students: 87.6% AA: 86.8% EL: 80.1% SWD: 75.4%	2025- DataQuest All students: 85.9% AA: 87.4 EL: 76.2% SWD: 65.8% SED: 86.3%	Graduation Rate Year 3 All: 95% AA: 95% EL: 90% SWD: 80% SED: 95%	Difference from Baseline: All: -1.7% AA: 3.4% EL: -3.6% SWD: -3.3% SED: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: * cohort of 10 or less no reported rate	SED: 87.4% FY: * cohort of 10 or less no reported rate	FY: no reported rate		FY: Too few to report
1.5	Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)	4-Year Adjusted Cohort Graduation Rate (ACGR) - DataQuest 2022-23 All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report	4-Year ACGR - DataQuest 2023-24 All: 31.7% AA: 28.7% EL: 13.1% SED: 30.0% FY: Too few to report	4-Year ACGR - DataQuest 2024-25 All: 35.4% AA: 38.3% EL: 17.9% SED: 33.0% FY: Too few to report	UC/CSU Requirements of Grads All: 50% AA: 50% EL: 30% SED: 50% FY: 30%	4-Year UC/CSU Ready Change from Baseline: All: -2.2% AA: 8.5% EL: -5.7% SED: -1.7% FY: Too few to report
1.6	Students who have passed an advanced placement examination with a score of a 3 or higher as measured by the AP tests. (4G)	Spring 2023 AP Administration per College Board 42%	Spring 2024 AP Administration per College Board 61%	Spring 2025 AP Administration per College Board 47%	Spring AP Year 3 50%	Change in AP Pass Percentage from Baseline: 5%
1.7	Early Assessment Program (4H)	2023-24 Aeries Analytics Ready or Conditionally Ready ELA: 28.8% Math: 9.8%	2024-25 Aeries Analytics Ready or Conditionally Ready ELA: 30.2% Math: 9.5%	2025-26 Aeries Analytics Ready or Conditionally Ready ELA: 39.11 Math: 16.05	11 Grade Early Assessment Program Ready or Conditionally Ready ELA: 50% Math: 40%	EAP Difference from Baseline Ready or Conditionally Ready ELA: 10.31% Math: 6.25%
1.8	Completed CTE courses from approved pathways (4C)	2022-23 CALPADS All: 47% AA: 46% His: 47% EL: 34%	2023-24 CALPADS (Report 3.11) All: 48% AA: 49%	2024-2025 CALPADS (Report 3.11) All: 48.8% AA: 48.4%	Year 3 CALPADS All: 54% AA: 53% His: 54% EL: 40%	CALPADS (Report 3.11) All: 1.8% AA: 2.4% His: 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 47% SWD: 39% FY: 33%	His: 48% EL: 39% SED: 47% SWD: 34% FY: Too few < 10	His: 49.3% EL: 39.3% SED: 48.4 SWD: 41 FY: Too few < 10	SED: 54% SWD: 45% FY: 40%	EL: 5.3 SED: 1.4% SWD: 2.0% FY: Too few
1.9	English Learner pupils who make progress toward English Proficiency (4E)	2023 Dashboard: 41%	2024 Dashboard: 43.6%	2025 Dashboard: 46.8	Year 3 Dashboard: 55%	Change in EL Progress: 5.8%
1.10	Completed courses that both satisfy requirements for UC/CSU and CTE approved pathways (4D)	2022-23 CALPADS All: 32% AA: 33% EL: 28% SED: 19% SWD: 25% FY: 20%	2023-24 CALPADS All: 35% AA: 38% EL: 22% SED: 34% SWD: 24% FY: Too few < 10	2024-2025 CALPADS All: 41.6% AA: 46.3% EL: 27.8% SED: 38.2 SWD: 29.8 FY: Too Few < 10	Year 3 CALPADS All: 54% AA: 53% EL: 40% SED: 54% SWD: 30% FY: 36%	Difference from Baseline All: 9.6% AA: 13.3% EL: -.2% SED: 19.2% SWD: 4.8% FY: NA
1.11	Implementation of standards for all students and enable English Learners access to CCSS and ELD standards (2A, 2B)	2023 - 100% of PUSD students have access to CA standards, including ELD	2024 -100% of PUSD students have access to CA standards, including ELD	2025 -100% of PUSD students have access to CA standards, including ELD	100% of PUSD student have access to CA standards, including ELD	No change: 100% of students have access.
1.12	Chronic absenteeism rate (5B)	2023 CA Dashboard Chronic Absence Chronic Absenteeism All: 37.3% Asian: 26.2% AA: 47.8% PI: 57.9% Filipino: 20.5%	2024 CA Dashboard Chronic Absence Note: Chronic Absenteeism was not part of Goal 1 in Last Year's LCAP.	2025 CA Dashboard Chronic Absence Chronic Absenteeism All: 28.8% Asian: 17.0% AA: 40.3% PI: 50%	CA Dashboard (return to pre-pandemic rate) All: 11% Asian: 3.1% AA: 21% PI: 32% Filipino: 5% Hispanic: 20% White: 20%	CA Dashboard Chronic Absence Negative = reduction, improved All: % -8.5% Asian: -9.0% AA: -7.5% PI: -7.9% Filipino: -8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 35.4% White: 41% Homeless: 56.2% SWD: 45.6% EL: 33.2% SED: 38.6% FY: 45.7%	Chronic Absenteeism All: 30% Asian: 18.9% AA: 40.4% PI: 50% Filipino: 13.2% Hispanic: 28.3% White: 32.1% Homeless: 42.5% SWD: 37.7% EL: 27.8% SED: 31.9% FY: 37.5%	Filipino: 12.3% Hispanic: 27.3% White: 27.7% Homeless: 41.0% SWD: 36.7% EL: 25.2% SED: 30.6% FY: 54.3%	Homeless: 31% SWD: 23% EL: 8% SED: 13% FY: 20%	Hispanic: -8.1% White: -13.3% Homeless: -15.2% SWD: -8.9% EL: -8.0% SED: -8.0% FY: 8.6%
1.13	Suspension rate (6A)	2023 Dashboard All: 6% AA: 14.5% Two or More Races: 8.4% White: 5.5% SWD: 9% EL: 3.9% SED: 6.3% FY: 15.1% Homeless: 9%	2024 Dashboard All: 4% AA: 10.8% Two or More Races: 6% White: 5.1% SWD: 5.6% EL: 1.9% SED: 4.1% FY: 12.2% Homeless: 4.7%	2025 Dashboard All: 3.4% AA: 8.6% Two or More Races: 4.6% White: 3.5% SWD: 4.8% EL: 2.8% SED: 3.7% FY: 7.5% Homeless: 4.9%	Year 3 Dashboard All: 4% AA: 5% Two or More Races: 3% White: 2% SWD: 5% EL: 3% SED: 5% FY: 5% Homeless: 4%	CA Dashboard Negative = reduction, improvement All: -2.6% AA: -5.9% Two or More Races: -3.8% White: -2.0% SWD: -4.2% EL: -0.2% SED: -2.6% FY: -7.6% Homeless: -4.1%
1.14	College and Career (4H)	Dashboard % Prepared 2023 All: 28% AA: 11.8% Two or More Races: 17.1%	Dashboard % Prepared 2024 All: 25.9% AA: 20.2% Two or More Races: 17.5%	Dashboard % Prepared 2025 All: 34.7% AA: 29.% Two or More Races: 28.8	Dashboard % Prepared Year 3 All: 33% AA: 20% Two or More Races: 25%	Dashboard % Prepared All: 6.7% AA: 17.2% Two or More Races: 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 32.4% SWD: 2% EL: 11.8% SED: 25.4% FY: % (N/A, too few) Homeless: 8.4%	White: 33.3% SWD: 7% EL: 8% SED: 24.8% FY: Too few Homeless: 8.5%	White: 42.5% SWD: 8.5% EL: 16.5% SED: 33.9% FY: Too few Homeless: 8.5%	White: 38% SWD: 12% EL: 22% SED: 30% FY: % (N/A, too few, if counted improve at least 10% per year if a percentage is posted) Homeless: 18%	White: 10.1% SWD: 6.5% EL: 4.7% SED: 8.5% FY: Too few Homeless: 0.1%

Goal Analysis [2025-26]

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

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

PUSD engaged in multiple actions and activities to support all scholars throughout the PK-12 system. The following sections articulate the implementation of actions and capture the successes and challenges of implementation in support of goal 1.

Action 1.1 - 1.3 Over the course of the 2025-26 school year, our high schools have continued to work on ensuring that all students are college and career ready. PUSD continues to fund College and Career Counselors and a Workforce Liaison who plan a variety of activities to encourage college and career readiness. There are college fairs and college informational nights held multiple times annually and are accessible for all students. In addition, there are college visits that students can elect to attend as well as job fairs and field trips to businesses in the area to learn more about different career paths. We continue to offer a variety of Career Technical Education Pathways and regularly elicit input from students on their interests for new pathways or changes to the pathways. As a result of their input, we have added new pathways and added specific courses to some of our pathways to make them more robust and more in line with student interest and current industry needs. All students have the opportunity to enroll in Dual Enrollment courses offered by Los Medanos College, Diablo Valley College, and now Cal State East Bay. We also continue to offer a variety of Advanced Placement Courses to all of our students who are interested in taking them. Our goal is to have all students graduate with up to 12 college credits. We also continue to fund two college matriculation programs (Puente and AVID) and fund counselors to assist with the success of these programs.

Action 1.4 - 1.6 As a system we worked on building a coherent way of approaching how to look at our data and how to effectively respond to our data. We implemented a district wide data protocol (Equity Data Protocol) and provided training to site Instructional Leadership Teams (ILTs) on using the cycle of inquiry and improvement science to create detailed action plans to respond to data. Our goal is to ensure that all of our ILTs have the tools and resources needed to work collectively to effectively and intentionally change student outcomes. In assessing the effectiveness of our work with the ILT's we discovered that some sites were having barriers with implementation of their action plan.

Therefore, in December 2025, we had our site leaders participate in a Critical Friends Protocol, which allowed them to collaborate to specifically address implementation barriers. This strategy supported growing the collective capacity of our ILTs in positively impacting student outcomes.

Action 1.4-1.6 Yearlong Professional Development and site support for building efficient Instructional Leadership Teams (ILTs) that use the cycle of inquiry to address instructional needs. In PUSD, ILTs are responsible for implementation of the district's instructional vision. ILTs utilized a cycle of inquiry to address the problem of practice, consistency evaluating the effectiveness of teaching practices by examining data generated from I-ready and or Acadience assessments. All site administrators and full-service community school coordinators received several trainings this year on how to use the cycle of inquiry to create effective Instructional Leadership Teams that were focused on making a positive impact on student outcomes. Training was provided on the components of the cycle of inquiry, as well as on continuous improvement tools for conducting root cause analyses to determine change ideas in order to create a data driven achievable action plan. We realized early in the year that our sites were struggling with facilitating their Instructional Leadership Teams, so we slowed down our work and provided some basic training on the composition of the team, how to organize meetings and agendas, meeting norms, etc. At each site, ILTs were able to conduct one walkthrough in the Fall, and one in the Spring. In April of 2025 we conducted empathy interviews with our principals to gather data on the effectiveness of our trainings on Instructional Leadership Teams. We found that our principals are seeing much more success in facilitating their teams and have a much better understanding of how to use the cycle of inquiry to change student outcomes. ILTs are still learning how to use continuous improvement tools to identify specific attainable change ideas to build their action plans around. For the 2025-2026 school year we will introduce additional continuous improvement tools for our leaders to use with their teams and will support our leaders with training their teachers with the cycle of inquiry so they can begin using it at the grade or department level.

Action 1.5 District administrative staffing for instruction and targeted intervention and support has consisted of providing staffing support at sites to utilize our Equity Data Protocol to highlight strengths and opportunities for improvement within our student achievement and climate data. The consistent use of the Equity Data Protocol helped to address the previous challenge of inconsistent data monitoring and analysis practices. PUSD has strengthened its commitment to data-informed decision-making. Saturday Academies has emerged as a successful strategy to address attendance intervention. These Saturday Academies were implemented to address the attendance challenges that face PUSD. Scholar participation at the Saturday Academies has exceeded expectation with families enthusiastically participating in these additional learning opportunities.

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

A thorough review of the budget has revealed that there have been no material differences between budgeted expenditures and estimated actual expenditures.

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

LCAP Goal #1 focused on the following actions and found variations in effectiveness according to the chosen metrics. Note that the metrics for these goals are based on the California Dashboard which captures "lagging data" from 2025 before the implementation of the below actions:

- 1.1 College and Career Readiness for Focus Groups
- 1.2 College and Career Readiness Supporting Multi-Lingual Learners
- 1.3 College and Career Readiness Exploration
- 1.4 Progress Monitoring of Performance and Evaluation of Student Data
- 1.5 District administrative staffing for instruction and targeted intervention and support
- 1.6 Support for implementation of School Plan for Student Achievement (SPSA)

Action 1.1 - 1.3 According to Metric 1.14 comprised of California Dashboard data, we are seeing some success with this goal. We have seen an increase in our College and Career Readiness percentages in all of our student groups over the last two years. This includes a 6.7% growth overall, 4.7% growth for English Learners, 8.% for socioeconomically disadvantaged youth and 6.5% for students disabilities. That being said, we have seen a slight decrease in our graduation rates, metric 1.4 (-1.7%) for all of our student groups, with -.6% for ELs, -3.3 for SWDs, -0.7 for SED, and foster youth, too few to report. Metric 1.1 and 1.2 show that our CAASPP scores went up in both ELA and Math for our scholars this past school year. We were able to note a 4.44% growth in ELA and a 1.89 growth in Math. This success along with the completion data of Dual Enrollment classes and CTE Pathway completers have caused our increase in the College and Career Readiness Data. We believe that our districtwide focus on using our Instructional Leadership Teams at each site to develop and implement data driven action plans to improve instruction is working in increasing our CAASPP scores. We also see that our open enrollment for Dual Enrollment, CTE, and AP courses continues to generate large numbers of students participating in these classes and programs allowing for us to increase our College and Career Readiness data outcomes.

College and Career Readiness for Focus Groups was effective based on Metric 1.10 which captured the increase the 9.6% in the number of students completing CTE courses. Socioeconomically disadvantaged students improved by 19.2%, English Learners decreased by 0.2% and Foster Youth were too few to list. Additionally, in review of Metric 1.8, students in multiple student groups increased in the number of UC/CSU courses completed. This action was effective for English Learners, in reference to metric 1.9 in which we observe a 5.8% increase in English Learner progress. In Metric 1.10, we observed an overall increase of 9.6% in the number of students that completed courses that satisfied both requirements for both the UC/CSU and CTE approved pathways. Given our data, schools across the district are continuing to place emphasis on creating a college going culture supported by exploratory trips to local colleges and universities, as well as being supported by counseling services and informative workshops. This year, PUSD met regularly with Los Medanos College to expand dual enrollment opportunities for students, increasing pathways and options for students to earn credits toward higher education. According to Metric 1.5 which measures college preparedness, these actions were not effective based on the decrease in the number of students who graduated UC/CSU eligible (2.2%). PUSD will need to monitor A-G completion rates more effectively and use the data to develop interventions that serve to get students on track for A-G completion. While graduation rates remain steady, we have continued to set A-G completion as the target to demonstrate rigor and college preparedness. PUSD was challenged by the implementation of the new math curriculum, teachers will need to continue to be supported through professional development to enhance the effectiveness of implementation of curriculum and instruction. The continued focus on Math education will positively impact student data in the coming year.

Action 1.4 The actions have been effective in shifting leadership from anecdotal observations to precise, data-driven identification of student needs. This impact is captured by metrics 1.1 and 1.2 in which observed increases in student performance on the ELA (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and Math CAASPP scores (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for

foster youth). We also observed metric 1.4 which captured uneven results of our graduation rate: For all students -1.7%, for African-American 3.4%, for EL -3.6%, for SWD -3.3%, for SED -0.7%, and foster youth, too few to report. By using Dashboard data alongside of district walkthrough data, teams have successfully developed actionable improvement plans. The upcoming May 2026 ILT Summit will further validate this effectiveness by showcasing measurable shifts in student data resulting from specific "change ideas." Progress Monitoring of Performance and Evaluation of Student Data was effective based on Metric 1.2 which demonstrated minimal gains in our Mathematics scores as measured by the CAASPP (1.89% overall, 4.31% for SED, and 0.09 for EL). Site administrators were able to monitor the progress of scholars, primarily reviewing both I-Ready interim assessments as well as mCLASS dibels scores for literacy. Administrators were also able to conduct data chats with English Learners so that scholars were aware of reclassification criteria as well as the requirements to reach the seal of biliteracy. These promising practices support continuing these actions in support of our scholars continuing the make gains in CAASPP assessments, reclassification, and other metrics which serve as leading indicators for student achievement.

Action 1.5 District administrative staffing for instruction and targeted intervention and support was effective in that these actions indicated by Metric 1.12 which showed improved chronic absenteeism, 8.5%% decrease, including a decrease of -8.9% for SED, -8.0% for ELs. Our foster youth remain a challenge with an increase of 8.6%. Metric 1.13 which indicated reduced suspension rates for all scholars by 2.6%, also -2.6% for SED, -0.2 for EL, and -7.6% for foster youth. Staffing was used to monitor attendance data consistently across the school year and support interventions. Staff was able to connect with scholars and support the elimination of barriers to school attendance. Similarly, staff was able to monitor scholar discipline throughout the year, intervening, when possible, to address disciplinary actions. Staff also were able to use restorative practices to respond to scholar discipline. Increasing the use of restorative practices will continue to support reductions in suspension data.

Action 1.6 Support for implementation of School Plan for Student Achievement (SPSA) was effective according to Metric 1.1 and Metric 1.2 which indicated reducing some distance from met in CAASPP ELA (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and Math scores (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth). School sites consistently reviewed Mathematics and ELA interim assessment data to monitor student progress in Math and ELA. While we saw modest gains in CAASPP Mathematics scores. We will continue to implement anchor 1, culturally responsive best first instruction to increase the effectiveness of instruction. The district led Math Implementation Team will be reinstated to support teachers becoming more acclimated with all aspects of the program and support increased fidelity to materials and curriculum. PUSD will continue to utilize staff to support implementation of SPSAs but work more intensely to increase scores in both Math and ELA.

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.

For the 2026-27 LCAP Metric the following changes have been made based on reflections on prior practice.

For Metrics 1.1 and 1.2 the following groups have been added: Asian, Filipino, American Indian and Homeless.

While there were minimal changes being made to the goals and metrics, PUSD has identified the need to monitor effective implementation. A focus on implementation with intentionality and attention to details will support increasing the effectiveness of chosen strategies. PUSD has many initiatives that are utilized in support of improving scholar achievement. While the actions are important based on the needs of the

scholar groups PUSD serves, we have identified implementation gaps in our services and will require a more intensive progress monitoring of the practices that support effective implementation of actions and initiatives.

For Actions 1.1 - 1.3 Though we offer a variety of activities, classes, programs, and opportunities for our students to graduate college and career ready, we still need to be more targeted with encouraging more of our students from all student groups to take advantage of these opportunities and to be successful in their completion. We still see that many of our students do not participate in these opportunities. They get advertised via student announcements, counselor classroom presentations, and Bulletin announcements, but we need to be more targeted. We will focus on pulling data more frequently to identify students who are not participating in our college and career readiness activities, programs, etc. and encourage them to get involved. We will also be more strategic with how we are recruiting for AVID and PUENTE to make sure more students are encouraged to apply for these programs as we see high success rates with graduation and A-G completion in these programs. We will continue to meet with students to elicit input into what pathways they are interested in taking so we can continue to grow our completion rates in CTE.

PUSD have a strong emphasis on increasing the scholar use of academic discourse for the 2026-27 school year. Academic discourse is part of the 3 anchors that we implemented during the 2025-26 school year. Academic discourse is connected to culturally relevant, best first instruction that we have identified as being central to our instructional growth. We endeavor to support strengthening our literacy and math instruction to support the needs of all scholars and intensively support scholars who have been underserved by the system. Utilizing the Equity Walkthrough we have identified instructional challenges that require professional development. Specifically, we have identified the need to support Culturally Relevant/Responsive Academic Discourse in All Subject Areas and Classrooms. We have also identified the need to continue emphasis of Equity walkthroughs (district and site) to collect data regarding instructional practices. The data collected from these walkthroughs will continue to support cycle of inquiries developed following professional development sessions planned at the beginning of the year.

PUSD will also work to strengthen the use of Instructional Leadership Teams (ILTs). ILTs will receive professional development to develop their capacity to support grade level and content area cycles of inquiry, using data to inform instruction and plan interventions. Building the capacity to support improved instruction is the foundational structure for distributed leadership. Schools must develop a culture of instructional excellence to accelerate the growth of scholar achievement and reach goals articulated in this plan.

PUSD will need to reengage with the district led Math Implementation Team meetings to support teachers becoming more familiar with the curriculum and emphasize usage of the curriculum at all levels. Though we have seen slight growth in Math, we will need to evaluate the effectiveness of our pacing guides, assessments, and use of instructional materials to strengthen our approach to improving math outcomes. Due to the need to provide more instructional focus for math, especially at the elementary level, we have allocated additional funds for math support, including teacher planning time and time to receive professional development support from the publisher. For the secondary math teachers, we also added in more dedicated funding for common planning time outside the work day to continue to focus on math. We have seen some encouraging growth in Math scores at PHS and want to continue that growth.

In order to support the continuation of literacy improvement, we have also allocated funding in Goal 1 for portions of elementary Library Techs for each of our eight elementary schools.

Actions 1.4 Progress Monitoring of Performance and Evaluation of Student Data, PUSD will need to conduct additional training with both administrators and ILTs to support consistent use of data to inform instructional decisions. Increasing data literacy amongst all staff with regular review of attendance, suspension, and interim assessment data is essential to monitoring the effectiveness of interventions.

Action 1.5 and 1.6 District administrative staffing for instruction and targeted intervention and Support for implementation of School Plan for Student Achievement (SPSA) will continue to have an emphasis on progress monitoring, ensuring that the instructional priorities and district instructional practices are implemented with fidelity. As identified through our 3 anchors, PUSD will strengthen tier 1, culturally relevant best first instruction with consistent strategies applied to enhance the quality of the learning experience for all scholars. PUSD will also work on using data from walkthrough to provide feedback to support improved instruction. Walkthrough data will not only support professional development but will also support the cycles of inquiry used with our ILTs to highlight the effectiveness of newly implemented change ideas.

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	College and Career Readiness For Focus Groups	The actions below have the purpose of contributing directly to the college and career readiness of Foster Youth, English Learners, and Low-Income students. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. It is the belief that exposure to opportunities throughout the pk-12 system will culminate in students being prepared for college and career. The support will provide access to college and career and post-secondary opportunities, College and Career Readiness Standards, linked learning, career integrated academic, work-based learning experiences and Science, Technology, Engineering, Arts and Math (STEAM). Advanced Placement (AP) Courses Career Technology Education (CTE) courses PSAT for All High School Students Marine Science Institute Delta Discovery, Outdoor Science education - elementary Science Adoptions Implementation	\$4,514,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		World Language Adoptions Implementation Math Adoption Implementation - Developing a Math Implementation Team at each school site to support the integration of the new adopted materials. Mesa for 3 Junior Highs and PHS Grading for Equity - Committee work to address grading practices and implementation of Board Policy and Administrative Regulation. By evaluating grading practices, we are committed to assess students accurately and reduced bias that leads to disparate results for unduplicated pupils. Enhanced Financial Literacy curriculum for each Secondary School site.		
1.2	College and Career Readiness Supporting Multi-Lingual Learners	Support for academic based programs and personnel to support targeted high needs students to get into college which includes AVID, Puente, Dual Language Immersion (DLI) and dual enrollment. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. Increasing the effectiveness of these programs by analyzing implementation to support fidelity to each of the programs. Support for DLI programs at Foothill and Willow Cove Elementary, Hillview and Rancho Junior High, Pittsburg High (Seal of Biliteracy).	\$100,000.00	Yes
1.3	College and Career Readiness Exploration	College and career readiness supports for students, with a focus on students with significant needs including foster youth, English Learners, and low-income students. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. This includes supports and services provided by college and career technicians, College and Career Technicians; Counselors (Elementary and Secondary); Comprehensive Counseling plans; California College Guidance Initiative; AP prep support.	\$3,336,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Providing students with the support to explore college and career opportunities. Guidance to ensure that students and parents are aware of college pre-requisites, including information for A-G completion. UCAN college Fair, PAAACT 8th grade and 12th Grade Black Promotion and Graduation		
1.4	Progress Monitoring of Performance and Evaluation of Student Data	Programs and staff to monitor student academic progress and consistently review behavior and attendance data as part of cycles of inquiry. The action was written in support of technical assistance, to address the students that are in the red indicators according to the California dashboard. Staff will review and analyze data that will be disaggregated by race, socio-economic standing, and language proficiency. The analysis of data will lead to effective targeted intervention and support for students that demonstrate the greatest needs. I-Ready California Healthy Kids Aeries Power School Unified Insight Equity Walkthrough Tool	\$639,500.00	Yes
1.5	District administrative staffing for instruction and targeted intervention and support	District actions and services to implement and support our priority areas connected to increasing student achievement and addressing the red indicators of the California State dashboard. Administrative staff will review disaggregated data in support of Hispanic, African American, Asian, Two or More Races, Homeless, Pacific Islander, Students with Disabilities, and Homeless students, with specific emphasis on our unduplicated students (English Learners, Socio Economically Disadvantaged, and Foster Youth) and provide targeted intervention based on the challenges that surface for each school site. The actions will also support the development of a positive school climate. By increasing the effectiveness of the instructional program, students will be more engaged in learning, leading to less disciplinary incidents.	\$1,160,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity walkthrough tool implementation and support for implementation of culturally responsive and sustaining curriculum and instruction.		
1.6	Support for implementation of School Plan for Student Achievement (SPSA)	Site based actions and services to implement and support technical assistance and our priority areas in support of raising achievement for students in the red performance indicators on the state dashboard. Each site has received targeted LCAP funding, proportionally to the size and need at the site. Instructional Leadership Team (ILT) work to support strengthening collaboration utilizing site-based cycles of inquiry. ILT support for implementation of the district Equity Walkthrough tool. ILT's will work to improve the quality of the educational program, engaging teachers and students in evidence-based learning strategies. The increased engagement will help to foster a positive learning environment and positive overall school climate. Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement (SPSA). Sites will develop evidenced-based strategies that are targeted to address the achievement of unduplicated students and our overall student population.	\$721,763.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Reclassification rate. (4F)	2023-24 CALPADS 7.1% (CALPADS EOY3 Uncertified)	2024-25 CALPADS 8.9% (CALPADS EOY3 Revised Uncertified)	2025-26 CALPADS 10.3% (CALPADS EOY3 Uncertified)	Year 3 CALPADS 30%	Reclassified Difference from Baseline 3.2%
2.2	Desired Results Developmental Profile (DRDP) (8A)	Spring 2024 - DRDP LLD Emergent Writing 97% of all students scored in the Building & Integrating ranges 14% of all students scored in the Building Middle range 51% (or higher) of all students scored in the Building Later range	Spring 2025 - DRDP LLD Emergent Writing 94% of all students scored in the Building & Integrating ranges 16% of all students scored in the Building Middle range 44% (or higher) of all students scored in the Building Later range	Spring 2026 - DRDP LLD Emergent Writing 82% of all students scored in the Building & Integrating ranges 16% of all students scored in the Building Middle range 42% of all students scored in the Building Later range	Year 3 100% of all students scored in the Building & Integrating ranges 29% of all students scored in the Building Middle range 66% (or higher) of all students scored in the Building Later range	DRDP LLD Emergent Writing -15% of all students scored in the Building and Integrating Ranges 2% increase of all students scored in the Building Middle Range -9 % of all students scored in the Building Later range
2.3	Literacy in K-3 as measured by Acadience (8A) New Metric: Percentage of students who meet or exceed standard on local measure in literacy (8A) mCLASS DIBELS is a new literacy assessment. Fall, 2025	Acadience K-3 EOY 2023-24 At or Above Proficiency All: SED; EL; FY (as percentages) 48; 45; 29; 50	Acadience K-3 End-Year 2024-25 At or Above Proficiency All; SED; EL; FY (as percentages) 48; 46; 28; 40	mClass Dibels End of Year All: 53% SED 53% EL 35% FY: Too Few	NA	Acadience Difference from Baseline At or Above Proficiency All; SED; EL; FY (as percentages) 0; 1; -1; -10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is the new baseline created.	mCLASS: New Baseline Fall, 2025: All: 49% SED 50%; EL 29% FY: Too Few				New baseline established with End of Year data
2.4	Middle school drop out rates (5C)	2023-2024 CALPADS Report 1.14 The number of middle school drop outs: 15	2024-2025 CALPADS Report 1.14 Middle School Dropouts: 6	2025-26 CALPADS Report 1.14 Middle School Dropouts: 1	Year 3: The number of middle school drop outs: 3	Middle School Dropouts Difference from Baseline: -14
2.5	PUSD students have sufficient access to standards aligned instructional material (per Board adopted Textbook Sufficiency Report - October) and are enrolled in required core subject areas and a broad course of study. PUSD is currently implementing State Board of Education adopted academic content and performance standards of all pupils, including English Learners, Low Income, Foster Youth and Students with Disabilities. (1B, 7A, 7B, 7C)	2023-24 Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%	2024-25 Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%	2025-26 Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%	Year 3 Access to standards aligned instructional material and are enrolled in required core subject areas and a broad course of study:100%	No difference: 100% access.
2.6	High School Drop out rate (5D)	2023-24 CALPADS All: 2.2%	2024-25 CALPADS Report 1.14	2025-2026 CALPADS Report 1.14	Year 3: All: 1%	CALPADS Report 1.14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 2.3% EL: 4.2% SWD: 1.5% FY: to few to report	All: 1.8% AA: 2.5% EL: 2.7% SWD: 0.8% FY: 0%	All: 1.8% AA: 2.5% EL: 2.7% SWD: 0.8% FY: 0%	AA: 1% EL: 2% SWD: 1% FY: 1%	All: -0.4% AA: 0.2% EL: -1.5% SWD: -0.7% FY: 0% (did not have a baseline, too few)
2.7	English Language Arts and Mathematics as measured by the CAA (CA Alternative Assessment) (4A)	2023 CAA 9.43% Met Level 3 for ELA 3.85% Met Level 3 for Mathematics	2024 CAA 17.54% Met Level 3 for ELA 7.02% Met Level 3 for Mathematics	2025 CAA 9.62 Met Level 3 for ELA 0.00 Met Level 3 for Mathematics	2026 CAA (5% per year) 25% Met Level 3 for ELA 15%% Met Level 3 for Math	CAA Difference from Baseline .19 Met Level 3 for ELA -3.85% Met Level 3 for Mathematics
2.8	Percent of families who report feeling welcomed by staff (6C)	2023-2024 60 percent of all parents according to local district parent survey.	No new data	No new data	Year 3 80 percent of all parents according to local parent district survey	N/A
2.9	Percent of ELs who: progressed at least one ELPI level (4E) and LTELs Making Progress per Dashboard	2022-23 CA Dashboard 2023 38.7% of ELs progressed at least one ELPI level LTELs: 41% Making Progress (	2023-24 CA Dashboard 2024 41.8% of ELs progressed at least one ELPI level LTELs: 43.6% Making Progress	2024-25 CA Dashboard 2025 45.3% of EL's progressed at least one ELPI level LTELs: 47.8%	Year 3: 55% Progressed at least one ELPI level LTELs: 50% Making Progress	Difference from Baseline: Progressed 1 ELPI level: 6.6% LTELs: 6.8%
2.10	English Language Arts as measured by the CAASPP. (4A)	2023 CA Dashboard All Students Meet or Exceeds: 28.65%; 62.9 pts below standard.	2024 CAASPP and CA Dashboard % Meets or Exceed; pts above or below	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below	CA Dashboard Year 3 All Students Meet or Exceeds: 40%	Difference from Baseline: Percentage Points Difference; Change in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 20.44%; 85.8 pts below EL: 6.65%; 98.8 below SWD; 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 pts below Unhoused: 19.4%; 99.9 below PI: 27.63%; 73.4 below LTELs: 5.44%; 133.7 below	All: 28.45%; 62.4 below AA: 22.08%; 84.1 below EL: 6.36%; 95.7 below SWD; 6.47%; 131.8 below SED: 26.20%; 68.9 below FY: 5.26%; 127.3 below Unhoused: 17.88%; 103.8 below PI: 26.67%; 71.7 below LTELs: 4.64%; 141.4 below	All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below	54 pts below standard NOTE ADDING % to Unhoused, PI AA: 40% 74 pts from standard EL: 30% 85 pts from standard SWD; 30% 120 pts from standard SED: 40%; 59 pts from standard FY: 35%; 99 from standard Unhoused: 25%; 80pts from standard PI: 35%; 55 pts from standard LTELs: 25%; 70 pts below standard	Baseline Distance from Met All: +4.44%; +16.5 AA: 6.29%; +20.0 Am Ind 21.01; Not reported Asian: 5.22%; +1.8 Fil: 0.44%; 9.4 His: 3.96%; 16.8 PI: 7.29%; 34.6 Wh: - 0.11%; -3.0 2+ Races: 5.17%; 14.6 EL: 0.09%; 18.8 SWD; - 1.13%; -11.5 SED: 4.31%; 16.9 FY: Too Few; 19.4 Hmls: 6.52%; 23.1
2.11	Mathematics as measured by the CAASPP. (4A)	2023 CA Dashboard All students Meet or Exceeds: 14.81%;	2024 CAASPP and CA Dashboard	2025 CAASPP and Dashboard	CA Dashboard Year 3 All: Students Meet or Exceeds 30%	Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		107.4 pts below standard. AA: 8.02%; 134.3 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below His: 13.19%; 111.4 below 2+ Races: 18.61%; 101 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below LTELs: 2.11%; 187.6 below	% Meets or Exceed; pts above or below All: 15.17%; 106.3 below AA: 8.82%; 131.8 below EL 4.75%; 130.2 below SWD: 4.33%; 163.2 below SED: 13.46%; 112.4 below FY: 0.00%; 177.3 below His: 12.91%; 112.1 below 2+ Races: 19.72%; 89.6 below PI: 24.13%; 88.6 below Wh: 23.04%; 83.7 below LTELs: 2.21%; 202.1 below	% Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%. 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below LTELs: 3.02%, 114.9 points below Hmls: 14.22%, 117 points below	92 pts below standard AA: 30%; 100 pts from standard EL 25%; 100 pts from standard SWD: 20%; 148 pts from standard SED: 30%; 94 pts from standard FY: 25%;121 pts from standard Hispanic: 94 pts from standard Two or More: 80 pts from standard PI: 100 pts from standard White:60 pts from standard LTELs: 25%; 140 below	Percentage point change; change in Distance from Met All: 1.89%; 9.3 AA: 4.20%; 14 Am Ind: -9.67%; NA Asian: 4.09%; 14 Fil: -.48%; .04 His: 1.08%; 7.2 PI: 6.67%; 52.4 Wh: -1.86%; -10.2 2+ Races: 3.87%; 22.7 EL: 1.44%; 12.2 SWD: -0.54%; 10.5 SED: 1.65%; 10.6 FY: Too Few; -44.8 LTELs: 0.91%, 72.7 Hmls: 11.32%; 36
2.12	ELA iReady Interim Assessment Grades 1-8 (8A)	ELA iReady Fall 2024 - Early On, Mid, or Above Grade Level	ELA iReady Winter 2024 - Early On,	ELA iReady Fall 2025	ELA iReady Winter Year 3 - Early On,	ELA iReady Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 30% AA: 27% SWD: 8% SED: 28% EL: 8% FY: 18%	Mid, or Above Grade Level All: 30% AA: 28% SWD: 8% SED: 28% EL: 9% FY: 15%	All: 18% AA: 16% SWD: 4% SED: 18% EL: 3% FY: no data	Mid, or Above Grade Level All: 50% AA: 50% SWD: 30% SED: 50% EL: 30% FY: 40%	All: -12% AA: -11% SWD: -4% SED: -10% EL: -5% FY: Too Few %
2.13	Math iReady Interim Assessment Grades 1-8 (8A)	Math iReady Fall 2024 - Early On, Mid, or Above Grade Level All: 16% AA: 10% SWD: 5% SED: 14% EL: 4% FY: 11%	Math iReady Winter 2024 - Early On, Mid, or Above Grade Level All: 16% AA: 12% SWD: 5% SED: 15% EL: 5% FY: 15%	Math iReady Fall 2025 All: 9% AA: 7% SWD: 1% SED: 9% EL: 1% FY: no data	Math Winter Year 3 - Early On, Mid, or Above Grade Level All: 40% AA: 40% SWD: 20% SED: 40% EL: 35% FY: 40%	Math iReady Difference from Baseline All: -7% AA: -3% SWD: -4% SED: -5% EL: -3% FY: Too Few
2.14	Chronic Absence K-8 (5B)	Dashboard K-8 Chronic Absence 2023 All: 37.3% AA: 47.8% SWD: 45.6% SED: 38.6% EL: 33.2% FY: 45.7% Asian: 26.2% PI: 57.9% Hisp: 35.4% White: 41% Unhoused: 56.2%	2024 CA Dashboard Chronic Absence All: 30% AA: 40.4% SWD: 37.7% SED: 31.9% EL: 27.8% FY: 37.5% Asian: 18.9% PI: 50% His: 28.3% White: 32.1% Unhoused: 42.5%	2025 CA Dashboard Chronic Absence Chronic Absenteeism All: 28.8% Asian: 17.0% AA: 40.3% PI: 50% Filipino: 12.3% Hispanic: 27.3% White: 27.7% Homeless: 41.0% SWD: 36.7%	Dashboard K-8 Chronic Absence Year 3 All: 11% AA: 15% SWD: 15% SED: 11% EL: 15% FY: 15% Asian: 10% PI: 20% Hisp: 15% White: 20% Unhoused: 25%	CA Dashboard Chronic Absence Negative = reduction, improved All: % -8.5% Asian: -9.2% AA: -7.5% PI: -7.9% Filipino: -8.2% Hispanic: -8.1% White: -13.3% Homeless: -15.2% SWD: -8.9% EL: -8.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EL: 25.2% SED: 30.6% FY: 54.3%		SED: -8.0% FY: 8.6%
2.15	Attendance (5A)	Aeries Attendance 2023-24 All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%	Aeries Attendance 2024-25 (per Analytics & Insights) All: 91.1% SED: 91.4% EL: 91.4% FY: 86.2%	Aeries Attendance 2025-26 (per Analytics & Insights) All: 90.78 SED: 90.13 EL: 90.65 FY: 88.43	Aeries Attendance All: 95% SED: 94% EL: 95% FY: 93%	Attendance Difference from Baseline: All: 0.18% SED: 0.23% EL: -0.25% FY: .13%
2.16	Suspension rate (6A)	2023 Dashboard All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Two or more: 8.4% White: 5.5% Unhoused: 9%	2024 Dashboard All: 4% AA: 10.8% EL: 1.9% SED: 4.1% FY: 12.2% SWD: 5.6% Two or More Races: 6% White: 5.1% Unhoused: 4.7%	2025 Dashboard All: 3.4% AA: 8.6% EL: 2.8% SED: 3.7 FY: 7.5 SWD: 4.8% Two or More Races: 4.6% White: 3.5% Unhoused: 4.9%	Year 3 Dashboard All: 5% AA: 5% EL: 3% SED: 5% FY: 5% SWD: 5% Two or More: 4% White: 4% Unhoused: 4%	Dashboard Difference from Baseline (Neg = Improvement) All: -2.6% AA: -5.9% EL: -1.1% SED: -2.6% FY: -7.6% SWD: -4.2% Two or More Races: -3.8% White: -2.0% Unhoused: -4.1%
2.17	Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B)	4-Year ACGR - DataQuest 2022-23 All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report	4-Year ACGR - DataQuest 2023- 24 All: 31.7% AA: 28.7% EL: 13.1% SED: 30.0%	4-Year ACGR - DataQuest 2024- 25 All: 35.4% AA: 38.3% EL: 17.9% SED: 33.0% FY: Too few to report	UC/CSU Requirements of Grads All: 50% AA: 50% EL: 30% SED: 50% FY: 30%	DataQuest Difference from Baseline All: -2.2% AA: 8.5% EL: -5.7% SED: -1.7% FY: Too few to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: Too few to report			
2.18	Completed CTE courses from approved pathways (4C)	2022-23 CALPADS All: 47% AA: 46% His: 47% EL: 34% SED: 47% SWD: 39% FY: 33%	2023-24 CALPADS (Report 3.11) All: 48% AA: 49% His: 48% EL: 39% SED: 47% SWD: 34% FY: Too few < 10	2024-25 CALPADS (Report 3.11) 2024-2025 CALPADS (Report 3.11) All: 48.8% AA: 48.4% His: 49.3% EL: 39.3% SED: 48.4 SWD: 78.2 FY: Too few < 10	Year 3 CALPADS All: 54% AA: 53% His: 54% EL: 40% SED: 54% SWD: 45% FY: 40%	CALPADS (Report 3.11) All: 1.8% AA: 2.4% His: 2.3% EL: 5.3 SED: 1.4% SWD: 39.2% FY: Too few
2.19	College and Career Readiness as measured by CCIndicator	2022-2023 California Dashboard All: 28% AA: 11.8% His: 27.3% SED: 25.4% SWD: 2% Unhoused: 8.4% Two or more: 17.1% EL: 11.8% White: 32.4% F: 60.9% PI 18.8% Asian: 61.8% FY: no data	2023-24 California Dashboard All: 25.9% AA: 20.2% His: 24.4% SED: 24.8% SWD: 7% Unhoused: 8.5% Two or More: 17.5% EL: 8% White: 33.3% F: 45% PI: 33.3% Asian: 51.6% FY: Too few	2024-2025 California Dashboard All: 34.7% AA: 29.0% His: 34.0% SED: 33.9% SWD: 8.5% Unhoused: 17.5% Two or More: 28.8% EL: 16.55 White: 42.5% F: 53.3% PI: 15.4% Asian: 54.5% FY: Too Few	Year 3 California Dashboard all: 55% AA: 55% His: 55% SED: 55% SWD: 30% Unhoused: 45% Two or More: 65% EL: 30% White: 50% F: 75% PI: 75% Asian: 75% FY 35%	Difference between 2023 baseline and 2025 results on the California Dashboard All: 6.7% AA: 17.2% His: 6.7% SED: 8.5% SWD: 6.5% Unhoused: 9.1% Two or More: 11.7% EL: 4.75% White: 10.1% F: -7.6% PI: -3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian: -7.3% FY: NA

Goal Analysis [2025-26]

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

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

PUSD planned various actions to support scholars to reach the metrics articulated in Goal 2 which focuses on Equity and Access. PUSD's commitment to equitable outcomes for all scholars are captured through the actions that follow.

Action 2.1 Academic Supports, targeted interventions and expanded opportunities was designed to include key strategies to support scholars with the highest needs. Scholars were able to take advantage of opportunities to participate in various college exploration visits, including Historically Black College and Universities as well as local college visits. Scholars were able to receive support from College and Career counselors, guiding scholars through the college application process. Scholars that were experiencing challenges were also able to receive additional support from staff to address credit deficiencies to keep scholars on target for graduation. Pittsburg High School did not implement the Success Program in 2025-26, choosing to spend the school year revamping the program in preparation of being reinstated for the 2026-27 school year. All other actions implemented were in alignment with the plan outlined in the LCAP.

PUSD has continued to implement a strong After School Program, serving over 2700 scholars in TK-8th grades. All scholars had access to academic support to complete homework. In addition, teachers at all elementary and junior high schools supported academic growth with targeted tutoring. This year, ASP contracted out for high dosage tutoring to supplement English Language Arts including early literacy and mathematics tutoring at select sites. The After School program continues to use data to support the needs of scholars and works collaboratively with site leaders to provide extended learning opportunities.

Action 2.2 Early Literacy Support. To support the development of early literacy, PUSD is especially focused on implementing the mClass DIBELS & Lectura reading screener in grades K-3 with accuracy and fidelity. While initial training began with coaches and district admin in September 2025, the actual implementation shifted to teacher training and elbow coaching in February 2026 to provide on-the-spot support for teachers. A key success was building site-level capacity by training all teachers on administration protocols, ensuring data reliability across the system.

Action 2.3 Administrative staffing for instructional support and improvement. This action outlined support for implementation of high quality instruction. We further defined this work by focusing on 3 anchors. Anchor 1, Culturally Responsive Effective First, Best Instruction in all Content Areas and Grade Levels with an emphasis on Academic Discourse. Anchor 2, Literacy: with a focus on implementation of new literacy assessment tool (mCLASS DIBELS) k-3, supported by the use of data to implement targeted literacy support during the day (high impact tutoring, Universal Access Time). A focus on secondary literacy with our Junior Highs (Goal of identifying a Tier 2 for all Jr Highs by December; implement use in January). Anchor 3, Access: implementation of COST/CARE/SST 504's and IEPs: Training in all areas. Led by

the Educational Services team, monthly meetings identified one of the anchors for professional development, calibration, and deepening of understanding. Additionally, site and district Administrators were successfully able to conduct Equity walkthroughs to observe the experiences of our African-Americans, English Learners, and Students with Disabilities. PUSD continues to gather data generated from the Equity walkthrough process to inform Professional Development for staff, and address the change ideas developed by ILTs. The action plan for this goal also supported direct support to Site Administrators in building Master Schedules that allow for optimal access for scholars to enroll in classes of their choice and support with adding new courses to diversify course offerings. The Coordinator of Secondary Teaching and Learning continued to meet with all secondary principals to develop and implement a master schedule process and timeline. The focus of master scheduling was on making sure priority areas (EL's, Special Education, Dual Immersion, A-G, special programs) are driving the master schedule. Data on this strategy has not been collected on this yet. Data on master scheduling to be analyzed for effectiveness would include completed, balanced master schedules that meet scholar needs, and an increase in our A-G rates from year to year. Next year we will focus on differentiated professional development for counselors on how to schedule scholars and speak to scholars and families about their goals in order to make sure scholars meet the graduation requirements/A-G requirements, and complete pathways.

Action 2.4 English Learners. The focus on English Learners (ELs) in our district has been significantly elevated this year through targeted professional development (August, November, and January), dedicated pull-out days, and Wednesday collaboration time allocated by both the sites and the district. All 13 sites completed an initial PD that guided staff through the process of getting to know their students, using specific focus questions to center the needs of ELs. Consequently, teaching staff began the school year by identifying their EL students by name and proficiency level (ELPAC). Additionally, the work of our Instructional Leadership Teams (ILTs) regarding academic discourse has kept EL needs at the forefront. Walkthrough observations confirm that 12 of our 13 sites now utilize elements that engage students in academic discourse and are implementing supports to address specific language needs. Currently, sentence stems are being utilized as a universal language support across the sites. Our partnership with WestEd focused on developing culturally and linguistically appropriate IEPs for our dually-identified students (ELSWDs). This initiative began with our Junior High cohort, involving Special Education teachers, EL teachers, and site administrators. We are prioritizing a deeper understanding of ELD standards and ELPAC levels so that teachers can collaboratively construct linguistically appropriate language goals. Furthermore, we are sharing effective practices for language production with our staff. As of January 2026, all updated IEPs will include goals specifically designed to address the language needs of ELSWDs. Dedicated pull-out days for our secondary ELD teachers, PHS ELD and sheltered teachers, and elementary ELD facilitators have provided essential time to deepen our understanding of how the ELPAC assesses proficiency. This collaboration has clarified the specific skills English Learners (ELs) need to succeed on the summative assessment. Furthermore, this additional time has allowed teachers to establish common language practices across sites and classrooms, ensuring more consistent support for the needs of our EL students. Updating the EL Master Plan allowed us to reflect on and identify common district practices. The final report highlights several promising practices that continue to support and address the language needs of our EL population.

PUSD has continued to implement a strong After School Program, serving over 3,800 unique scholars in TK–8th grades. All scholars had access to academic support to complete homework, while teachers at all elementary and junior high schools supported academic growth through targeted tutoring. This year, ASP also contracted services for high-dosage tutoring to supplement English Language Arts, including early literacy, and mathematics support at select sites. Of the 3,800 scholars who participated in ASP offerings, 2,223 attended enrichment field trips and experiences including the Nutcracker, San Francisco Exploratorium, Black History Pride Performance, California Academy of Sciences, 5th Grade Camp, California State University East Bay, Jelly Belly Factory, ice skating, and the Oakland Zoo; 1,159 scholars participated in tutoring provided by teachers and contracted services; and 1,163 scholars engaged in sports and fitness offerings. ASP continues to provide meaningful experiences that support the whole child and promote scholar engagement, achievement, and belonging.

ELO-P funds must give priority to unduplicated scholars (including multilingual learners). There was a waiting list at elementary schools for the majority of the year in 1st - 5th grades. PUSD continues to use ELO-P funds in accordance to priorities and uses data to support providing scholars with opportunities to extend their learning.

Action 2.5 Dedicated/Targeted supports for our Students with Disabilities. Our Special Education department has engaged in significant professional development with staff and administrators to increase the effectiveness of our Special Education program. Special Education staff has collaborated with our English Learner and General Ed. teacher to enhance the support for our Students with Disabilities, specifically those that have been dually identified as multi-lingual learners. The goal of this collaboration is to ensure linguistically appropriate IEP, supported by accommodations and scaffolds that develop language. Our analysis of implementation has revealed that there are pockets of high quality services being delivered, however the training of new staff has had a limited impact on increasing/improving student outcomes. In 2025-26 we have had intentionality regarding collaboration across district departments to support developing systems and structures that support all students and more specifically students with disabilities. From this effort, we have observed an increase in general education participation for students with disabilities.

Action 2.6 Dedicated/Targeted supports for our African American students. To address the needs of African-American families, PUSD incorporated Town Hall meetings at the beginning of the school year, and in the Spring to amplify the voices and experiences of Black/African-American students and families. This year we also implemented a Black Student leadership summit to support the development of students to provide leadership on their campuses. PUSD continued to meet monthly with Families of African-American Scholars (FAAS), reviewing data such as chronic absenteeism to support families addressing challenges to student attendance. The Equity Walkthroughs also continued to highlight the classroom experiences of African-American scholars, focusing on their learning experience, which includes engagement and culturally responsive curriculum that is happening for scholars

Action 2.7 Support for implementation of the School Plan for Student Achievement (SPSA). School continue to receive additional staffing and support to implement the goals of the SPSAs. Schools were tasked with aligning their SPSAs to the goals outlined in the LCAP. Sites were asked to complete needs assessment, analyzing data to illuminate gaps in the system. From this process, sites were tasked with developing SMART goals, differentiated goals for student groups, including specific goals for English Learners, and increase progress monitoring throughout the year. As this year was also a Federal Progress Monitoring year, schools reviewed their process and procedures for developing their school site councils, parent engagement policy and compacts, title I expenditures, and progress monitoring. The reviews have led to moving the cycle of SPSA to the Spring of 2026. This change will support starting the school year with clarity throughout a detailed plan.

Action 2.8 Focus on Long-term English Learners. This year, we strategically targeted the needs of our Long-Term English Learners (LTEs), particularly at the junior high level, through three primary initiatives:

1. Secondary ELD Pull-Out Days: We dedicated our four Secondary ELD Pull-Out Days to analyzing Summative ELPAC data and addressing specific areas of decline, particularly in reading and writing. To target these gaps, ELD teachers:

Curriculum Alignment: Identified specific texts from our newly adopted materials to teach students how to deconstruct and analyze complex text structures.

Empathy Interviews: Interviewed a targeted 10% of their student caseload to better understand their ELPAC experiences. These conversations revealed where students felt confident, which domains they found most challenging, and what resources they needed to feel prepared.

Instructional Shifts: Directly integrated this student feedback into daily teaching practices to better support their needs.

Targeted 6th-Grade ELA Small-Group Instruction: To catch students transitioning into junior high, 6th-grade ELA teachers utilized small-group instruction to provide targeted language support. Teachers were trained to analyze and interpret i-Ready data, allowing them to pinpoint specific skill deficits and pair students with tailored instructional interventions.

Ongoing ELD Data Chats: We continued utilizing the ELD Data Chats process to empower students in their own language-learning journeys. These individual sessions ensure that LTELs:

Understand the purpose and importance of the ELPAC.

Know exactly where they stand in relation to reclassification criteria.

Collaborate with teachers to identify specific actionable steps and support needed to reach their reclassification goals.

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

For Action 2.4, Focus on English Learners, there is a significant difference between Budgeted Expenditures and Estimated Actual Expenditures due to the use of LREBG funding that was used to support staffing in our Dual Immersion programs. LREBG was not part of our original LCAP; reporting the funds as spent results in a significant variance.

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

Action 2.1 was Academic Supports, targeted interventions and expanded opportunities. The actions were effective based Metric 2.10 which captured our African American scholars (6.29%) and experiencing an increase in their ELA scores on the CAASPP (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth). In review of Metric 2.11, Math CAASPP scores (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth) improved for our scholars. While we experienced some success with this action, the data also indicates some ineffectiveness based on the data that indicates the rest of our student groups scoring the same or observing a slight decrease in their ELA CAASPP scores. Our foster youth scholars and our White scholars had a decrease in their Math scores on the CAASPP. The improvements in ELA and Math are indicative of a systemic shift in PUSD, demonstrating that there are many promising practices having a positive impact on scholar experiences.

Action 2.2 Early Literacy Support was effective based on Metric 2.3 in which PUSD shows modest gains for all students 4%, 3% for socioeconomically disadvantaged, 6% for English Learners, when comparing the beginning of the year mCLASS DIBELS data to the beginning of the year. This is the first year of administration mCLASS DIBELS which in which have observed modest gains throughout the year. Maintaining consistent proficiency rates may reflect some instructional stability—but may also suggest that additional supports are needed to drive further progress. The data suggests that while foundational efforts have established a baseline of literacy improvement, particularly for some student groups, the overall effectiveness of current strategies appears limited in accelerating progress district-wide. Student group disparities persist, with English Learners continuing to perform well below the average. To move the needle forward, the

district will need to intensify differentiated supports, deepen intervention strategies tier 2 and tier 3, and further analyze the alignment between instruction and student needs—particularly for the most vulnerable populations.

Action 2.3 Administrative staffing for instructional support and improvement was effective based on Metric 2.15 showing gains made in attendance rates (All: 0.18% SED: 0.23%, EL: -0.25% FY: .13%) and Metric 2.14 showing a reduction in chronic absenteeism, All: % -8.5% Asian: -9.2% AA: -7.5% PI: -7.9%, Filipino: -8.2%, Hispanic: -8.1%, White: -13.3%, Homeless: -15.2%, SWD: -8.9%, EL: -8.0%, SED: -8.0% and FY: 8.6%. Metric 2.16 showing a reduction in suspension rates (All: -2.6%, AA: -5.9%, EL: -1.1%, SED: -2.6%, FY: -7.6%, SWD: -4.2%, Two or More Races: -3.8%, White: -2.0% and Unhoused: -4.1% . Metric 2.3 in which PUSD shows modest gains for all students 4%, 3% for socioeconomically disadvantaged, 6% for English Learners, when comparing the beginning of the year mCLASS DIBELS data to the beginning of the year. Site administrators were able to implement Equity Data protocol to support data consistent data analysis and progress monitoring to support the incremental gains that we see in the system. Moving forward, PUSD will build off the positive momentum and continue to utilize improvement science and professional development to continue to support the development of culturally responsive best first instruction as indicated in our anchors. PUSD believe that the focus teaching and learning, with an emphasis on academic discourse, will support increasing engagement and collaboration amongst scholars leading to positive impacts on the chosen metrics.

Action 2.4 English Learners. The actions taken this year have been effective and reaffirmed that English Learners must remain a primary focal group for our district referencing metric 2.9 which shows an increase of 6.6% for ELPI. As we continue to identify and "name" the specific language needs and proficiency levels of our students, we can be more intentional in embedding the supports and scaffolds required to deepen classroom discourse. While it is effective that all sites are now allocating time to highlight these needs, our next step is to ensure greater consistency across the district. We must align our efforts to implement the effective and promising practices outlined in our EL Master Plan with greater consistency and accountability. We are starting to see updated IEPs that include some of the components needed to create effective culturally and linguistically responsive goals. The collaboration between ELD and SPED teachers should at least begin to increase at the junior highs, given the focus we have had this year. Although each Instructional Leadership Team (ILT) has identified actionable steps to increase academic discourse, and we have seen increased effort in this area, significant work remains. As a district, we need to deepen our understanding of how to support ELs so they can engage in more cognitively demanding discourse that requires the active use of academic and content-specific language. The actions supporting English Learners was effective according to Metric 2.3, despite ELs dropping one percent on EOY Acadience for the 2024-2045 we had an increase of 3% on ELPI (Metric 2.9). This data demonstrates that the actions being implemented in support of English Learners have created the foundation for future success. With consistent focus and fidelity to what has been established, the action will lead to improved outcomes over the course of time.

Action 2.5 Dedicated/Targeted supports for our Students with Disabilities action is ineffective based on Metric 2.10 (SWD - 1.13%) and Metric 2.11 (SWD -.54%) which show slight decreases on the ELA and Math scores on the CAASPP. Though we have seen slight decreases in performance, PUSD will continue to support the development of inclusive practices to ensure access to the least restrictive environment for our students with disabilities. PUSD has developed a greater collaborative structure between the Special Education department and the general education team. The increase in collaboration will lead to a more inclusive environment for students with disabilities, integrating rigorous practices into the curriculum to support growth in student outcome data.

Action 2.6 Dedicated/Targeted supports for our African American students actions were effective based on Metric 2.14 which demonstrate the reductions in both Chronic Absenteeism, -7.5% for African-American scholars and Metric 2.16 which shows a 5.9% decrease in the suspension data. We attribute these decrease to the implementation of restorative practices as alternative methods of discipline for scholars

with specific attention to African-American scholars. Although we have seen a decrease, we remain concerned about the disproportionate representation of African-Americans in the discipline due to African-Americans still being suspended at a greater rate. Similarly, the reduction in chronic absenteeism is promising and reflective of the work and attention paid by sites in addressing absenteeism amongst scholars, but we would like to continue to see improvement in these efforts to increase time in classrooms.

Action 2.7 Support for implementation of the School Plan for Student Achievement (SPSA). Support for implementation of School Plan for Student Achievement (SPSA) was effective according to Metrics 2.10 (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and 2.11 (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth) which demonstrate growth in the ELA and Math CAASPP scores. Metrics 2.12 and 2.13 show a contrast to the performance on CAASPP. Metric 2.12 ELA interim assessment data for grades 1-8 show -12% for all students, -10% for SEDs, -3% for ELS, and too few for foster youth. Metric 2.13 focusing on Math, we observed a -7% overall, -5% for SEDs, -3% for ELs, and too few for foster youth. We believe this remains a promising practice as we were able to observe the growth of ILTs as result of site administrators and staff focusing on the 3 anchors that have been discussed previously. An emphasis on culturally responsive practices and consistent progress monitoring have effectively impacted the instructional system. We also founds these supports effective in addressing chronic absenteeism. Each site set goals to decrease chronic absenteeism and was able to chart attendance and attendance patterns through out the year. While we saw modest gains in Mathematics, as been indicated more intense focus needs to be dedicated to increase the effectiveness of the math curriculum which will require continued professional development. The district led Math Implementation Team will need to be re-instituted to support teachers becoming more acclimated with all aspects of the program and support increased fidelity to materials and curriculum.

Action 2.8 Focus on Long-term English Learners. These actions were effective according to Metric 2.9 in which we observed 6.8% growth in LTELs making progress in their ELPI levels. As we continue to implement our EL Master Plan, we are committed to implementing our articulated strategies with fidelity. We are confident that full implementation of the articulated strategies will lead to continued growth for our LTELs.

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

Based on the reflections from previous practice PUSD will incorporate the following revisions: A focus on Literacy. PUSD will engage in practices that support the effective Implementation of new literacy assessment tool per State (mCLASS Dibels). PUSD all incorporate the use of data to implement targeted Literacy Support during the day (high impact tutoring, Universal Access Time). Supporting literacy at the secondary level will also be implemented. At the Junior High School levels there will be a focus on identifying a Tier 2 strategy for all Junior Highs by December with the plan to implement use of tier 2 strategies in January.

Not the following changes to metrics: Metric 2.3 has been changed to mCLASS dibels to reflect the change in universal screener for the 2025 school year and ongoing. This year we will establish new baseline data that will be reflected moving forward.

Asian has been added to Metric 2.14 Chronic Absenteeism.

For Metrics 2.11 and 2.12 the following groups have been added: Asian, Filipino, American Indian and Homeless.

Action 2.1 Academic Supports, targeted interventions and expanded opportunities. In 2026-2027, ELO Program funds will be used to continue teaching tutoring to support site specific mClass DIBELS and/or i-Ready goals. ELOP staff will continue to maintain logs of homework completion in the program to increase family communication and school day alignment. ELOP will utilize the data management system to monitor real-time data on attendance and participation in tutoring opportunities.

Action 2.2 Early Literacy Support. Following a thoughtful reflection on the literacy work of 24-25, the district has identified focused actions and measurable goals aimed at strengthening foundational reading instruction and closing achievement gaps. These refinements are rooted in lessons learned, evolving needs, and a commitment to equity and academic excellence for all students. Assessment System Shift: From Acadience to mCLASS DIBELS 8th Edition. Beginning in the 2025–2026 school year, the district will transition from Acadience Reading to mCLASS DIBELS 8th Edition as the universal screener for K–3 literacy. This shift comes as a result of the state releasing the approved list of screeners for California. Instructional Focus: Universal Access (UA) Time. Site administrators will conduct regular instructional inspections during Universal Access time to ensure implementation fidelity. UA time is a protected daily block where teachers provide small-group instruction based on identified skill gaps. For the duration of this goal, new data will be used.

Action 2.3 Administrative staffing for instructional support and improvement. For the coming school year, administrative support will focus more on implementation of best first instruction, frequently visiting classrooms and providing feedback on instruction. As the equity walkthrough indicated, there is significant room for growth in our instructional practices to support students have access to high quality instruction. Administrators will also work with their Instructional Leadership Teams (ILTSs) to support cycles of inquiry for continuous improvement. PUSD will keep instruction as the focus of the work though there are many initiatives happening concurrently. Instructional growth is essential to reaching our goal 2 with the corresponding metrics.

Action 2.4 English Learners. A reflection on prior practices led us to recognize the need to adjust the pacing of our academic discourse initiatives. While we originally intended to begin identifying specific language scaffolds for ELs, we realized that staff first needed time to unpack and embed the fundamental elements of classroom discourse. Consequently, current engagement remains surface-level, often serving as a way for students to connect or talk without fully engaging in deeper discourse. Moving forward, a primary focus for next year will be helping staff understand how true academic discourse fosters student engagement and ownership of material, rather than being a simple exchange of ideas. Effective discourse requires students to have a foundational understanding of the topic, paired with tasks and questions rigorous enough to spark critical thinking and grappling with different perspectives. Once we define these student outcomes, we can better help teachers plan the specific language supports and scaffolds that allow ELs to participate fully in these discussions. To support this, we must also allocate more Wednesday collaboration time to keep EL needs at the forefront. This does not always require a significant block of time; it can be achieved through a "5-15 minute ELD nugget" where a teacher shares an effective practice or strategy. We must facilitate more intentional collaboration among ELD, Special Education, and General Education staff to ensure that the needs of all ELs are met and that collaborative goals are developed for our ELSWDs.

Action 2.5 Dedicated/Targeted supports for our Students with Disabilities. Moving forward PUSD will need to create structures to work collaboratively across district departments to support planning in execution of key initiative and services. Collaboration with human resources is imperative to address the staffing shortages and also working collaboratively across district departments to support effective professional development for all staff. PUSD will need to intentionally include inclusive practices in all of its work to ensure that students with disabilities experience high quality, rigorous culturally responsive instruction. PUSD will also need to work to define roles and responsibilities to support

communication and problem solving for student with disabilities. Changes for the 2026-2027 LCAP in this area specifically include working with WestEd to continue our work started in 2025-2026 on how to best support dually identified scholars, those who are English language learners and also have been identified as qualifying for special education services. The additional work that will continue in 2026-2027 is to provide training to our teachers on how to create language goals for students with disabilities and how to implement those goals within the classrooms. Since we are no longer in significant disproportionality, we repurposed the funds previously used for CCEIS to continue the work with WestEd in this area of supporting dually identified scholars.

Action 2.6 Dedicated/Targeted supports for our African American students. One of the areas that need to be addressed to support African-American scholars is addressing Implicit Bias amongst the staff (classified and certificated). Professional development to bring awareness to the role that bias plays in the interpretation of African-American scholar behaviors can support positive, culturally affirming responses to challenging behavior without the behavior becoming disciplinary in nature. Another area for improvement is our collaboration with African-American parents. Broadening the definition of parent engagement to include opportunities for intentional outreach to African-American families can support scholar achievement. PUSD will create a consistent process across the district to thoughtfully engage and support African American/Black parents in partnering with the school to increase positive parent family engagement to support the success of African-American/Black.

Action 2.7 Support for implementation of the School Plan for Student Achievement (SPSA). Similar to the action in goal 1, Support for implementation of School Plan for Student Achievement (SPSA) will continue to have a more specific role in progress monitoring, ensuring that the 3 anchors are implemented with fidelity. PUSD will strengthen anchor 1, focusing on culturally responsive, best first instruction with consistent strategies applied to support academic discourse. For PUSD to accomplish goal 2, Equity and Access, school sites will have to utilize accountability measures in support of strong implementation. While structures are in place, feedback loops and courageous conversations must accompany implementation, addressing barriers and inequities in the system.

Action 2.8 Focus on Long-term English Learners. This coming year we will look to further integrate strategies articulated in the EL. Master Plan. We will work to provide consistency in data chats, ensuring that students and families are informed regarding present levels, as well as what they need to do to increase their English Language proficiency. New for the 2026-2027 school year, we are adding some funds to support AVID EXCEL for our long term English learners at the Junior High schools.

Action 2.4 and 2.8: LREBG: After conducting our needs assessment which identified challenges for our youngest scholars, we have made the following changes for Goal 2. We allocated \$301,311 of our LREBG funds during the 2025-2026 school year to support the expansion of Dual Immersion for Transitional Kindergarten and to also support full staffing for our Dual Immersion programs while we went through some enrollment and attendance changes. Supporting these 2 teachers allowed us to provide continuity of academics for our elementary scholars and also expand an opportunity for Dual Immersion to our Transitional Kindergarten, which has been something our parents and families have requested. We are pleased to show this was a success with the enrollment and we are able to now fully support an additional DI TK classroom at our other DI elementary school for the 2026-2027 school year. All 2025-2026 LREBG funds have been exhausted.

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	Academic Supports, targeted interventions and expanded opportunities	This action supports targeted academic supports and interventions for our high need's students. The action was written to address the needs of students that are in the red indicators according to the California dashboard. This includes expanded learning (before/after school tutoring) during the school year; opportunities for credit recovery during the school year and during summer; outside contracts to provide online tutoring; materials and supplies; administrative support staff. Opportunities to accelerate academically, explore/visit a college or university, 7th grade College Field Trip, HBCU College Tour and financial assistance to cover fees for college preparatory exams. Provide support for the Success Academy at PHS which targets students that have experienced academic and social challenges in school. Independent study (additional sections for Spring 25) Alternative opportunities - Virtual Academy. Ensure all students have access to materials aligned to CA content standards and that teachers have the needed instructional resources to provide a rigorous, engaging instruction.	\$792,500.00	Yes
2.2	Early Literacy Initiative Support	This action supports the acceleration of early literacy with planning, instructional delivery, coaching, modeling and collaboration with dedicated support staff in the elementary schools and Early Childhood Education program. Ensuring an effective PK program at each elementary site. Providing additional academic material to support reading. Providing Instructional coaches to ensure the use of effective teaching strategies and development of an engaging curriculum.	\$888,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide instructional aide for high needs students to provided targeted small group support.		
2.3	Administrative staffing for instructional support and improvement	PUSD will provide school administration staffing to prioritize an implementation of a high quality, standards based instructional program at the school sites. The action was written to address the students that are in the red indicators according to the California dashboard. Administrators will support the implementation of understanding by design to increase the effectiveness of the instructional program, ensuring connections to the standards. Sites will work to implement a culturally relevant and sustaining curriculum that engages all students, but more specifically address the needs of English Learners, Foster Youth and Socio Economically Disadvantaged students in the learning process. The administrative staffing will provide targeted support for schools and students that have performed in the red indicators for English Language Arts and Mathematics according to the California State Dashboard. Administrative staff will also support disaggregated data analysis in support of cycles of inquiry to assess the effectiveness of chosen strategies. Staff will work with scholars and the community to ensure that effective strategies are enhanced while, replacing strategies that have demonstrated to be ineffective. Staff will work to enhance the work of the Instructional Leadership Team at each school site in support of implementation of the equity focused walkthrough tool, and use of evidence based instructional strategies. The increased effectiveness of the instructional practices will provide an engaging curriculum that will support a decrease in chronic absenteeism and disciplinary challenges.	\$4,638,779.00	Yes
2.4	Focus on English Learners	Maximize support for English Language Learners through a combination of additional class sections, support staff and contracts with vendors to provide professional development and support. Needs Assessment of Early Literacy Practices for Students who are	\$1,060,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Learners (Ellas Consulting) Professional Development (PD) and Coaching to Support English Language Development (ELD) - Ongoing PD for elementary and secondary teachers to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL students. (After-school PD, Collaboration Time, West Ed, AVID Excel) Extended Summer opportunities focusing on English Language acquisition. Expanded Learning Opportunities - Provide the opportunity to attend Expanding Learning programming to ELs who are performing below grade level in ELA as measured as iReady and Acadience. Target support to At-Risk LTELs, LTELs, Newcomers and DLI students. SEL support for newcomers - Provide newcomers (junior high and high school) with SEL support to help develop and practice SEL strategies into their daily lives to help cope/manage with all the emotions and new experiences of being a newcomer Completion of the EL Master Plan aligned to the Californians Together EL Roadmap Supplemental Reading Online Programming for ELs - Collaborate with Family Engagement Coordinator to promote and improve school and family partnerships in support of student learning especially with LI, FY, and EL families. - Provide assistance to families in understanding the online tools and student management system so they they can better support their student(s) at home. - Develop a Parent Ambassador program to help pair parents/families with establish parent leaders in our community to help guide them through the educational system - Hold an annual Parent University event to allow parents/families to attend workshops to learn about different instructional programs and resources that are available to support their student(s).		

Action #	Title	Description	Total Funds	Contributing
2.5	Dedicated/Targeted supports for our Students with Disabilities	Enhance coordination of special education services and early preventive practices. PUSD will utilize cycles of inquiry to identify effective practices and revise strategies accordingly. Increase access and inclusion for learners with special education services through instructional assistance support during mainstreaming. Staff to provide additional coaching and training to implement evidence-based teaching practices. Continuing the work articulated in the CCEIS plan to guide district actions to address root causes for disproportionality. 23/24 Of our unduplicated students, 1047 are SWD (total SWD are 1213, so 86% of our SWD are in the unduplicated student count as well) 110 SWD – AA unduplicated Total unduplicated – 8732 Unduplicated SWD 1043/8732 – 11.99%	\$529,939.00	Yes
2.6	Dedicated/Targeted supports for our African American students	Enact practices to address data generated from the root cause analysis that was conducted to identify areas to support the academic growth for our African American students. Continuing the use of Individual Learning Plans (ILP's) which help to center the needs of African-American students and provide targets for individual growth. Supporting the implementation of a culturally responsive and sustaining pedagogy to support African-American students, which are also Socio Economically Disadvantaged. Utilizing the Equity walkthrough to focus on the experience of African-American scholars in the classroom. Enhance systems and practices to address disproportionality in African American suspensions. African-American students' chronic absentee data is higher than the district average (Metric 2.14) Mentoring services for our high needs AA students.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Fall 1 23-24 SWD: 270 of 1213 are AA: 22.2% FY: 16 of 43 are AA: 37.2% SED: 1206 of 7845 are AA: 15.4% EL: 9 of 2827 are AA : .32% # of Unduplicated AA students: 1321 SWD : 270 of 1670 : 16.2% FY: 16 of 1321: 1.21% SED: 1206 of 1321 : 91.3% EL: 9 of 1321 : .68%		
2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	Site based actions and services to implement and support the priority areas of the LCAP based on evaluation of the red indicators of the California State Dashboard and feedback from LCAP community engagement sessions. English Learners, Socio Economically Disadvantaged students, and Foster Youth will receive targeted intervention from the site-based services that are supported through this action including support for addressing chronic absenteeism. Each site has received targeted LCAP funding, proportionally to the size and need at the site. Funding allocated for certificated/classified personnel and materials and services aligned with the School Plan for Student Achievement (SPSA).	\$191,821.00	Yes
2.8	Focus on Long-term English Learners	Continuing to support and expand our DLI program as an effective practice for reducing LTELs - Ongoing PD for elementary and secondary DLI teachers to support implementation of integrated instructional strategies to address the language needs of DLI students. (After-school PD, Collaboration Time, Be Glad) Collaboration time and lesson planning to embed ELD standards and effective language practices (cornerstone practices) to increase access to	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		academic language to reduce the number of LTELs. Teachers will have the opportunity to apply what they learned from the provided PDs (ELD Standards, effective practices for Integrated and Designated ELD, ELPAC task-types) and work with their grade level teams/sites to embed the practices into instruction. Maximize support for ELs through a combination of additional class sections and support staff to address the language needs of LTELs - Section allocation (FTEs) for secondary will take into consideration the language needs of LTELs and the need for smaller class sizes in order to effectively target the language support.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the Early Literacy series as measured by completion of PUSD's Early Literacy Project. (3B, 3C)	2023 Re-establishing Series 0 Completers Baseline	2024 Early Literacy Project 58 Completers (3 workshop series) Equity Impact on Scholars Represented (completers only): EL: 27% 18/66 SED: 80% 53/66 FY: 2% 1/66 SWD: 15% 10/66	2025 Early Literacy Project 146 Completers Equity Impact on Scholars Represented (completers only) EL: 13% 19/146 SED: 86% 126/146 FY: 0% 0/146 SWD: 21% 31/146	Up to 300 total Parent/Guardian Series completers over three years, 100 per year. Completers will minimally reflect the percentages of these equity groups in PUSD: EL: 25% of All Completers, 75 SED : 81% of Completers; 243 FY: 1% of Completers; 3 SWD: 12% of Completers:36	Early Literacy Difference from Baseline +88 Completers EL: +13% SED: +81% FY: 1% SWD: +12%
3.2	Number of parents of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the Triple P (Positive Parenting Series) as measured by completion of PUSD's Elementary Triple P Series. (3B,3C)	2023 Re-establishing Series 0 Completers Baseline	2024 Triple P Series 95 took at least one workshop; 54 Completers Equity Impact on Scholars Represented (completers only): EL: 43% 34/79 SED: 85% 67/79 FY: 0% 0 SWD: 14% 11/79	2025 Triple Series 60 Completers Equity Impact on Scholars EL: 37% 22/60 SED: 82% 49/60 FY: 0% 0/60 SWD: 32% 19/60	Up to 180 total Parent/Guardian Series completers over three years, 60 per year. Completers will minimally reflect the percentages of these equity groups in PUSD: EL: 25% of completers, 45 SED: 81% of completers, 146 FY: 1% of completers; 2	Triple P Difference from Baseline +6 Completers EL: -6% SED: -3% FY: 0% 0 SWD: +18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 12% of completers: 22	
3.3	Number of families of our English Learner, Low Income, Foster Youth and Students with Disabilities who complete the 10-week series of the Parent Project (3B,3C)	2023 Re-establishing Series 0 Completers Baseline	2024 Parent Project Year 1 68 Completers (successfully completed at least 6 in series) Equity Impact on Scholars Represented (completers only): EL: 23% 19/84 SED: 86% 72/84 FY: 1% 1/84 SWD: 11% 9/84	2025 Parent Project 73 Completers EL: 52% 38/73 SED: 84% 61/73 FY: 0% 0/73 SWD: 19% 14/73	Up to 240 total Parent/Guardian Series completers over three years, 80 per year. Completers will minimally reflect the percentages of these equity groups in PUSD: EL: 25% of completers, 60 SED: 81% of completers; 194 FY: 1% of completers; 2 SWD: 12% of completers: 29	Parent Project Difference from Baseline +5 Completers EL: +29% SED: -2% FY: -1% SWD: +8%
3.4	Student, Parent and Family survey to provide information on safety and school connectedness (6C)	CHKS administered in 23-24 year. Relatively low participation in 23-24. CHKS (Strongly Agree or Agree): Parents feel welcome to participate: 82%. Feel school is a safe place: 81%	CHKS not yet administered	CHKS not administered	Year 3: CHKS (Strongly Agree or Agree): Parents feel welcome to participate: 90%. Feel school is a safe place: 90%	N/A
3.6	Chronic absenteeism rate (5B)	2023 CA Dashboard Chronic Absence	2024 CA Dashboard Chronic Absence	2025 CA Dashboard Chronic Absence	CA Dashboard (return to pre-pandemic rate)	CA Dashboard Chronic Absence

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 37.3% AA: 47.8% SED: 38.6% EL: 33.2% FY: 45.7% SWD: 45.6% Asian: 26.2% PI: 57.9% Fil: 20.5% Hisp: 35.4% White: 41% Unhoused: 56.2%	All: 30% AA: 40.4% SED: 31.9% EL: 27.8% FY: 37.5% SWD: 37.7% Asian: 18.9% PI: 50% Fil: 13.2% His: 28.3% White: 32.1% Unhoused: 42.5%	All: 28.8% Asian: 17.0% AA: 40.3% PI: 50% Filipino: 12.3% Hispanic: 27.3% White: 27.7% Homeless: 41.0% SWD: 36.7% EL: 25.2% SED: 30.6% FY: 54.3%	All: 11% AA: 21% SED: 13% EL: 8% FY: 20% SWD: 17% Asian: 10% PI: 20% Fil: 10% Hisp: 15% White: 20% Unhoused: 25%	Difference from Baseline (Neg = Improvement) All: -8.5% AA: -7.5% SED: -8.0% EL: -8.0% FY: -8.6% SWD: -8.9% Asian: -9.2% PI: -7.9% His: -8.1% White: -13.3% Unhoused: -1.9%
3.7	Attendance rate (5A)	Aeries Attendance 2023-24 All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%	Aeries Attendance 2024-25 (per Analytics & Insights) All: 91.1% SED: 91.4% EL: 91.4% FY: 86.2%	Aeries Attendance 2025-26 (per Analytics & Insights) All: 90.78 SED: 90.13 EL: 90.65 FY: 88.43	Aeries Attendance All: 95% SED: 94% EL: 95% FY: 93%	Difference from Baseline: All 0.18% SED: .23% EL: -0.35% FY: .13%
3.8	Expulsion rate (6B)	2022-23 0.00% (actual 0.0004%)	2023-24 0.00%	2024-25 0.018	Year 3 0%	Expulsion Difference from Baseline -0.018
3.9	Suspension rate (6A)	2023 Dashboard All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1%	2024 Dashboard All: 4% AA: 10.8% EL: 1.9% SED: 4.1% FY: 12.2%	2025 Dashboard All: 3.4% AA: 8.6% Two or More Races: 4.6% White: 3.5%	Year 3 Dashboard All: 5% AA: 5% EL: 3% SED: 5% FY: 5%	Dashboard Difference from Baseline (Neg = Improvement) All: -2.6% AA: -5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 9% Two or More: 8.4% White: 5.5% Unhoused: 9% His: 4.1% Asian: 1.6% F: 1.8% PI: 7.5%	SWD: 5.6% Two or More Races: 6% White: 5.1% Unhoused: 4.7% His: 2.5% Asian: 0.8% F: 0.6% PI: 6%	SWD: 4.8% EL: 2.8% SED: 3.7% FY: 7.5% Homeless: 4.9%	SWD: 5% Two or More: 4% White: 4% Unhoused: 4% His: 4% Asian: 1% F: 1% PI: 4%	EL: -1.1% SED: -2.6% FY: -2.9% SWD: -3.4% Two or More Races: -2.4% White: -0.4% Unhoused: -4.3% His: -1.6% Asian: -0.8% F: -1.2% PI: -1.5%
3.10	Sites have parent representatives attend DAC/DELAC to include in district decision making. (3A)	2023 PUSD Data 92% of schools in District had representation	2024 PUSD Data 75% of schools in District had representation	2025 PUSD Data 46% of schools in District had representation	Year 3 Data 100% of schools will have representation	-46% of schools in District had representation

Goal Analysis [2025-26]

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

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

LCAP Goal 3, Family Assets focused on 6 actions to support families actively collaborating with school in support of student achievement.

Action 3.1 Parent and Family Engagement For All. During the 2025–2026 school year, the district successfully implemented family engagement opportunities focused on various series including early literacy series, positive parenting program, and in-depth Parent Project Series with many strengths demonstrated across all three. In early literacy, the district exceeded its annual goal of 100 parent completers by serving 146 parents through literacy series, in addition to engaging over 200 participants at the Literacy Fair at the start of the school year and more than 200 parents in workshops focused on understanding the early literacy DIBELS assessment. In the area of positive parenting, the district met its annual goal of 60 parent completers through the implementation of 4 different positive parenting programs including Fearless Triple P (for parents of students with anxiety) and Stepping Stones (for parents of students with disabilities), providing families with valuable strategies to support student social-emotional and behavioral needs. In the Parent Project area, 73 parents completed the intensive 10-week series, slightly below the annual goal of 80 completers. A primary challenge with implementation continues to be the difficulty many families experience in committing to a long-term 10-week program due to work schedules, children’s extracurricular activities, and other family responsibilities. Despite this challenge, participation remained strong, reflecting continued parent interest, engagement, and commitment across all three program areas. One area of growth is to establish a targeted approach to supporting parents of foster youth.

Action 3.2 Restorative Justice Implementation. Since Spring 2025 and continuing through the 2025–2026 school year, the District has implemented Restorative Practices (RP) as a core Tier I strategy within our Multi-Tiered System of Supports (MTSS). This work prioritizes proactive relationship-building, student voice, and community-centered approaches to create the conditions for learning. RP implementation is aligned with the District’s Community Schools model, reinforcing a focus on belonging, safety, and connectedness—key factors influencing student attendance and reductions in suspension. To support implementation, the District provided Beginning-of-Year (BOY) professional learning for staff on foundational RP strategies, including community-building circles, restorative conversations, and affective language. Each site established a Restorative Practices Trainer of Trainers (TOT) team, inclusive of at least one administrator, to build internal capacity and support site-based implementation. These teams are responsible for modeling practices, facilitating ongoing professional learning, and supporting consistency across classrooms. As implementation has progressed, TOT teams have engaged in cohort-based learning with an external partner to deepen their expertise and advance site implementation (“Restorative Practices 2.0”), with an emphasis on integrating restorative approaches into classroom community building.

The successes associated with the work of restorative practices:

Increased staff awareness and use of Tier I restorative strategies across sites,

Establishment of site-based TOT teams to support sustainability and internal capacity,

Improved alignment with MTSS and Community Schools priorities,

Early improvements in attendance and reductions in suspension rates across most student groups.

Despite the success, there were challenges and differences from planned implementation such as:

Inconsistent implementation fidelity across sites and classrooms

Greater need for ongoing coaching to move from training to sustained practice

Time and capacity constraints impacting depth and consistency of implementation

Initial plans to accelerate advanced practices were adjusted to prioritize strengthening Tier I foundations

Adjustments: The District is increasing differentiated professional learning opportunities, expanding training to additional staff, and strengthening coaching and monitoring systems (e.g., walkthroughs, data review) to ensure more consistent implementation and impact.

Action 3.3 Social Emotional/Mental Health and Behavior supports. Since Spring 2025 and continuing through the 2025–2026 school year, the District has implemented early prevention through the COST/CARE team process in our universal Tier I as part of our Multi-Tiered System of Supports (MTSS). This work prioritizes early identification, prevention and intervention of students who may be struggling with emotional and behavioral difficulties impacting their academic and social success and is aligned with the District’s Community Schools model, reinforcing a focus on belonging, safety, and connectedness—key factors influencing student attendance and reductions in suspension. To support implementation, the District provided professional learning for school administrative teams and site community school coordinators on MTSS and COST/CARE at the beginning of the school year in August of 2025, along with additional professional learning throughout the year on MTSS and early intervention. There have been some successes in the work to support social emotional health, the successes include: Increased staff awareness and use of the COST/CARE referral process, Establishment of site-based COST/CARE early intervention teams to support sustainability and internal capacity, Improved alignment of MTSS and Community Schools priorities within the cycle of inquiry, increased mental health and behavior intervention services have led to improved student attendance and reductions in suspension rates across most student groups, improved attendance and reductions in suspension rates have increased students engagement and academic and social outcomes.

Some of the challenges / Differences from Planned Implementation include: Inconsistent implementation of Tier I classroom routines and teaching across sites and classrooms may make it difficult for some students to engage during classroom instruction

Inconsistent Tier I classroom routines may result in behavioral and social emotional difficulties, Inconsistent classroom routines and instruction may impact consistent of implementation of behavior intervention supports.

Based on the successes and challenges, we are planning the following adjustments: The District is increasing differentiated professional learning opportunities, expanding training to staff, and strengthening individual coaching and monitoring systems (e.g., equity walkthroughs, data review) to ensure more consistent implementation, calibration and success.

Action 3.4 Full-Service Community Schools Initiative. A cornerstone of Community Schools in PUSD has been the establishment of a district-wide Steering Committee and site-based Steering Committees at all community school sites. These structures, co-designed with labor partners and codified through an MOU, embody shared leadership and collective decision-making. Key successes include the establishment of coherent structures for shared leadership, increased alignment between Community Schools practices and district priorities, and growing capacity among administrators, coordinators, and educators to engage in data-informed, community-driven decision-making. A noted challenge continues to be ensuring consistent depth of understanding and engagement across all educational partnerships; however, targeted professional learning of Coordinators whether in house or through our Regional Technical Assistance support, are addressing this need as implementation continues to mature. This multi-layered approach ensures that implementation is responsive to both quantitative trends and lived experiences.

Action 3.5 Targeted Parent and Family Engagement for specific underserved families. PUSD was able to plan various workshops and opportunities to work with underserved families, including specific nights to support English Learner Newcomer families, and Town Halls for Black Parents. PUSD was able to implement nights to support early literacy, including information to support the transition to the new universal screener. We were able to carry out these actions as articulated for the year. PUSD endeavored to increase communication with parents and have used Parent square, social media, and other forms of communication to ensure parents were aware of the opportunities to enhance their parenting skills. While we were able to observe success in workshop attendance, community fairs, and the immigration resource fair, we continue to see challenges in engaging specific families. We will continue to evaluate the effectiveness of our parent engagement and revise our approach to ensure that parents feel welcome to our sites and engage in the workshops that support our scholars.

Action 3.6 Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA). Site were able to conduct interviews with English Learners and African-American scholars as part of progress monitoring, identifying the barriers that is preventing scholars from being consistently present at school. This data will inform strategies to implement in the 2026-27 school year. Sites were also able to utilize staffing in support of goals established as part of their SPSAs. As part of the efforts to address absenteeism, each site was asked to report the effectiveness of their intervention strategies. Sites consistently reviewed their attendance data and revised approaches to support a decrease in absentee rates.

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

For Action 3.3, Social Emotional/Mental Health and Behavior Supports, there is a significant difference between Budgeted Expenditures and Estimated Actual Expenditures due to the use of LREBG funding that was used to support staffing for behaviors, fund additional nursing

services, and support our chronically absent scholars. LREBG was not part of our original LCAP; reporting the funds as spent results in a significant variance.

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

Analysis for Goal 3 is reflective of metrics from the California Dashboard which is a lagging indicator, which is generated before all of the actions below are completed.

Action 3.1 The actions articulated in Parent Engagement for All were effective based on the increase in Metrics 3.1 and 3.2, which show an increase of 88 completers and 8 completers, respectively. The district reports three primary LCAP highlight areas focused on early literacy, positive parenting, and in-depth parenting programs; however, it is important to note that these represent only a portion of the broader range of family engagement services provided throughout the year. Additional supports include mental health and wellness series, nutrition and well-being programs, digital literacy training with technology access supports (including refurbished computers and hotspots), expanded virtual learning opportunities through Parent University with Fresno State, health coverage enrollment support through medical coverage fairs, legal and consular assistance through Mobile Consulate services, and ongoing basic needs support through the community closet and food pantry. Collectively, these efforts reflect a comprehensive, coordinated approach to family engagement that addresses academic, social-emotional, technological, and basic needs to strengthen student success and family well-being.

Action 3.2 Data shows the implementation of Restorative Justice Practices are effective according to Metrics 3.9 showing reductions in the overall suspension rate of all students -2.6%, EL -1.1%, SED -2.6%, and foster youth -2.9% and Metric 3.7 attendance rate (.18% for all, .23% for SED, -.35 for EL, and .13% for foster youth). PUSD is improving attendance and suspension rates for all student groups except for a small percentage of English Learners. (It is worth noting our FY numbers are low and fluid compared to our other larger groups which may require more targeted and individualized support). With the improvement in both attendance and suspension outcomes across most student groups, may suggest that our emphasis on relationship-building, student engagement, and alternatives to exclusionary practices is making a positive impact on student connectedness and behavior. Restorative Practices are contributing to our goals particularly in reducing suspensions and improving overall attendance. Continued focus on consistent implementation and targeted supports for specific student groups (e.g. African American and Foster Youth) is needed to ensure equitable outcomes.

Action 3.3 Social Emotional/Mental Health and Behavior supports has been effective based on Metric 3.9 for reducing suspensions -2.6%, EL -1.1%, SED -2.6%, and foster youth -2.9% and Metric 3.7 (.18% for all, .23% for SED, -.35 for EL, and .13% for foster youth) on improving student attendance. PUSD has committed to the development of SEL practices to be used as preventive strategies in classrooms. Scholars are exposed to programming that provides support for positive mental health. PUSD will continue with these actions based on their effectiveness and will make a stronger commitment to monitoring the effectiveness of interventions and strengthen communication throughout the system in support of scholars.

Action 3.4 Full Service Community Schools Initiative was effective according to the Metric 3.9 (-2.6%, EL -1.1%, SED -2.6%, and foster youth -2.9%) and Metric 3.7 (.18% for all, .23% for SED, -.35 for EL, and .13% for foster youth) improving of student attendance. Strategic partnerships developed through Site-Based Steering Committees have been an important structure for advancing progress toward our goals. These committees have created intentional space for educational partners to examine barriers surfaced through “street data” and to reflect on the gap between current conditions and community aspirations. This approach has been effective in shifting conversations from

assumptions to lived experiences, allowing for more responsive and relevant planning. The development of more aligned strategies for equitable collaboration—including clearer decision-making structures that define when decisions require consensus versus site-level discretion—has been effective in increasing representation and participation within Site-Based Steering Committees. This clarity has supported more inclusive and transparent processes, strengthening shared leadership. Efforts to monitor service agreements and incorporate partner voice into the development of goals and objectives have shown mixed effectiveness. At some sites, this has resulted in an increase in aligned services and stronger partnerships that directly support student needs. At other sites, implementation has been less consistent, highlighting a need for clearer systems to evaluate partnerships and ensure accountability and coherence across the district. The effectiveness of whole child models continues to depend heavily on strong school-family-community relationships. While structures for engagement have been established, not all families currently feel empowered or equipped to participate fully. This has limited the impact of some strategies and underscores the need for more intentional, equity-centered approaches to family engagement and capacity building. Additionally, practices such as goal setting, empathy interviews with students and families, regular pulse checks, and other feedback mechanisms have proven to be strong contributors to progress. Community School Coordinators, in particular, have played a critical role in engaging families in relational and human-centered ways. These efforts have strengthened connections between families and school sites and have contributed to early signs of improvement in areas such as student engagement and reductions in chronic absenteeism.

Action 3.5 Targeted Parent and Family Engagement for specific underserved families. Action 3.5 was not effective based on the Metric 3.10 (-46% decrease in representation) indicating the participation of representation from each site on DAC/DELAC meetings. Although schools each chose a representative through the School Site Council process, those representatives were not in attendance consistently. Moving forward, the district will have to work closer with sites to ensure representation on each committee. Representation in decision making is essential to the work with the Full Service Community Schools initiative and with district decisions and policies. PUSD will continue with this work but stress the importance of attendance and representation. Metric 3.4 also indicated a lack of effectiveness for this item as the district was not able to get representative participation in the California Health Kids Survey. The district will have to consider ways to increase participation in completion of the survey so that the results can be more indicative of the thoughts regarding safe and connected schools.

Action 3.6 Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA) was effective based on Metric 3.7 (.18% for all, .23% for SED, -.35 for EL, and .13% for foster youth) and Metric 3.9 (-2.6%, EL -1.1%, SED -2.6%, and foster youth -2.9%). It is worth noting our FY numbers are low and fluid compared to our other larger groups. In addition, all sites conducted interviews for students identified as chronically absent. The informal data indicates there are multiple root causes for families keeping their students home (e.g, mental health, academic support and transportation) which continues to increase their rate of chronic absenteeism.

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

Based on the reflections and analysis from prior practice, PUSD will engage in the following:

Action 3.1 Parent and Family Engagement for All. Based on reflections on prior implementation, the district will maintain its three core LCAP family engagement focus areas while refining goals, metrics, and actions to better reflect participation patterns and improve access for families. While early literacy and positive parenting programs consistently met or exceeded their targets, adjustments will focus on strengthening participation in the in-depth Parent Project series, where completion rates fell slightly below the annual goal due to the challenges families face in committing to a 10-week program. For the coming year, the district will explore strategies such as increased

scheduling flexibility, enhanced outreach, and alternative delivery formats to improve accessibility and completion rates. In addition, the district will continue to expand and integrate broader family support systems—including mental health and wellness programming, digital literacy with technology access, and expanded virtual learning opportunities through Parent University with Fresno State—into its overall engagement strategy to increase reach and participation. Collectively, these refinements are intended to improve alignment between goals and family needs while sustaining strong engagement across all program areas.

To support the implementation of the district's new Artificial Intelligence (A.I.) policy, PUSD will offer training and support to Parents and Caregivers.

Another area to address is increasing representation of school sites on DAC/DELAC committees. Central office will have to work closely with sites to increase representations from each site to DAC/DELAC. At the beginning of the year, District will gather names from site and strengthen communication with parents to ensure attendance at DAC/DELAC meetings. Central office will follow-up with sites if there is not representation from sites to increase accountability and work towards 100% representation and attendance.

Action 3.2 Restorative Justice Implementation. Based on reflection of implementation data and feedback, we will maintain our goals related to improving attendance and reducing suspension rates as our current CA dashboard data indicates positive progress.

We will focus on refining and strengthening our actions and implementation strategies for the coming year by: Deepening Tier 1 Implementation

- Expand Professional learning opportunities

- Strengthen the Trainer of Trainer (ToT) model

- Provide more coaching and monitoring

- Target support for Foster Youth

- Stronger Data Alignment

Continuing the current goals, our approach to refining and strengthening implementation, increasing support structures and targeting specific student groups, to ensure more equitable outcomes.

To support a decrease in behavioral incidents and increase the safety on our campuses, PUSD will formulate a Safety Committee consisting of stakeholders and appointed representatives. The committee will be responsible for examining current discipline practices including evaluating the current discipline matrix and disciplinary practices being implemented at the sites, developing recommendations for improvement of safety practices. PUSD will also increase professional development with a focus on de-escalation strategies.

In addition, PUSD will create baseline data focused on student referrals to the office. As the baseline data is established, PUSD will work to decrease the amount of referrals for students to the office.

Action 3.3 Social Emotional/Mental Health and Behavior supports. After the district has initiated a district focused COST/CARE system, a number of changes will occur in 2025 - 2026. These changes resulted from feedback from the school sites, including a weekly reminder of the referral process and timelines to the site administrators; ensure the referring school principal and community school site coordinator are in attendance at the district COST meeting to discuss the referral when scheduled; Provide tools and professional development to site administrators to increase monitoring of implementation of positive behavior intervention plans. Increase monitoring, fidelity and coaching to ensure the MTSS framework is utilized, beginning with supporting student access and engagement in tier 1 core instruction Increase

monitoring and coaching of site staff to ensure the student support team process is coherent and aligned across schools. Provide professional development and monitor pre-referral intervention data and information entered by site-level staff into the appropriate Aeries intervention manager and counseling screens.

Action 3.4 To strengthen the work of Full Service Community schools, we will increase the use of integrated data systems requires comprehensive Assets and Needs Assessments that directly inform site coordinator Action Projects, partnership development, and LCAP-aligned goals. To reduce variability across sites, establishment of clearer implementation expectations while leveraging bright spots and Communities of Practice to build capacity and share effective strategies. Metrics will also be refined to better capture whole child outcomes, including student belonging, family engagement, and chronic absenteeism trends. Finally, we will continue to invest in differentiated professional learning for administrators, Community School Coordinators and school staff to deepen alignment with the Community Schools Framework and ensure sustained, data-driven improvement across all sites.

Action 3.6 Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA). PUSD will continue to monitor the effectiveness of interventions and will continue to utilize data systems to monitor the progress of attendance, discipline, and instruction. Equity walkthroughs at the district at site level will continue to be implemented and the data generated will inform future professional development. PUSD will work to strengthen communication within the system, clarifying roles and responsibilities, while emphasizing monitoring of implementation. With the implementation challenges that have occurred over the years, it is imperative that leadership inspect instruction as well as the interventions that are in place in support of scholar achievement.

One of the areas that will need to be included and addressed moving forward is increasing student engagement. PUSD will create opportunities to engage scholars in student forums, scholar retreats, and listening campaigns with the expressed intent of generating input on scholar educational experience, elevating student voice, and fostering a sense of belonging amongst underserved scholars. These actions will be part of bringing Equity into Action, aligning resources to supporting schools with their SPSA.

Action 3.3: LREBG: We used \$540,438 of our LREBG funds to support this goal. We continued services for our behavioral needs by funding a Board Certified Behavior Analyst (BCBA) and a portion of a BCBA specifically to address behavior needs of our earliest scholars in the pre-k, TK, K ages. As we move towards more inclusion and ensuring we are providing all of the MTSS supports before referring for assessment, we need to continue to provide more support for our elementary scholars and teachers. We also used some of the LREBG funds to support an increase in nursing needs among our school sites. This was in response to more scholars at the elementary level who need support with diabetes management, as well as an increase in overall health issues. Finally, we also use LREBG funds to support a Child Welfare Aide to increase our ability to conduct home visits to target some of our chronically absent scholars who were not responding to school site communications. All 2025-2026 LREBG funds have been exhausted.

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	Parent and Family Engagement For All	Increase parent engagement and participation, improve home-school communication and provide parent services, training, volunteer opportunities and workshops. Support for engagement with DELAC, DAC, SSC, Families of African American Scholars (FAAS) and Parental African American Achievement Collaboration Team (PAAACT). District and sites will fully implement parent involvement policies and programs at all schools that meet federal requirements and district goals.	\$605,968.00	Yes
3.2	Restorative Justice Implementation	Centralized restorative justice staffing to support all schools that have suspension data in the red performance indicator according to the California State Dashboard. This action supports technical assistance based on the discipline data that demonstrates challenges in our schools. Expand and empower leaders to implement restorative practices to reduce discipline data and increase scholars time on task. Focus on Tier 1 classroom supports for restorative practice to reduce disciplinary action and contribute to fostering a positive school climate. Specifically targeted for schools that have red indicators for suspension. Utilizing Equity Walkthrough tool to provide data on classroom climate and community.	\$0.00	Yes
3.3	Social Emotional/Mental Health and Behavior supports.	Continue to implement a Multi-Tiered System of Supports to support behavioral and social success for all students including dedicated resources and staff to support students who exhibit behavior challenges and have health needs. Support for implementation and enhance of SEL Curriculum across sites. Support for students from the Lincoln Center.	\$3,471,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Behaviorists, Mental Health Therapists, Behavior Support Aides, MTSS/COST facilitators, Nurses to support strengthening services for scholars who demonstrate need for targeted support.		
3.4	Full Service Community School Initiative	Dedicated resources and staff to support Full Service Community School initiative including Full Service Community School Coordinators: LCFF Funded: Highlands Elementary Hillview Jr High Foothill Pittsburg Senior High School Grant funding for additional 9 schools: Rancho Medanos Jr High Martin Luther King Jr. Jr High Willow Cove Heights Stoneman Los Medanos Elementary Parkside Marina Vista Black Diamond The grant will also support the following actions: 1. Hiring and onboarding of community school site coordinators 2. Formation of school-level advisory councils at each school 3. Professional development for all district and site level staff 4. Site-level coordinators to participate in the once-monthly regional technical assistance webinars 5. Hiring and onboarding of a district-level coordinator of community schools	\$576,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. The district and site coordinators collaborate to create a shared foundation for the schools to build upon and individualize to ensure equity, coherence and alignment with the LCAP 7. Formation of a district-level advisory council 8. Convene 3 annual site-level and districts advisory meetings 9. Develop and assemble annual goals and an implementation plan consistent to be integrated into each site SPSA in support of culturally responsive and sustaining practices. To provide services, support and opportunities that will lead to improved student learning, stronger families, and healthier school communities. After School Supports for Continuum of Services		
3.5	Targeted Parent and Family Engagement for specific underserved families	Ensure multiple ways to increase and improve communication with families. Create a feedback loop to support two-way communication between school and families. Increase use of ParentSquare, provide webinars, newsletters translated in Spanish, social media presence, flyers, home visits, welfare checks, DELAC, Families of African American Scholars (FAAS); PAAACT	\$400,496.00	Yes
3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	Site based actions/services to implement and support the priority area Equity, Access and Success and student groups who are in the red performance indicator according to the state dashboard. As part of technical assistance work, sites will conduct interviews with chronic absentee students to find underlying causes to student absences. Sites will plan targeted intervention based on discovery of the challenges that students face. District will review and analyze disaggregated data trends and revise actions accordingly.	\$254,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Schools will work to implement the SPSA's which are aligned to the goals outlined in the LCAP		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching. according as measured by CTC (1A)	Most Recent DataQuest 2021-22 85%	2022-23 DataQuest 80.7%	2023-2024 DataQuest 78.5%	Year 3 100% 2025-2026: 95%	Difference from Baseline: -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teachers identified as "experienced" by CTC (Data quest) (new metric) Number of PIP/STP/Interns (new metric)	2022-2023 89.3% 2023-2024: 51	2023-2024 90% 2024-2025:50	2024-2025 94.3% 2025-2026: 30	15	5.0% increase in teachers identified as "experienced" -21 less PIP/STP/Interns
4.2	% of certificated, classified, and management staff of color	2023-24 (HR Board Report Data) % Certificated Staff of Color: 48% % Classified Staff of Color (CSEA): 76.5% % Management Staff of Color: 52%	24-25 (HR Board Report Data) % Certificated Staff of Color: 51% % Classified Staff of Color: 68% (CSEA) : % Management Staff of Color: 51%	2025-2026 HR Board Report % Certificated Staff of Color 55.2% % Classified Staff of Color 81.5% % Management of Color 59.5%	10% increase in both Certificated Staff of Color and Classified Staff of Color	Certificated: 7.2% Classified: 5% Management: 7.5%
4.3	% Certificated Retention Rate	2023-2024: 91%	2024-2025: 91%	2025-2026" 90%	Year 3 95%	Difference from Baseline: -1%
4.4	% Certificated Staff of Color New Hires	61% in 2023-2024	50% in 2024-25	79% in 2025-2026	70% Certificated New Hires of Color	18%
4.5	English Language Arts as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard	2024 ELA CAASPP and CA Dashboard % Meets or Exceed; pts above or below	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below	CA Dashboard and CAASPP Year 3 (2025-2026) All Tested Students All Tested Grades	Difference from Baseline: Percentage Points Difference; Change in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below 2+ Races: 34.06%; 44.5 below EL: 6.65%; 98.8 below SWD; 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below Hmls: 19.40%; 99.9 below	All: 28.45%; 62.4 below AA: 22.08%; 84.1 below Am Ind: 14.29%; 58.7 below Asian: 48.54% ; 9.5 below Fil: 59.09%; 22 above His: 25.97%; 68.2 below PI: 26.67%; 71.7 below Wh: 37.03%; 36.2 below 2+ Races: 34.03%; 50.3 below EL: 6.36%; 95.7 below SWD; 6.47%; 131.8 below SED: 26.20%; 68.9 below FY: 5.26%; 127.3 below Hmls: 17.88%; 103.8 below	All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below	Meet or Exceed: 40% 54 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11) AA: 40% 74 pts below Am Ind: 30% ; N/A Asian: 60% ; 8 above Fil: 70% ; 35 above His: 40% ; 50 below PI: 40%; 50 below Wh: 50% ; 30 below 2+ Races: 50%; 30 below EL: 30% 85 below SWD; 30% 120 below SED: 40%; 55 below FY: 35% 90 below Hmls: 30% ; 70 below	Baseline Distance from Met All: +4.44%; +16.5 AA: 6.29%; +20.0 Am Ind 21.01; Not reported Asian: 5.22%; +1.8 Fil: 0.44%; 9.4 His: 3.96%; 16.8 PI: 7.29%; 34.6 Wh: - 0.11%; -3.0 2+ Races: 5.17%; 14.6 EL: 0.09%; 18.8 SWD; - 1.13%; -11.5 SED: 4.31%; 16.9 FY: Too Few; 19.4 Hmls: 6.52%; 23.1
4.6	Mathematics as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard	2024 Math CAASPP and CA Dashboard	2025 CAASPP and CA Dashboard	CAASPP and CA Dashboard Year 3	Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Hmls: 2.9%; 153 below	% Meets or Exceed; pts above or below All: 15.17%; 106.3 below AA: 8.82%; 131.8 below Am Ind: 35.71%; 57.9 below Asian: 35.07%; 47.8 below Fil: 40.16%; 25.9 below His: 12.91%; 112.1 below PI: 24.13%; 88.6 below Wh: 23.04%; 83.7 below 2+ Races: 19.72%; 89.6 below EL 4.75%; 130.2 below SWD: 4.33%; 163.2 below SED: 13.46%; 112.4 below FY: 0.00%; 177.3 below Hmls: 7.05%; 145.6 below	% Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%. 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below Hmls: 14.22%, 117 points below	All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below SWD: 20%; 148 below SED: 30%; 94 below FY: 25%; 121 below	Percentage point change; change in Distance from Met All: 1.89%; 9.3 AA: 4.20%; 14 Am Ind: -9.67%; NA Asian: 4.09%; 14 Fil: -.48%; .04 His: 1.08%; 7.2 PI: 6.64%; 52.4 Wh: - 1.86%; -10.2 2+ Races: 3.87%; 22.7 EL 1.44%; 12.2 SWD: - 0.54%; 10.5 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36

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

Goal Analysis [2025-26]

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

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

Action 4.1 The district planned actions for recruiting and retaining a high quality certificated staff PK-12, and the implementation of the plan aligned with planned activities. PUSD was able to hire each member of the first graduating cohort from the Alder School of Education partnership. PUSD was able to start its second cohort and have currently interviewed each cohort member for vacant teaching positions. The Alder program has helped diversify the PUSD teaching staff and incorporate new teachers in alignment with the vision of the district. PUSD has also continued to maintain its commitment to diverse hiring panels with representation across demographics making up the interview panels for vacant positions. The diversity in hiring committee also worked closely with the Human Resource department PUSD to revise the questions asked during each panel interview to reflect the interest and commitment to diversity. The addition of the Teacher Residency Program, combined with recruitment efforts has resulted in hiring fewer Interns or teachers with STPS or PIPS.

Another success related to Action 4.1 is the collaboration between PUSD and the Black Teacher Project. The Black Teacher Project was able to work with the leaders of Pittsburg's Black Educators Standing Together (B.E.S.T.) to host affinity sessions for Black Educators in PUSD. The Black Teacher Project worked collaboratively with the Educational Services leaders to facilitate professional development sessions to site Principals. These sessions provided strategies to build trust and support positive relationships between Black Educators and site Principals. The Black Teacher Project also offered follow-up coaching sessions with Principals, supporting their professional growth and capacity in maintaining a diverse staff.

The LatinX affinity group was also have an inaugural session for our LatinX employees. We will continue to offer affinity sessions to various demographic groups to build community in the district.

Action 4.2 PUSD continued to provide support for New Teachers. New Teachers received professional develop support through the Week of Welcome and also received coaching support from Teachers on Special Assignment (TOSAs) through the year. New Teachers were exposed to a variety of teaching strategies to support the implementation of culturally relevant, first best instructional practices. Teacher and staff turnover remains a challenge for PUSD and we attempt to mitigate these changes by consistently offering coaching and support to acclimate teachers to the district.

Action 4.3 Teachers were able to used designated time during the Wednesday meeting schedule to meet collaboratively and plan instruction. Sites were able to balance coverage of the 3 anchors with topics that were generated by the sites. This professional development model created time for teachers to plan lessons and review data to discuss the effectiveness of those lessons.

Action 4.4 Professional Development for All-Staff was successful in creating opportunities for staff to participate in various offerings throughout the year. PUSD staff was exposed to training to support the implementation of the universal screener, further implementation of Cornerstone practices for ELD, a second cohort for Grading for Equity, Ethnic Studies PD to support the new Ethnic Studies graduation requirement, Special Education Training, along with various other topics. We will continue to have open discussions with our labor partners to ensure that we are providing opportunities to engage with professional development content to support the development of our staff to meet the needs of a diverse group of scholars.

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

For goal #4, Action 4.1 High quality certificated staffing PK-12, there is a significant difference between Budgeted Expenditures and Estimated Actual Expenditures due to the use of one time funding that was used to support staffing. PUSD made the decision to exhaust the use of one time funds prior to using other sources of funding. This decision resulted in a material difference between budgeted expenditures and actual expenditures.

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

Action 4.1, high quality certificated staff has been effective based on Metric 4.2 which measured the percentage of staff of color. The number of certificated staff of color increased by 7.2% for certificated, 5% for classified, and 7.5% for management. Further, Metric 4.4 indicates an of 18% in the number of staff newly hired staff of color. Performance on the CAASPP in Metrics 4.5 (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and 4.6 (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth). The Alder Residency Program consisted primarily of people of color which reflects the demographics of our student body. Hiring the residents into schools has effectively increased representation of educators of colors at PUSD school sites and will positively impact the Metrics for this action.

Action 4.2 Specialized certificated support. This action has been ineffective according to Metric 4.3 which measures PUSD maintaining the retention rate of certificated teaching staff at _1%, but effective according to Metrics 4.5 (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and Metric 4.6 (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth) which captures CAASPP ELA and Math data, respectively. To support retention rates, PUSD has provided support in terms of professional development, peer coaching, mentor support and administrative coaching and feedback, to ensure that teachers have access to support need to complete all job related task and responsibilities. New teachers receive mentor support and coaching throughout the year and have access to various professional development opportunities.

Action 4.3 Opportunities to collaborate to improve instructional practice have been ineffective according to iReady interim assessment data which shows the following difference from baseline in Metrics 2.12 and 2.13 show a contrast to the performance, ELA interim assessment data for grades 1-8 show -12% for all students, -10% for SEDs, -3% for ELS, and too few for foster youth. In Math, we observed a -7% overall, -5% for SEDs, -3% for ELs, and too few for foster youth. However our gains in ELA and Math CAASPP scores reveal that professional development is a promising practice. Throughout the course of the year, teachers, staff, and administration has consistently utilized collaboration time to support development of lesson plans, evaluation of data, and engage in conversations regarding the effectiveness of the instructional plan.

Action 4.4 Professional development for all PUSD Staff was ineffective according to the Metrics 2.12 (All: -12% AA: -11%, SWD: -4%, SED: -10%, EL: -5% FY: Too Few %) and 2.13 (All: -7%, AA: -3%, SWD: -4%, SED: -5%, EL: -3%, FY: Too Few) which were chosen for this action which focused on interim assessment data in both ELA and Math. We are continuing with this action because professional development is essential to the development of the instructional practices that will benefit our scholars. PUSD consistently works in collaboration with its labor partners to ensure that professional development opportunities developed the capacity of our staff to meet the need of our scholars and improve student outcome data.

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 reflections from previous practice, the following revisions are being implemented:

For Metrics 4.5 and 4.6 the following groups have been added: Asian, Filipino, American Indian and Homeless.

Action 4.1 High quality certificated staffing PK-12. Negotiations with labor partners will persist, partnering to ensure competitive compensation packages that are comparable with districts in the county. PUSD will continue to monitor the composition of interview panels to ensure diversity and representation across demographics. PUSD will also continue to evaluate the questions asked of candidates during interviews to reflect the commitment to equity and diversity. We added two new metrics to this Goal to form a more comprehensive picture of the impact of our Teacher Residency and Recruitment efforts and to supplement the delay in receiving the percentage of fully qualified teachers from DataQuest. One of the metrics we added is the percent of the teachers identified as "experienced" based on the CTC definition. This information is more readily available in DataQuest. The other metric is the number of teachers we are hiring with an STP/PIP/ or as an Intern as identified by our internal HR department and County Office of Ed. A decrease in this number indicates we are making progress in attracting candidates more fully ready to begin their teaching career with us.

Also in 4.1, we will not need the same amount of funding to support the recruitment of International Teachers. Our Teacher Residency Program and overall ability to attract more candidates has resulted in us not having to rely as much on international teachers. Therefore, we have repurposed half of that amount to support further professional development needs. One area is to provide specific professional development support for our teachers of Dual Immersion. We have received feedback from those teachers that would like and need more targeted professional development specific to the skillset needed for DI classes. We will expand PD with SEAL and also provide some planning time for them to continue to explore the best way to expand the DI program within the district. The other areas of professional development we are supporting with this funding is our inclusive practices, specifically in the areas of Restorative Practices are part of the Tier 1 instruction. While our suspension rates have gone down, a gap still exists and we need to further focus on setting up the classrooms for success for every child as we move towards more inclusive practices.

Action 4.2 Provide targeted professional development for teachers to improve their cultural responsiveness and ability to support diverse learners in academic and behavioral areas in support of the 3 anchors. PUSD will continue to provide professional development in specific topics to support both culturally responsive, best first instruction focused on academic discourse, early literacy, implementation of engaging curriculum. We have also selected to add data to capture the percentage of management staff of color, as PUSD would like to have

management be reflective of the scholar demographics as well. We also feel this also is an indicator of retention of staff who are moving into a management position.

Action 4.3 Opportunities to collaborate to improve instructional practice. PUSD will strengthen collaboration through the use of Instructional Leadership Teams (ILTs). ILTs will continue receive intensive professional development to support the implementation of the 3 anchors: 1. culturally responsive, first best instruction, 2. Literacy, and 3. Supports for all, to enhance the effectiveness of collaboration time at the site level. Collaboration time will utilize the Equity data protocol to support cycles of inquiry and inform instructional decisions from site based problems of practice, as well as inform targeted interventions for scholars that need additional support.

Action 4.4 Professional development for all PUSD Staff. PUSD will continue to engage in professional development opportunities to support the implementation of the 3 anchors, culturally responsive first best instruction, literacy, and support for all students. PUSD has designed professional development to support implementation of the anchors with specific topics for classified and certificated staff. PUSD uses Equity Walkthrough data to inform professional development, engaging in workshops, webinars, state and local conferences as well as attending professional development offered by the county. The district will continue to monitor the effectiveness of professional development by providing opportunities to offer feedback and create opportunities for participants to share what they have learned.

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	High quality certificated staffing, PK -12	Recruit and retain high quality and diverse staff by providing a comprehensive and competitive benefits package, small class sizes to support student learning and a focus on diversity. Commitment to include diversity questions during the hiring process. A commitment to having diverse panels during the hiring process. Support for implementation of the PUSD Teacher Residency Program which targets BIPOC candidates in collaboration with the Alder Graduate School of Education. This also includes stipends for Teachers that are hired from within the community. Support for the Black Teacher Project, utilizing survey data and feedback to improve retention of black teachers in PUSD.	\$13,236,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Recruitment of teachers from Spanish speaking countries, such as Columbia, on cultural exchange visas.		
4.2	Specialized certificated support	Provide support for newly hired teachers. New teachers to PUSD will be provided with a Teacher Induction Program (TIP) mentor to support professional growth. New teachers to PUSD who do not qualify for TIP, will receive a current teacher at their school site as a mentor teacher.	\$1,573,006.00	Yes
4.3	Opportunities to collaborate to improve instructional practice	Provide teachers frequent opportunities to meet collaboratively to focus on integration of culturally relevant and sustaining teaching practices, content standards, and TSEL standards into lesson planning and instruction and to analyze formative assessment data using a common data protocol process for lesson planning and effective instructional delivery. Integration of district Equity walkthrough tool. Support for moving the district Equity Statement into Action.	\$0.00	No
4.4	Professional development for all PUSD Staff	Certificated and classified staff participate in varied professional learning opportunities to guide the work with integration of culturally relevant and sustaining curriculum, content standards, student engagement, parent involvement, TSEL standards and student-centered classroom practices.	\$1,648,374.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Status of Pittsburg facilities are maintained and in good repair and all students has access	2023-2024 100% Pittsburg facilities included in the Williams walk-throughs are rated	2023-2024 100% Pittsburg facilities included in the Williams walk-	2024-2025 100% Pittsburg facilities included in the Williams walk-	Year 3 outcome - 100% Pittsburg facilities included in the Williams	No difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to chromebooks as measured by Williams walk-throughs. (1C)	"Good" or above and all students have access to chromebooks	throughs are rated "Good" or above and all students have access to chromebooks	throughs are rated "Good" or above and all students have access to chromebooks	walk-throughs are rated "Good" or above and all students have access to chromebooks	
5.2	CA Healthy Kids Survey - Safety Items (6C)	2023-24 CA Healthy Kids Survey (CHKS) Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary) 5th: 58% 7th: 40% 9th: 45% 11th: 44% Continuation HS: 65%	CHKS not yet administered.	CHKS not administered	Year 3 CHKS Outcome Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary) 5th: 70% 7th: 60% 9th: 65% 11th: 65% Continuation HS: 80%	N/A
5.3	Status of Pittsburg facilities are maintained and in good repair as measured by Williams walk-throughs. (1C)	2023-2024 100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	2024-2025 100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	2025-2026 100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above.	No difference from Baseline
5.4	% of Students with Access to School Meals, as indicated by district policy and implementation (6C)	2023-24 100%	2024-25 100%	2025-26 100%	Year 3 Outcome 100%	Difference from Baseline No Change; 100% target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	English Language Arts as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) AA: 20.44%; 85.8 below Am Ind: 14.28%; Not Reported Asian: 46.93% ; 7.8 below Fil: 58.70%; 20.7 above His: 26.88%; 68.4 below PI: 27.63%; 73.4 pts below Wh: 37.17%; 40.8 below 2+ Races: 34.06%; 44.5 below EL: 6.65%; 98.8 below SWD: 6.06%; 139.5 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below	2024 ELA CAASPP and CA Dashboard % Meets or Exceed; pts above or below All: 28.45%; 62.4 below AA: 22.08%; 84.1 below Am Ind: 14.29%; 58.7 below Asian: 48.54% ; 9.5 below Fil: 59.09%; 22 above His: 25.97%; 68.2 below PI: 26.67%; 71.7 below Wh: 37.03%; 36.2 below 2+ Races: 34.03%; 50.3 below EL: 6.36%; 95.7 below SWD: 6.47%; 131.8 below SED: 26.20%; 68.9 below FY: 5.26%; 127.3 below	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below	CA Dashboard and CAASPP Year 3 All Tested Students All Tested Grades Meet or Exceed: 40% 54 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Students/Grades: 3-8, 11) AA: 40% 74 pts below Am Ind: 30% ; N/A Asian: 60% ; 8 above Fil: 70% ; 35 above His: 40% ; 50 below PI: 40%; 50 below Wh: 50% ; 30 below 2+ Races: 50%; 30 below EL: 30% 85 below SWD: 30% 120 below SED: 40%; 55 below	Difference from Baseline: Percentage Points Difference; Change in Baseline Distance from Met All: +4.44%; +16.5 AA: 6.29%; +20.0 Am Ind NA (Baseline not reported) Asian: 5.22%; +1.8 Fil: 0.44%; 3.4 His: 3.96%; 16.8 PI: 7.29%; 34.6 Wh: - 0.11%; -3.0 2+ Races: 5.17%; 14.6 EL: 0.09%; 18.8 SWD; - 1.13%; -11.5 SED: 4.31%; 16.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hmls: 19.40%; 99.9 below	Hmls: 17.88%; 103.8 below		FY: 35% 90 below Hmls: 30% ; 70 below	FY: Too Few; 19.4 Hmls: 6.52%; 23.1
5.6	Mathematics as measured by the CAASPP. (4A)	2023 CAASPP and CA Dashboard All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 8.02%; 134.3 below Am Ind: 21.43%; Not Reported Asian: 31.85%; 50.2 below Fil: 38.46%; 29 below His: 13.19%; 111.4 below PI: 13.33%; 125.8 below Wh: 24.23%; 76 below 2+ Races: 18.61%; 101 below EL 3.91%; 133.3 below SWD: 3.79%; 177.9 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below	2024 Math CAASPP and CA Dashboard % Meets or Exceed; pts above or below All: 15.17%; 106.3 below AA: 8.82%; 131.8 below Am Ind: 35.71%; 57.9 below Asian: 35.07%; 47.8 below Fil: 40.16%; 25.9 below His: 12.91%; 112.1 below PI: 24.13%; 88.6 below Wh: 23.04%; 83.7 below 2+ Races: 19.72%; 89.6 below EL 4.75%; 130.2 below SWD: 4.33%; 163.2 below	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%. 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below	CAASPP and CA Dashboard Year 3 All Tested Students All Tested Grades Meet or Exceed: 30%; 92 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) AA: 30% 112 below Am Ind: 30%; Not Reported Asian: 40%; 35 below Fil: 50%; 20 below His: 30%; 95 below PI: 30%; 110 below Wh: 35%; 55 below 2+ Races: 25%; 92 below EL 25% 111 below	Difference from Baseline: Percentage point change; change in Distance from Met All: 1.89%; 9.3 AA: 4.20%; 14 Am Ind: -9.67%; NA Asian: 4.09%; 14 Fil: -.48%; .04 His: 1.08%; 7.2 PI: 6.64%; 52.4 Wh: - 1.86%; -10.2 2+ Races: 3.87%; 22.7 EL 1.44%; 12.2 SWD: - 0.54%; 10.5 SED: 1.65%; 13.6 FY: Too Few; -44.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hmls: 2.9%; 153 below	SED: 13.46%; 112.4 below FY: 0.00%; 177.3 below Hmls: 7.05%; 145.6 below	Hmls: 14.22%, 117 points below	SWD: 20%; 148 below SED: 30%; 94 below FY: 25%; 121 below Hmls: 20%; 100 below	Hmls: 11.32%; 36

Goal Analysis [2025-26]

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

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

Action 5.1 Technology and connectivity indicated PUSD's ongoing commitment to 1 to 1 chromebooks for each student. This year, the district formalized a committee to create a policy regarding Artificial Intelligence. The committee engaged in several sessions to discuss the responsible use of AI and consider the implications of AI on students and staff. The committee has provided updates to the board as it gathers information, including conducting interviews with students and staff to gain insight into current usage. As technology continues to advance, PUSD will integrate the developed policy to incorporate advancement in technology to ensure that students have access to 21st century learning tools.

Action 5.2 Emergency preparedness and Health and Safety Programs. PUSD revised its Comprehensive School Safety plans to be in compliance with new regulations regarding emergency preparedness. PUSD consistently seeks information regarding the latest updates and requirements to emergency preparedness and ensures that our plans are reflective of the necessary changes. This year the Comprehensive Safety Plans had added the Continuity of Operations components to ensure that students have access to instructional resources and materials should an emergency situation arise.

Action 5.3 Safe and well maintained facilities. PUSD continues to provide well maintained facilities at each school site. The Maintenance and Operations team provides great service to the sites and take great pride in the quality of the work. Safety remains a great concern for our parents and community. Surveys and qualitative data indicate challenges at the school site including vaping in restrooms and over use of cell phones and social media. This year a Committee also was formed to review the District's current cell phone policy and make any recommendations for the 2026-2027 school year. At all secondary schools, a renewed commitment to the District's current cell phone policy was implemented as a "bell to bell, no cell" effort to ensure students were not using cell phones during the instructional classtime.

Action 5.4 Child Nutrition Program. PUSD has continued to expand its nutrition program to include food options that are reflective of the students culture. The expansion of the offerings have increased the favorable responses of students to the new food items. PUSD continues to engage its student and the community in conversation to ensure healthy food options that are in accordance with student interests.

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

The estimated actual expenditures were in alignment with planned budgeted expenditures with no material difference within the two.

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

Action 5.1 was effective based on the Metric 5.1 which captures the state of PUSD facilities. On Williams site visits, each facility was rated good or above. The Williams visit indicate that are facilities are maintained and in good standing as foundational to student achievement. The Williams visits support students having access to all core materials including the 1 to 1 chromebooks outlined in our plan. The access of technology is critical to the success of the achievement of students indicated by Metric 5.5 (4.4% for all, 4.31% for SED, 0.09 for EL, and Too Few for foster youth) and 5.6 (1.89% for all, 1.65% for SED, 1.44 for ELL, and Too Few for foster youth) which captures the performance of students on the English Language Arts and Mathematics portions of the CAASPP. Students were able to make marginal gains, but we want to capture this information in this section to ensure the connection between technology and student performance. Staff has also reported an increase in the effectiveness of our wi-fi which has been a limiting factor during assessments. PUSD has continually evaluated the effectiveness of its infrastructure and worked strategically to address network challenges.

Action 5.2 Emergency preparedness and Health and Safety Program is connected to Metric 5.2 to be measured by responses on the California Healthy Kids survey. This year we have been unable to administer the California Healthy Kids Survey. As part of the work with Full-Service Community Schools, sites were able to conduct needs assessment where they were able to gather information on student and family well-being and belonging. These surveys drove the work of each of the sites to support implementation of the Full-Services community school framework. Sites were able to implement strategies through their Full Service Community School steering committees to address student safety. As part of continued implementation of community schools, the district is working to redevelop their survey gathering process to ensure that feedback from the community regarding safety is gathered. The Educational Partners feedback sessions continuously highlight safety as a challenge with students and parents asking for continued efforts to improve safety on campus. Pittsburg High School engaged in year long efforts to improve their practice regarding students use of cell phones. The district Cell Phone committee also worked throughout the year to review the current cell phone policy to strengthen support for the work of the school sites. The inability to fully implement the California Healthy Kids Survey has been a challenge for us in recent years. It also indicates it does not resonate with our sites or students and they are more invested in their site-specific surveys through Community Schools. Moving forward, the District will select a new districtwide survey or instrument to better measure the students' feelings of safety and belonging.

Action 5.3 Safe and well maintained facilities. This action has similar metrics to Action 5.1 centered on the Williams visits and the reviewing of materials and facilities. This action is effective as indicated by the Williams walkthroughs that reported facilities being good or above good. PUSD is committed to the maintaining of facilities to ensure that students have access to the best facilities that can be offered. PUSD believes that safe and well-maintained facilities are foundational to efforts to improve student outcomes.

Action 5.4 was effective based on the metrics indicating 100 % of students having access to school meals. The district has maintained its school nutrition program and continues to grow in its food offerings to our students.

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

Based on the reflections from the work completed this year, the following revisions are:

For Metrics 5.5 and 5.6 the following groups have been added: Asian, Filipino, American Indian and Homeless.

Action 5.1 Technology and connectivity. PUSD will continue with plans to cycle out outdated chromebooks and continue to strengthen its infrastructure to allow access to the latest technology. PUSD will also engage in conversations about the impact on Artificial Intelligence on instruction and attend professional development workshops to discover ways to integrate AI into student learning experiences. We continue to utilize the Williams visit as metrics because we consider access to technology as core to instructional materials. Added students have access to chromebooks as part of the Metric for 5.1 as measured by Williams visits. PUSD will also continue with full implementation of the District's cell phone policy.

Action 5.2 Emergency preparedness and Health and Safety Programs. PUSD will continue to monitor and implement the recommendations from the county and state to ensure that safety procedures and policies are updated and effective. The inability to fully implement the California Healthy Kids Survey has been a challenge for us in recent years. It also indicates it does not resonate with our sites or students and they are more invested in their site-specific surveys through Community Schools. Moving forward, the District will select a new districtwide survey or instrument to better measure the students' feelings of safety and belonging.

Action 5.3 Safe and well maintained facilities. PUSD will continue to work on creating a culture of belonging to support to students being safe at school. PUSD will continue to prioritize scholar safety and strategic utilize resources to support a safe culture and climate. PUSD will engage the community in school sites to determine the most effective strategies to increase the safety concerns expressed by students, staff, and parents. PUSD also remains committed to providing well maintained facilities with the understanding that well maintained facilities are essential in fostering an equitable learning environment.

Action 5.4 Child Nutrition Program. Based on the feedback provided in educational partners input sessions, PUSD will continue to explore healthy food options to ensure that the choices are in alignment with scholars culture and interests. Child nutrition will also utilize the lens of cultural relevance to support healthy food options for scholars, expanding options when feasible.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Technology and connectivity	Ensure 1-1 access to technology and connectivity for all our students. Support staff will be available for integrating technology into the classroom.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support for understanding the implication of Artificial Intelligence on classroom instruction.		
5.2	Emergency preparedness and Health and Safety Programs	Resources to support school and district-wide safety. PUSD will Provide NGSS and STEAM opportunities for students which require updated and well-maintained facilities supporting quality learning conditions. Students need access to equitable learning conditions to support achievement.	\$1,178,228.00	Yes
5.3	Safe and well maintained facilities	Ensure school sites and facilities provide a safe and effective learning environment. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and regulations.	\$0.00	No
5.4	Child Nutrition Program	School meal program will be available to all students.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts as measured by the CAASPP for Socio-Economically Disadvantaged Students (4A)	ELA 2022-23 CAASPP: (Dashboard) SED: 165.2 points below standard	2023-24 ELA CAASPP: (Dashboard) SED: 218.3 below	2024-25 ELA CAASPP (Dashboard) SED: 128.2 points below standard	Year 3 ELA CAASPP: (Dashboard) SED: 156.9 points below standard	2024-25 ELA CAASPP: (Dashboard) SED: +37 points
6.2	African American Suspension Rate (6A)	African American Suspension Rate 2022-23: (DataQuest) All: 6.1% AA: 14.8%	African American Suspension Rate 2023-24: (DataQuest) All: 3.2% AA: 10.2%	African American Suspension Rate 2024-25: (Data Quest) All: 2.3 AA: 8.2%	Year 3 Suspension Rate All: 5% AA: 5%	African American Suspension Rate 2024-25: (DataQuest) All: - 3.8% AA: - 6.6%
6.3	College and Career Preparation per Dashboard (4H)	College & Career Prepared (2023 Dashboard) Overall Prepared: 0% EL Prepared: 0% Hispanic Prepared: 0% SED Prepared: 0% Overall Approaching Prepared: 2.4%	College/Career (2024 Dashboard): Overall Prepared: 0.7% EL Prepared: 0% Hispanic Prepared: 1% SED Prepared: 0.7% Overall Approaching Prepared: 2.9%	College/Career (2025 Dashboard) Overall Prepared: 0% EL Prepared: 0% Hispanic Prepared: 0% SED Prepared: 0% Overall Approaching Prepared: 1.7%	Year 3 College/Career (Dashboard): Overall Prepared: 5% EL Prepared: 5% Hispanic Prepared: 5% SED Prepared: 5% Overall Approaching Prepared: 8%	College/Career (2025 Dashboard): Overall prepared: +0.0% EL Prepared: 0% Hispanic Prepared: +0% SED Prepared: +0.0% Overall Approaching Prepared: -0.7%
6.4						
6.5						

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

Goal Analysis [2025-26]

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

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

For Action 6.1 Black Diamond continued to engage in a series of Professional Developments in which all the core contents and elective programs created standards based lesson plans incorporating project based learning for each quarter. This was a successful training based on anecdotal feedback from teachers who expressed satisfaction with the training and incorporated the lessons which were informally observed. Teachers were able to revise their curriculum throughout the year, focusing on creating more project based learning. Black Diamond is also beginning work to support increasing the effectiveness of Understanding By Design, lesson planning design that works to support transfer of knowledge through effective lesson design.

Action 6.2 focused on implementation of Positive Behavior Intervention and Support. Black Diamond was able to implement elements of the PBIS program including student of the week celebrations for each classroom. Teachers were able to recognize the positive contributions of students, celebrating student success. While Black Diamond was able to take positive steps, there continues to be room for growth to systematically implementing PBIS strategies across the school. Staff was also able to increase case management through the use of the COST/CARE team including utilizing access to resources to address student needs.

Action 6.3 focused on the implementation of Social-Emotional Learning program. Black Diamond was able to contract with "Feet First" to support social-emotional learning. Students and staff was presented information regarding the skills and activities utilized by Feet First, and students were able to take advantage of the program. Anecdotal feedback reported positive impact for students being able to navigate challenging situations and utilizing alternative strategies to problem solve. Black Diamond was also able to integrate Improve Your Tomorrow, a mentoring program that is designed to provide students with additional mentoring support and guidance.

Action 6.4 focused on MTSS Implementation. Black Diamond was able to collaborate across the district to support implementation of MTSS which included use of digital tracking tools. Black Diamond was able to streamline their process to provide timely responses to student needs. Black Diamond was able to respond more appropriately to student challenges, taking a systematic and proactive approach to supporting students. Black Diamond was able to participate in Equity walkthroughs to observe instruction and identify additional professional development needs focusing on creating a more culturally responsive and engaging curricular and instruction program.

Action 6. 5 Dual Enrollment and Additional Pathways. Black Diamond was able to work with Los Medanos Community College (LMC) to increase dual enrollment pathways. Black Diamond was able to add pathways for students to pursue world language and counseling. Black Diamond has continued to engage in conversation with LMC to expand pathways. Black Diamond was also able to implement CTE courses and initialize the process to articulate pathways with the LMC Drama program.

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

The estimated actual expenditures were in alignment with planned budgeted expenditures with no material difference within the two.

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

Black Diamond engaged in five actions to support reaching goals articulated through the equity multiplier.

Action 6.1 Standards Based Education. Black Diamond was effective in addressing the performance in English Language Arts, as the CAASPP scores have improved, decreasing the points below standard by 37 points. Black Diamond will build upon this success by continuing with project based learning efforts and using data to drive instruction.

Action 6.2 Intervention and Support. The intervention and support action was effective based on the metric 6.2 regarding suspensions. Black Diamond was effectively able to decrease the suspension rate overall by 3.8% and of African-American students by 6.6%. Black Diamond was able to utilize positive behavior intervention and restorative practices to reduce the amount of suspensions for African-American students.

Action 6.3 Social-Emotional Learning. Social-Emotional Learning was effective based on the metrics regarding the overall suspension rates (-3.8%) and that of African-American scholars (-6.6%). African-American scholars were suspended 6.6% lower than the previous year. While this is a step in the right direction, the suspension rate is still higher than the overall suspension rate for the school. Black Diamond still has work to do to positively impact the experience of African-American students so that the suspension rate is proportional to the overall student population.

Action 6.4 MTSS Implementation. The MTSS implementation was effective based on the metric regarding African-American suspensions (-6.6%), and effective based on the ELA CAASPP score (-37 points). This data points indicates there are promising practices that are being implemented at Black Diamond. Black Diamond will need to continue with fidelity in implementing systems that addresses the academic and social-emotional needs of students. Black Diamond will continue to take a holistic approach to addressing the challenges of their students and will utilize disaggregated data analyzed throughout the year to evaluate the effectiveness of their strategies.

Action 6.5 Dual Enrollment and Pathways. The metrics indicate that Dual Enrollment and Pathways was effective negligible if not ineffective. Black Diamond will need to closely examine the practices that are contributing to the lack of movement within the data.

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.

Moving into the 2026-27, Black will continue with the same goals, metrics, actions and targeted outcomes. Black Diamond will focus on strengthening implementation to support the articulated actions.

Action 6.1 Standards Based Education, Black Diamond will continue to engage in professional development efforts to strengthen its first best culturally responsive instruction with an emphasis on academic discourse. Black Diamond will work to implement standards based lessons

that are engaging and relevant to the lives of the scholars they serve. Cross-curricular project based learning will continue to be a focus of the work, working to increase the level of engagement for scholars. Black Diamond will focus on implementation of culturally relevant instructional practices and also engage in Equity Walkthroughs to inspect implementation, utilizing data to share feedback for teachers.

Action 6.2 Intervention and Support and 6.4 MTSS. Black Diamond will continue with its work regarding developing systems of support for scholars. Black Diamond will continue to utilize the data gathered from empathy interviews implement strategies to support increasing student achievement. Black Diamond will use disaggregate to evaluate the effectiveness of interventions and make changes to their approach as needed. Black Diamond will continue to support strengthening its first best instruction to ensure a strong tier 1 approach to educating students.

Action 6.3 Social-Emotional Learning. Black Diamond will continue to work with contracted service providers regarding social-emotional learning. Black Diamond will also continue to strengthen its use of restorative practices to provide a sense of belonging for scholars, using restorative practices as a preventative strategy. Black Diamond is challenged by the transient nature of the school, with students coming and going at various parts of the school year but embraces the challenge by focusing on relationship and fostering a community of belonging.

Action 6.5 Dual Enrollment and Additional Pathways, Black Diamond will evaluate the effectiveness of its partnership with Los Medanos Junior College to provide insight into the experience of scholars to implement strategies to enhance the scholar experience. Black Diamond will evaluate the effectiveness of course offerings with the goal of positively impacting the college and career preparation data. Black Diamond will continue to engage in discussions and create opportunities to take courses that are of interest to scholars and increase scholars graduating prepared for college.

Metrics 6.4 and 6.5 were duplicates of Metric 6.1 and 6.2 and have therefore been deleted in this LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Standards Based Education	Understanding by Design (UbD) - Black Diamond will use our state standards to create Project based Learning. Black Diamond will use this evidence based backward design to look at the outcomes first and focus on teaching to achieve understanding. Black Diamond will use the framework to design lessons to support students gaining better insight into the standards that will be measured by CAASPP. Teachers will receive training to support development of content and curriculum for English Language Arts.	\$56,609.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Intervention and Support	Implementation of Positive Behavioral Interventions & Supports (PBIS) - Black Diamond will implement PBIS as a proactive approach to establishing the behavioral supports and social culture needed for all students in our school to achieve social, emotional, and academic success. Black Diamond will teach behavioral expectations, reinforce positive behaviors, and use data to make decisions about interventions. Staff will also increase case management of students to ensure that students are receiving appropriate supports.	\$60,000.00	No
6.3	Social-Emotional Learning	Implementation of Social-Emotional Learning (SEL) Programs: Black Diamond will institute an SEL program that is evidence-based to promote students' social and emotional competence, including skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Staff will receive training and support for students	\$114,806.00	No
6.4	MTSS Implementation	Black Diamond will use the Multi-Tiered System of Support (MTSS) framework to help Black Diamond educators provide academic and behavioral strategies for students with various needs. This will include: Tier 1 Instruction: Black Diamond will develop high-quality, evidence-based instruction delivered to all students in the general education classroom. This includes research-based instructional strategies and curriculum aligned with academic standards. Tier 2 Interventions: Black Diamond will provide targeted interventions for students who need additional support beyond what is provided in Tier 1. These interventions are evidence-based and delivered in small group settings to address specific academic or behavioral needs. Black Diamond utilize PBIS as an evidence-based framework for establishing proactive behavioral supports for all students. It involves teaching behavioral	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		expectations, reinforcing positive behaviors, and using data to guide decision-making. Tier 3 Interventions: Black Diamond will provide intensive interventions for students who require individualized support beyond what is provided in Tier 1 and Tier 2. These interventions will be evidence-based, highly individualized, and may involve specialized instruction or services. Small Group Instruction: Black Diamond will provide small group instruction for students who require additional support in specific areas such as reading or math. Evidence-based intervention programs are used to target skill deficits and accelerate learning. CARE Team Universal Screening: Black Diamond will regularly screen all students to identify those who may need additional support in academic or behavioral areas. Black Diamond will use evidence-based screening tools that help educators identify students at risk early on.		
6.5	Dual Enrollment and Additional Pathways	Black Diamond will expand it's work with Los Medanos Junior College to increase dual enrollment opportunities. Black Diamond will engage in exploring opportunities to add new pathways to course offerings to address College and Career preparedness.	\$92,206.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$39,122,955	\$4,593,037

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
32.379%	2.109%	\$2,447,582.29	34.488%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students representing 83 percent within the district: 2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below We note that due to their performance, students need not only academic support but also access to additional supports and services to achieve college and career readiness. A-G completion rates indicate an opportunity for growth and the proposed		

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district. Only 11 percent of English Learners, and 25 percent of Socio Economically Disadvantaged youth were scored as being prepared for College and Career, both lower than the state average. This indicates targeted assistance is needed to support growth in this area. Successfully completed courses that satisfy the requirements for entrance to the UC/CSU. (4B) 4-Year ACGR - DataQuest 2022-23 All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report Completed CTE courses from approved pathways (4C) 2022-23 CALPADS All: 47% AA: 46% His: 47% EL: 34% SED: 47% SWD: 39% FY: 33%		

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
	College and Career (4H) Dashboard % Prepared 2023 All: 28% AA: 11.8% Two or More Races: 17.1% White: 32.4% SWD: 2% EL: 11.8% SED: 25.4% FY: % (N/A, too few) Homeless: 8.4% Scope: LEA-wide		
1.3	Action: College and Career Readiness Exploration Need: A review of data and feedback from engagement with educational partners sessions indicate a need to provide learning experiences for our Foster Youth, English Learners, and Socio Economically Disadvantaged students to close opportunity gaps, with unduplicated students representing 83 percent within the district. The following data represented the percentage of students that successfully completed courses that satisfy the requirements for entrance to the UC/CSU system: 4-Year ACGR - DataQuest 2022-23	The planned actions provide our unduplicated students with opportunities to learn outside the classroom and provide appropriate guidance for course selection, guidance counseling, and planning for the future. Students benefit from the additional knowledge and awareness and can make choices that connect with their college and career aspirations.	Metric 1.5 and Metric 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 37.6% AA: 29.8% EL: 23.6% SED: 34.7% FY: Too few to report The feedback indicates the need to expose students to learning experience outside the classroom to increase motivation and increase awareness of college and career possibilities. The data also revealed the need to increase A-G completion rates for our unduplicated students, which will be supported by increase guidance from counselors and college and career technicians. Scope: LEA-wide		
1.4	Action: Progress Monitoring of Performance and Evaluation of Student Data Need: The data highlights from CAASPP demonstrate the need for unduplicated students to receive additional support in math, and English Language Arts. Unduplicated students were not able to score at standard during the last administering of the state assessments. In PUSD unduplicated students represent 83 percent of the population within the district.	Unduplicated pupils need time on task and consistent access to effective instructional practices. Missing instructional time has a negative impact on student achievement. The actions indicated will provide analysis of the disaggregated data generated from assessments and performance monitoring to inform current and future actions.	.Metric 1.2 and Metric 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Discipline data for unduplicated students also demonstrate additional needs. Feedback from educational partners also centered around concerns for academic achievement data for our unduplicated scholars. 2023 Dashboard		

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 6.3% FY: 15.1% SWD: 9% We have determined that to address chronic absenteeism and suspension rates, additional support at the site level is needed. These additional supports will help to implement an effective instructional program and support the implementation of services designed to increase engagement of our most underserved populations. Scope: LEA-wide		
1.6	Action: Support for implementation of School Plan for Student Achievement (SPSA) Need: We have assessed the needs and identified the achievement challenges for Foster Youth, English Learners, and Socio Economically Disadvantaged scholars in English Language Arts and Math, with unduplicated students representing 83 percent within the district. Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts: 2023 CAASPP and CA Dashboard ELA results:	Developing the work of the Instructional Leadership Team will support the implementation of the district created equity walkthrough tool. The equity walkthrough will work to center the experiences of students in classrooms. The ILT will use the data gathered during walkthroughs to discuss the effectiveness of teaching and learning across sites and develop cycles of inquiries designed to improve instructional practices. The ILT will work with grade level and/or department teams to develop instructional practices and strengthen student learning experiences in classrooms.	Metric 1.1 and Metric 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Feedback from our educational partners also indicated concern for student achievement. Focusing on increasing academic outcomes for our unduplicated students emerged as a priority based on engagement sessions. Scope: LEA-wide		
2.1	Action:	The planned actions will provide the additional support for unduplicated students. Mainly the	Metric 2.10, and Metric 2.11

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
	Academic Supports, targeted interventions and expanded opportunities Need: A review of the data indicates that achievement for Foster Youth, English Learners, and Socio Disadvantaged scholars are behind state performance indicators in both English Language Arts and Math based on CAASPP data, with unduplicated students representing 83 percent within the district. Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts: 2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard	supports will provide opportunities for students to explore learning opportunities outside of the classroom. Scholars will have the opportunity to explore college and career options and expand awareness of post high school options as they matriculate through the pk-12 system.	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts: 2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Literacy in K-3 as measured by Acadience (8A) Acadience K-3 EOY 2023-24		

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support the needs articulated during feedback sessions. Scope: LEA-wide		
2.5	Action: Dedicated/Targeted supports for our Students with Disabilities Need: A review of the California Dashboard data demonstrates that students with disabilities performed 139 points below standard in English Language Arts and 177 points below standard in Math. This indicates that students with disabilities are in need of intensive support to reach grade level standards, with unduplicated students representing 83 percent within the district. Scope: LEA-wide	The suggested actions will provide targeted intervention and coordination of services support needed to raise the performance of students with disabilities. Coordination of services is beneficial not only for the targeted students, but also LEA wide because the action centers data as the driver for decision making and services delivered.	Metric 2.10 and 2.11
2.7	Action: Support for implementation of the School Plan for Student Achievement (SPSA) Need: A careful and thorough review of the California State dashboard indicated significant concerns regarding chronic absenteeism of our Socio Economically Disadvantaged students reflected in our K-8 data, with unduplicated	The actions articulated in the plan support observation of the instructional program which generate data regarding the effectiveness of instruction. Using cycles of inquiry, staff will be able to analyze how scholars are experiencing instruction and develop a deeper understanding of effective practices. Staff will use data to support decision making regarding what strategies will continue, and what strategies will need to be replaced.	Metric 2.12 and Metric 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students representing 83 percent within the district.: Dashboard K-8 Chronic Absence 2023 All: 37.3% AA: 47.8% SWD: 45.6% SED: 38.6% EL: 33.2% FY: 45.7% ELA iReady Interim Assessment Grades 1-8 (8A) ELA iReady Winter 2024 - Early On, Mid, or Above Grade Level All: 30% AA: 27% SWD: 8% SED: 28% EL: 8% FY: 18% Math iReady Interim Assessment Grades 1-8 (8A) Math iReady Winter 2024 - Early On, Mid, or Above Grade Level All: 16% AA: 10% SWD: 5% SED: 14%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 4% FY: 11% Feedback sessions with educational partners confirmed concern regarding chronic absenteeism of unduplicated pupils, requiring resources to respond to the identified need. Scope: LEA-wide		
3.1	Action: Parent and Family Engagement For All Need: In reviewing California Dashboard data and feedback from engaging our educational partners we were able to identify the needs of our Foster Youth, English Learners and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district. The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth. Our unduplicated students' performance on the ELA and Math CAASPP were below state averages. 2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard	The actions articulated in the plan increase parent engagement by targeting our activities for the parents of unduplicated students. Research indicates that parent engagement is a key indicator for student success. Workshops are designed to support students both socio-emotionally and academically.	Metric 3.1 and Metric 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below 2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below We also looked at discipline data (suspensions) for unduplicated students and noted the following: 2023 Dashboard: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	We have identified that an increase in parent engagement can be beneficial to student achievement data, and discipline data. Scope: LEA-wide		
3.2	Action: Restorative Justice Implementation Need: A careful review of the data demonstrates significant needs for African-American students, some of which are socio economically disadvantaged. The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the district. A glaring need that has surfaced for African-American students is the need to spend more time on instructional task. The suspension and attendance rates for African-American emerged as a concern. 2023 Dashboard Suspension Rates: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Aeries Attendance 2023-24:	The actions articulated in the plan apply the principles of restorative justice to the experiences of unduplicated pupils in our disciplinary practices. Implementation of restorative practices will promote understandings amongst students and staff in the community in support of fostering a safe learning environment for all students. The actions described will provide an alternative to traditional discipline practices and support a focus on restoring positive relationships when harm in the community has occurred.	Metric 3.7 and Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3% English Learners, Foster Youth and Socio Economically Disadvantaged scholars suspension and attendance rates also emerged from the feedback sessions with educational partners. Scope: LEA-wide		
3.3	Action: Social Emotional/Mental Health and Behavior supports. Need: A review of key data reveal the challenging absentee rates of unduplicated pupils (foster youth, English Learners, and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district. Prior to Covid the district held an average daily attendance rate of 95 percent. In 2023 that rate had declined to 90.6 percent. Aeries Attendance 2023-24: All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%	To address the socio-emotional health of our students, PUSD has plans to provide services to students that have been identified through our implementation of multi-tiered system of support. One key action is to ensure that tier 1 supports in the classroom are improved to provide universal support to students. Students will have access to a socio-emotional learning curriculum to support emotional regulation and mental health practices.	Metric 3.7 and Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In feedback sessions with educational partners feedback raised concerns regarding the mental health and well-being of our scholars. The sentiment was that strong mental health, and behavior supports were essential to our schools being able to address the needs of our unduplicated pupils. Suspension rates above the state average was also noted as a point of concern. 2023 Dashboard: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Scope: LEA-wide		
3.4	Action: Full Service Community School Initiative Need: We have assessed the needs of Foster Youth, English Learners and Socio Economically Disadvantaged scholars and identified challenges in terms of discipline and have observed that suspension rates remain a challenge. The majority of students who are African-American and Students with Disabilities also qualify as Socio Economically Disadvantaged youth, with unduplicated	The additional supports provided through the implementation of Full Service community schools will allow for unduplicated students to access more services that are targeted to address their specific needs. The collaborative efforts of the community-based programming will help mobilize resources in a way that effectively addresses the needs of students across the district.	Metric 3.7 and Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students representing 83 percent within the district. Feedback from educational partners expressed concerns for students' mental health and well-being and the need to engage parents on a more significant level. Educational partners asked that we prioritize services for unduplicated students, ensuring that plans were developed to provide the services that are needed to interrupt the patterns of data that been observed over time. We have determined that to address suspension rates, additional support is needed. 2023 Dashboard Suspension Rates: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% 2023 PUSD Data - Sites have parent representatives attend DAC/DELAC to include in district decision making. 92% of schools in District had representation These supports will help to increase engagement with parents and support implementation of effective first instruction. The implementation of community services is		

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
	designed to increase engagement of our most underserved populations. Scope: LEA-wide		
3.5	Action: Targeted Parent and Family Engagement for specific underserved families Need: In reviewing California Dashboard data and feedback from engaging our educational partners we were able to identify the needs of our Foster Youth, English Learners and Socio Economically disadvantaged youth, with unduplicated students representing 83 percent within the district. Our unduplicated students' performance on the ELA and Math CAASPP were below state averages. 2023 CAASPP and CA Dashboard ELA results: All Tested Students All Tested Grades Meet or Exceed: 28.65%; 62.9 pts below standard (disaggregated as pts "below" or "above" standard, and refer to All Tested Students/Grades: 3-8, 11) EL: 6.65%; 98.8 below SED: 26.56%; 68.8 below FY: 23.81%; 114.7 below	The actions articulated in the plan increase parent engagement by targeting our activities for the parents of unduplicated students (FAAS, PAAACT) in addition to the required DAC and DELAC. Research indicates that parent engagement is a key indicator for student success. Workshops are designed to support students both socio-emotionally and academically.	Metric 3.4 and Metric 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAASPP CA Dashboard Math results: All Tested Students All Tested Grades Meet or Exceed: 14.81%; 107.4 pts below standard (disaggregated as pts "below" or "above" standard, and refers to All Tested Grades: 3-8, 11) EL 3.91%; 133.3 below SED: 13.31%; 113.6 below FY: 4.55%; 145.7 below Further we observed that the discipline data for unduplicated students were above the average for the district except for English Learners. 2023 Dashboard: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Scope: LEA-wide		
3.6	Action:	The actions articulated in the plan support observation of the instructional program which	Metric 3.7 and Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA) Need: A careful and thorough review of the California State dashboard as well as feedback on educational partners surveys and feedback has demonstrated need for additional support for Foster Youth, English Learners, and Socio Economically Disadvantaged scholars. The majority of students who are African-American and Students with Disabilities, also qualify as Socio Economically Disadvantaged Scholars, with unduplicated students representing 83 percent within the district. Key data points also reveal the challenging absentee rates of unduplicated pupils (foster youth, English Learners, and Socio Economically disadvantaged youth. Prior to covid the district held an average daily attendance rate of 95 percent. In 2023 that rate had declined to 90.6 percent, indicated the need for additional site support to address socio-emotional and academic supports, indicated by attendance rate. Aeries Attendance 2023-24: All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3%	generate data regarding the effectiveness of instruction. Using cycles of inquiry, staff will be able to analyze how scholars are experiencing instruction and develop a deeper understanding of effective practices. Staff will use data to support decision making regarding what strategies will continue, and what strategies will need to be replaced.	

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
	Suspension data also indicated challenges: 2023 Dashboard: All: 6% AA: 14.5% EL: 3.9% SED: 6.3% FY: 15.1% SWD: 9% Scope: LEA-wide		
4.1	Action: High quality certificated staffing, PK -12 Need: A review of the data indicates that unduplicated have been challenged as measured by attendance, discipline, and achievement data, with unduplicated students representing 83 percent within the district. Feedback from educational partners have identified the need to have a workforce that students can connect with on a cultural level. The needs of our unduplicated scholars are central in the development of recruitment and retention efforts. Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts:	Research indicates scholars benefit from a teaching staff that is reflective of the student demographics. The actions articulated are therefore an effort to diversify the teaching staff, with representation of staff approaching the demographics of our student population. Recruiting and retaining staff of color creates a stable workforce that can build relationships with Foster Youth, English Learners, and Socio Economically disadvantaged scholars is a priority for supporting student achievement. Recruiting and retaining more teachers who are qualified in thier subject area also results in a higher outcome for the students.	Metric 4.2, Metric 4.4, Metric 4.5 and Metric 4.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increase in our CAASPP scores indicates a positive impact on our unduplicated students. While all are still below the standard on ELA, they are making progress. 2025 CAASPP and Dashboard ELA % Meets or Exceed; pts above or below All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below Change in percentage from Baseline for Unduplicated Pupils:ELA All: 1.89%; 9.3 EL 1.44%; 12.2 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36 2025 CAASPP and Dashboard: Math		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	% Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%, 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below Hmls: 14.22%, 117 points below Change in percentage from Baseline for Unduplicated Pupils: Math All: 1.89%; 9.3 EL 1.44%; 12.2 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36 Foster Youth in both ELA and Math indicate a decrease in the points to standard, but the number of Foster Youth are too few to count as a percentatge. Scope: LEA-wide		
4.2	Action: Specialized certificated support	The actions support development of new teachers to acclimate them to teaching a diverse student	Metric 4.3, Metric 4.5 and Metric 4.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Reviewing the achievement data and feedback from our educational partners support the need to develop staffing and practices that address the needs of our Foster Youth, English Learners, and Socio Economically Disadvantaged youth, with unduplicated students representing 83 percent within the district. Specifically, the need for a teaching staff that is knowledgeable of culturally relevant and sustaining practice and that have the skill set to address the needs of students that below standard in both English Language Arts and Math. 2025 CAASPP and Dashboard ELA % Meets or Exceed; pts above or below All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below	population and equip teachers with the skills to address the gaps in achievement that students in PUSD face. Providing mentor teachers serve to expedite the growth of new teachers, supporting their ability to grow in their professional practice by developing their ability to become reflective practitioners.	

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
	Change in percentage from Baseline for Unduplicated Pupils ELA All: 1.89%; 9.3 EL 1.44%; 12.2 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36 2025 CAASPP and Dashboard: Math % Meets or Exceed; pts above or below All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%, 28.6 points below His: 14.27%, 104.2 points below PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below Hmls: 14.22%, 117 points below Change in percentage from Baseline for Unduplicated Pupils: Math All: 1.89%; 9.3 EL 1.44%; 12.2 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth in both ELA and Math indicate a decrease in the points to standard, but the number of Foster Youth are too few to count as a percentatge. Scope: LEA-wide		
4.4	Action: Professional development for all PUSD Staff Need: A review of the dashboard data indicates that achievement for Foster Youth, English Learners, and Socio Disadvantaged scholars are behind state performance indicators in both English Language Arts and Math based on CAASPP data, with unduplicated students representing 83 percent within the district. In addition, feedback from educational partners indicated a need for high quality instruction for unduplicated pupils. Local data also indicate a need to focus on unduplicated pupils, represented by ELA and Math iReady data: ELA iReady Winter 2024 - Early On, Mid, or Above Grade Level: All: 30% AA: 27% SWD: 8% SED: 28% EL: 8% FY: 18%	Based on the data, we have developed planned actions to provide opportunities to build the skills of our teachers to address the needs of our unduplicated pupils. PUSD will continue to provide professional development sessions that are centered around the evidence-based practices that are effective in teaching underserved populations.	Metric 2.12 and Metric 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math iReady Winter 2024 - Early On, Mid, or Above Grade Level: All: 16% AA: 10% SWD: 5% SED: 14% EL: 4% FY: 11% Professional development that supports building the requisite skills is important in addressing the needs of our unduplicated pupils. Scope: LEA-wide		
5.1	Action: Technology and connectivity Need: Review of the California dashboard demonstrate Foster Youth, English Learners, and Socio Economically all performed below standard on English Language Arts and Math CAASPP assessments, with unduplicated students representing 83 percent within the district. We note that due to their performance, students need not only academic support but also access to technology and relevant instructional practices to achieve college and career readiness.	The actions articulated in the plan support evaluation of current technology to ensure that chromebooks are up to date and functional.	Metric 5.1, Metric 5.5 and Metric 5.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2025 CAASPP and Dashboard % Meets or Exceed; pts above or below All: 33.09%, 46.4 points below AA: 26.73%, 65.8 points below Am Ind: 35.29% Asian: 52.15%, 6 points below Fil: 59.14.%, 30.1 points below His: 30.84%, 51.6 points below PI: 34.92%, 38.8 points below Wh: 37.06%, 43.8 points below 2+ Races: 39.23%, 29.9 points below EL: 6.74%, 80 points below SWD: 4.93%, 128 points below SED: 30.87%, 51.9 points below FY: Too few, 134.1 points below Hmls: 25.92%, 76.8 points below Difference from Baseline for Unduplicated Pupils: ELA All: +4.44%; +16.5 EL: 0.09%; 18.8 SED: 4.31%; 16.9 FY: Too Few; 19.4 Hmls: 6.52%; 23.1 % Meets or Exceed; pts above or below: Math All: 16.7%, 98.1 points below AA: 12.22%, 120.3 points below Am Ind: 11.76%, 89.3 points below Asian: 35.94%, 36.2 points below Fil: 37.98%. 28.6 points below His: 14.27%, 104.2 points below		

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
	PI: 20%, 73.4 points below Wh: 22.37%, 86.2 points below 2+ Races: 22.48%, 78.3 points below EL: 5.31%, 121.1 points below SWD: 3.25%, 167.4 points below SED: 14.96%, 103 points below FY: Too Few, 190.5 points below Hmls: 14.22%, 117 points below Difference from Baseline for Unduplicated Pupils: Math All: 1.89%; 9.3 EL 1.44%; 12.2 SED: 1.65%; 13.6 FY: Too Few; -44.8 Hmls: 11.32%; 36 As part of our work with students, we also need to monitor the status of Pittsburg facilities are maintained and in good repair as measured by Williams walk-throughs. 2025-2026 100% Pittsburg facilities included in the Williams walk-throughs are rated "Good" or above. Scope: LEA-wide		
5.2	Action: Emergency preparedness and Health and Safety Programs Need:	The actions articulated will ensure that the district provides the appropriate campus resources to work with students and staff to increase safety our school sites.	Metric 5.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review of the results of the California Healthy Kids Survey and feedback from educational partners sessions indicate a need to prioritize the safety of our scholars, with unduplicated students representing 83 percent within the district. 2023-24 CA Healthy Kids Survey (CHKS): Feel Safe All or Most of the Time (5th Gr) School Perceived as Safe or Very Safe (Secondary) 5th: 58% 7th: 40% 9th: 45% 11th: 44% Continuation HS: 65% Feedback from our educational partners indicate that our Foster youth, English Learner, and Socio Economically disadvantaged youth absenteeism is a need connected to the safety on campus. Aeries Attendance 2023-24: All: 90.6% SED: 89.9% EL: 90.9% FY: 88.3% Scope:		

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	120,829,633	39,122,955	32.379%	2.109%	34.488%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$41,689,725.00	\$343,621.00	\$0.00	\$0.00	\$42,033,346.00	\$36,669,991.00	\$5,363,355.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career Readiness For Focus Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,222,235.00	\$292,000.00	\$4,514,235.00	\$0.00	\$0.00	\$0.00	\$4,514,235.00	
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00	
1	1.3	College and Career Readiness Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,206,882.00	\$130,000.00	\$3,336,882.00	\$0.00	\$0.00	\$0.00	\$3,336,882.00	
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$40,000.00	\$599,500.00	\$639,500.00	\$0.00	\$0.00	\$0.00	\$639,500.00	
1	1.5	District administrative staffing for instruction and targeted intervention and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,041,051.00	\$119,600.00	\$1,160,651.00	\$0.00	\$0.00	\$0.00	\$1,160,651.00	
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$238,153.00	\$483,610.00	\$721,763.00	\$0.00	\$0.00	\$0.00	\$721,763.00	
2	2.1	Academic Supports, targeted interventions and expanded opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$350,000.00	\$442,500.00	\$792,500.00	\$0.00	\$0.00	\$0.00	\$792,500.00	
2	2.2	Early Literacy Initiative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$842,948.00	\$46,000.00	\$888,948.00	\$0.00	\$0.00	\$0.00	\$888,948.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Administrative staffing for instructional support and improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,638,779.00	\$0.00	\$4,638,779.00	\$0.00	\$0.00	\$0.00	\$4,638,779.00	
2	2.4	Focus on English Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$908,982.00	\$152,000.00	\$1,060,982.00	\$0.00	\$0.00	\$0.00	\$1,060,982.00	
2	2.5	Dedicated/Targeted supports for our Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$369,939.00	\$160,000.00	\$529,939.00	\$0.00	\$0.00	\$0.00	\$529,939.00	
2	2.6	Dedicated/Targeted supports for our African American students	All Students with Disabilities	No			All Schools		\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$190,496.00	\$1,325.00	\$191,821.00	\$0.00	\$0.00	\$0.00	\$191,821.00	
2	2.8	Focus on Long-term English Learners	All LTELs	No			All Schools		\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	
3	3.1	Parent and Family Engagement For All	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$479,968.00	\$126,000.00	\$605,968.00	\$0.00	\$0.00	\$0.00	\$605,968.00	
3	3.2	Restorative Justice Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Social Emotional/Mental Health and Behavior supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,791,468.00	\$680,000.00	\$3,471,468.00	\$0.00	\$0.00	\$0.00	\$3,471,468.00	
3	3.4	Full Service Community School Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$525,176.00	\$51,500.00	\$576,676.00	\$0.00	\$0.00	\$0.00	\$576,676.00	
3	3.5	Targeted Parent and Family Engagement for specific underserved families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$125,696.00	\$274,800.00	\$400,496.00	\$0.00	\$0.00	\$0.00	\$400,496.00	
3	3.6	Site support for bringing Equity into Action, aligned with the School	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$179,722.00	\$74,998.00	\$254,720.00	\$0.00	\$0.00	\$0.00	\$254,720.00	

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
		Plan for Student Achievement (SPSA)	Low Income			Low Income										
4	4.1	High quality certificated staffing, PK -12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$13,046,789.00	\$190,000.00	\$13,236,789.00	\$0.00	\$0.00	\$0.00	\$13,236,789.00	
4	4.2	Specialized certificated support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,538,006.00	\$35,000.00	\$1,573,006.00	\$0.00	\$0.00	\$0.00	\$1,573,006.00	
4	4.3	Opportunities to collaborate to improve instructional practice	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Professional development for all PUSD Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,283,745.00	\$364,629.00	\$1,648,374.00	\$0.00	\$0.00	\$0.00	\$1,648,374.00	
5	5.1	Technology and connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$150,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	
5	5.2	Emergency preparedness and Health and Safety Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$442,944.00	\$735,284.00	\$1,178,228.00	\$0.00	\$0.00	\$0.00	\$1,178,228.00	
5	5.3	Safe and well maintained facilities	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.4	Child Nutrition Program	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.1	Standards Based Education	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$56,609.00	\$0.00	\$56,609.00	\$0.00	\$0.00	\$56,609.00	
6	6.2	Intervention and Support	All Students with Disabilities	No			Specific Schools: Black Diamond		\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00	
6	6.3	Social-Emotional Learning	All Students with Disabilities	No			Specific Schools: Black Diamond		\$114,806.00	\$0.00	\$0.00	\$114,806.00	\$0.00	\$0.00	\$114,806.00	
6	6.4	MTSS Implementation	All Students with Disabilities	No			Specific Schools: Black		\$0.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	

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
							Diamond									
6	6.5	Dual Enrollment and Additional Pathways	All Students with Disabilities	No			Specific Schools: Black Diamond		\$92,206.00	\$0.00	\$0.00	\$92,206.00	\$0.00	\$0.00	\$92,206.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
120,829,633	39,122,955	32.379%	2.109%	34.488%	\$41,671,725.00	0.000%	34.488 %	Total:	\$41,671,725.00
								LEA-wide Total:	\$41,671,725.00
								Limited Total:	\$0.00
								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 (%)
1	1.1	College and Career Readiness For Focus Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,514,235.00	
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.3	College and Career Readiness Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,336,882.00	
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$639,500.00	
1	1.5	District administrative staffing for instruction and targeted intervention and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,160,651.00	
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721,763.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Academic Supports, targeted interventions and expanded opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$792,500.00	
2	2.2	Early Literacy Initiative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$888,948.00	
2	2.3	Administrative staffing for instructional support and improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,638,779.00	
2	2.4	Focus on English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,060,982.00	
2	2.5	Dedicated/Targeted supports for our Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$529,939.00	
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,821.00	
3	3.1	Parent and Family Engagement For All	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$605,968.00	
3	3.2	Restorative Justice Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	Social Emotional/Mental Health and Behavior supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,471,468.00	
3	3.4	Full Service Community School Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$576,676.00	
3	3.5	Targeted Parent and Family Engagement for specific underserved families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,496.00	
3	3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$254,720.00	

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 (%)
4	4.1	High quality certificated staffing, PK -12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,236,789.00	
4	4.2	Specialized certificated support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,573,006.00	
4	4.4	Professional development for all PUSD Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,648,374.00	
5	5.1	Technology and connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,178,228.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$41,860,596.00	\$40,428,009.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	College and Career Readiness For Focus Groups	Yes	\$3,002,490.00	3,002,490
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	Yes	\$100,000.00	100,000
1	1.3	College and Career Readiness Exploration	Yes	\$2,981,024.00	2,981,024
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	Yes	\$704,384.00	704,384
1	1.5	District administrative staffing for instruction and targeted intervention and support	Yes	\$1,027,446.00	1,027,446
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	Yes	\$686,659.00	686,659
2	2.1	Academic Supports, targeted interventions and expanded opportunities	Yes	\$1,457,600.00	1,457,600
2	2.2	Early Literacy Initiative Support	Yes	\$1,616,412.00	1,616,412
2	2.3	Administrative staffing for instructional support and improvement	Yes	\$4,425,400.00	4,425,400
2	2.4	Focus on English Learners	Yes	\$741,730.00	1,043,041
2	2.5	Dedicated/Targeted supports for our Students with Disabilities	Yes	\$423,675.00	423,675

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Dedicated/Targeted supports for our African American students	No	\$0.00	0.00
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	Yes	\$249,275.00	249,275
2	2.8	Focus on Long-term English Learners	No	\$0.00	0.00
3	3.1	Parent and Family Engagement For All	Yes	\$438,925.00	438,925
3	3.2	Restorative Justice Implementation	Yes	\$113,738.00	113,738
3	3.3	Social Emotional/Mental Health and Behavior supports.	Yes	\$3,890,711.00	4,431,149
3	3.4	Full Service Community School Initiative	Yes	\$680,305.00	680,305
3	3.5	Targeted Parent and Family Engagement for specific underserved families	Yes	\$375,121.00	375,121
3	3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	Yes	\$273,786.00	273,786
4	4.1	High quality certificated staffing, PK -12	Yes	\$15,167,806.00	12,893,470
4	4.2	Specialized certificated support	Yes	\$644,588.00	644,588
4	4.3	Opportunities to collaborate to improve instructional practice	No	\$0.00	0
4	4.4	Professional development for all PUSD Staff	Yes	\$1,473,222.00	1,473,222

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Technology and connectivity	Yes	\$180,000.00	180,000
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	\$911,437.00	911,437
5	5.3	Safe and well maintained facilities	No	\$0.00	0.00
5	5.4	Child Nutrition Program	No	\$0.00	0.00
6	6.1	Standards Based Education	No	\$99,256.00	99,256
6	6.2	Intervention and Support	No	\$126,710.00	126,710
6	6.3	Social-Emotional Learning	No	\$28,896.00	28,896
6	6.4	MTSS Implementation	No	\$20,000.00	20,000
6	6.5	Dual Enrollment and Additional Pathways	No	\$20,000.00	20,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
39,013,458	\$41,565,734.00	\$39,291,398.00	\$2,274,336.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	College and Career Readiness For Focus Groups	Yes	\$3,002,490.00	3,002,490		
1	1.2	College and Career Readiness Supporting Multi-Lingual Learners	Yes	\$100,000.00	100,000		
1	1.3	College and Career Readiness Exploration	Yes	\$2,981,024.00	2,981,024		
1	1.4	Progress Monitoring of Performance and Evaluation of Student Data	Yes	\$704,384.00	704,384		
1	1.5	District administrative staffing for instruction and targeted intervention and support	Yes	\$1,027,446.00	1,027,446		
1	1.6	Support for implementation of School Plan for Student Achievement (SPSA)	Yes	\$686,659.00	686,659		
2	2.1	Academic Supports, targeted interventions and expanded opportunities	Yes	\$1,457,600.00	1,457,600		
2	2.2	Early Literacy Initiative Support	Yes	\$1,616,412.00	1,616,412		
2	2.3	Administrative staffing for instructional support and improvement	Yes	\$4,425,400.00	4,425,400		
2	2.4	Focus on English Learners	Yes	\$741,730.00	741,730		

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	2.5	Dedicated/Targeted supports for our Students with Disabilities	Yes	\$423,675.00	423,675		
2	2.7	Support for implementation of the School Plan for Student Achievement (SPSA)	Yes	\$249,275.00	249,275		
3	3.1	Parent and Family Engagement For All	Yes	\$438,925.00	438,925		
3	3.2	Restorative Justice Implementation	Yes	\$113,738.00	113,738		
3	3.3	Social Emotional/Mental Health and Behavior supports.	Yes	\$3,890,711.00	3,890,711		
3	3.4	Full Service Community School Initiative	Yes	\$680,305.00	680,305		
3	3.5	Targeted Parent and Family Engagement for specific underserved families	Yes	\$375,121.00	375,121		
3	3.6	Site support for bringing Equity into Action, aligned with the School Plan for Student Achievement (SPSA)	Yes	\$273,786.00	273,786		
4	4.1	High quality certificated staffing, PK -12	Yes	\$15,167,806.00	12,893,470		
4	4.2	Specialized certificated support	Yes	\$644,588.00	644,588		
4	4.4	Professional development for all PUSD Staff	Yes	\$1,473,222.00	1,473,222		
5	5.1	Technology and connectivity	Yes	\$180,000.00	180,000		
5	5.2	Emergency preparedness and Health and Safety Programs	Yes	\$911,437.00	911,437		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$116,078,462	39,013,458	2.348%	35.958%	\$39,291,398.00	0.000%	33.849%	\$2,447,582.29	2.109%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- 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:

- 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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