

LCFF Budget Overview for Parents

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

CDS Code: 19648810000000

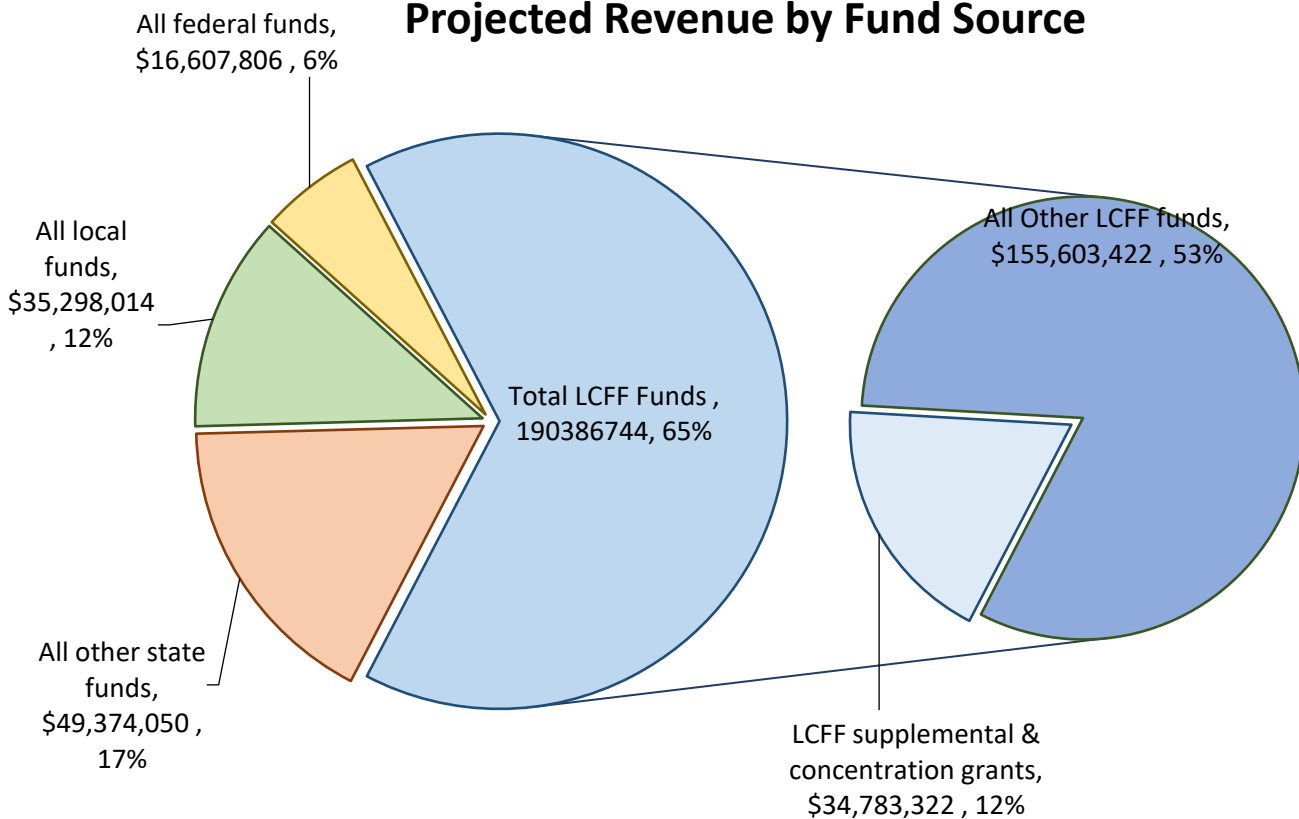
School Year: 2025-26

LEA contact information: Dr. Kristina Turley-Payne626-396-3600turley.kristina@pusd.us

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

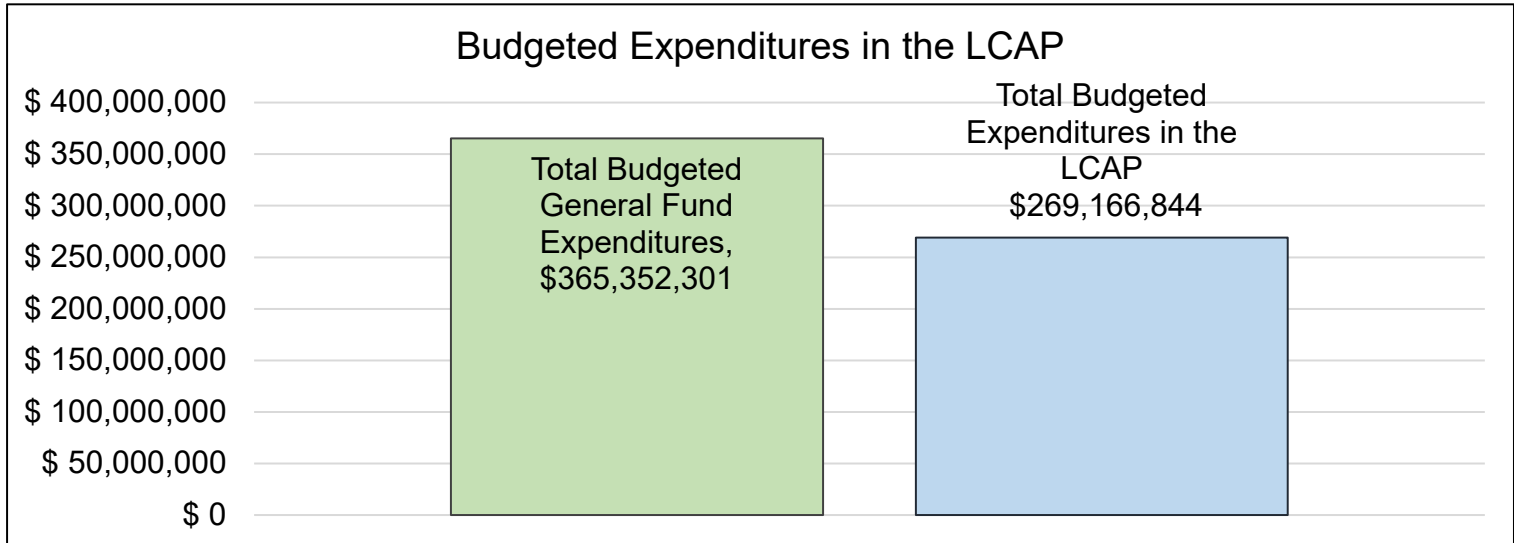


This chart shows the total general purpose revenue Pasadena Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pasadena Unified School District is \$291,666,614.00, of which \$190,386,744.00 is Local Control Funding Formula (LCFF), \$49,374,050.00 is other state funds, \$35,298,014.00 is local funds, and \$16,607,806.00 is federal funds. Of the \$190,386,744.00 in LCFF Funds, \$34,783,322.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Pasadena Unified School District plans to spend \$365,352,301.00 for the 2025-26 school year. Of that amount, \$269,166,844.00 is tied to actions/services in the LCAP and \$96,185,457.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

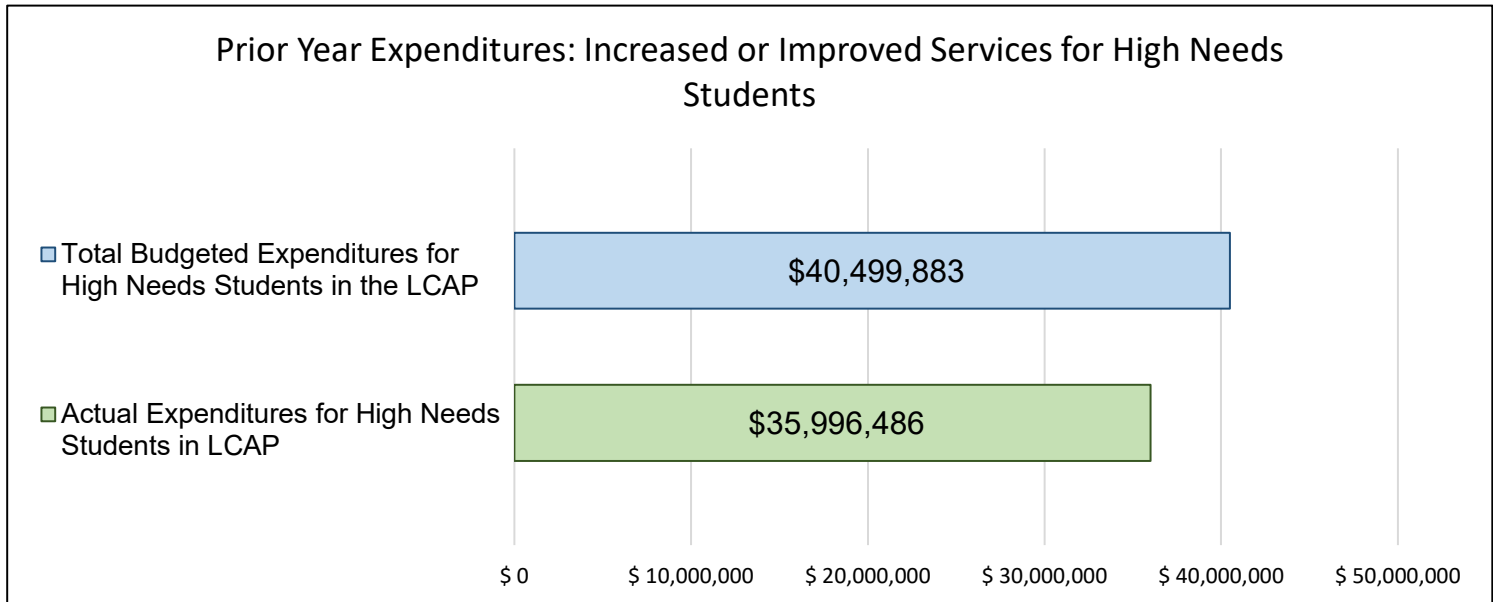
Eaton Fire-related expenditures, before and After-school activities funded by the Expanded Learning Opportunities Program, food services, indirect district overhead expenditure costs, general district-wide operational costs such as insurance, grants that are "non-Title" programs such as the Magnet School Assistance Program and Community Schools or any other grant that has its own written plan.

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

In 2025-26, Pasadena Unified School District is projecting it will receive \$34,783,322.00 based on the enrollment of foster youth, English learner, and low-income students. Pasadena Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pasadena Unified School District plans to spend \$35,030,113.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Pasadena Unified School District's LCAP budgeted \$40,499,883.00 for planned actions to increase or improve services for high needs students. Pasadena Unified School District actually spent \$35,996,486.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$4,503,397.00 had the following impact on Pasadena Unified School District's ability to increase or improve services for high needs students:

We are emphasizing our efforts with MTSS to support students on many different levels to support wellbeing as a part of academic success.

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
Pasadena Unified	Kristina Turley-Payne Director- Planning, Innovation, Accountability, and Special Projects	turley.kristina@pusd.us 6263963600

Plan Summary 2025-2026

General Information

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

The Pasadena Unified School District (PUSD) serves students in grades TK-12 within the cities of Pasadena, Sierra Madre, and Altadena in Los Angeles County. PUSD operates 23 distinct school sites encompassing two comprehensive high schools (grades: 9-12), two campuses serving grades 6-12, three middle schools (grades 6-8), one K-8 campus, 13 elementary schools, and two alternative education schools/programs.

The California Department of Education established the LCFF Equity Multiplier fund, which provides additional funding for school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 Local Control and Accountability Plan (LCAP). Rose City High School and CIS will receive Equity Multiplier funding as both campuses met the criteria.

During the 2024-2025 school year, there were a total of 13,757 students enrolled in PUSD schools. The largest racial/ethnic student group was Hispanic/Latino students at 57.46%, followed by White at 17.5%, African American at 9.73%, and a combined Asian, Filipino and Pacific Islander population of approximately 8.06%, and those of two or more (including unidentified) races at 7.04%. Approximately 1,683 of the students (12.23%) enrolled were designated English learners in K-12 grades, 105 (0.76%) were identified as youth in foster care (interchangeably referred to as Foster Youth as well), and 276 (2.01%) Homeless students. Economically Disadvantaged identified students numbered 8,383, or 60.94% of the total student enrollment. Approximately 2,182 (15.86%) students were eligible for Special Education services.

In order to best prepare students to be college, career, and life ready and address the challenges of the 21st Century, PUSD students have access to a wide array of programs including dual language programs in Spanish, Mandarin, French, and Armenian. There are also two International Baccalaureate (IB) schools that offer IB programming at the elementary, middle, and high school level with an opportunity to earn an IB diploma. Additionally, PUSD offers magnet programs with a focus on STEM/STEAM, DLIP/STEM, Visual & Performing Arts, and a Dual Enrollment/Early College High School partnership with Pasadena City College (PCC). PUSD high school students have an opportunity to participate in one of ten different College and Career Pathways, that enable students to gain knowledge, skills, and internship opportunities.

Key educational partner advisory groups include the LCAP Parent Advisory Committee (PAC), the District English Language Advisory Council (DELAC), African-American Parent Council (AAPC), Foster Youth Advisory Council, District Advisory Council (DAC) and the Community Advisory Committee (CAC) for Special Education. Additionally, district and school site level leadership groups such as School Site Councils (SSC), District Leadership Network (DLN), and the Roadmap Advisory Committee (RAC) also

provided guidance and monitoring of goals and actions.

During the 2022-2023 school year, the PUSD Board of Education approved "Imagine PUSD 2028", the district's Strategic Plan for 2023-2028. The pillars established in "Imagine PUSD 2028" were developed to ensure PUSD students are prepared for college, career, and life after graduation. The five pillars were based upon PUSD's five values of cultural competency, equity, accountability, collaboration, and fiscal responsibility as well as the district's Equity Lens. The 2025-2026 LCAP is aligned to these pillars, in addition to the eight priority areas of the State of California.

Reflections: Annual Performance

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

2024 California Schools Dashboard Successes

Pasadena Unified School District made measurable progress in several key areas aligned to the goals and actions outlined in the 2024–2027 Local Control and Accountability Plan (LCAP). Targeted interventions, expanded access to rigorous coursework, and strengthened student supports contributed to improvements in both academic achievement and engagement for historically underserved groups.

Transformative Growth at Rose City High School

Rose City High School demonstrated dramatic improvement in academic outcomes. The percentage of all students completing key benchmarks increased from 47.3% to 70.3%, with parallel gains among socioeconomically disadvantaged students (+22.0%) and English Learners (+22.6%). These outcomes reflect the successful implementation of personalized learning pathways and dedicated re-engagement strategies.

Districtwide Gains in A–G Completion

A–G completion rates improved from 53.4% to 54.7%, with particularly strong progress among historically underserved subgroups:

Students with Disabilities: increased from 18.8% to 35.3% (+16.5%)

Foster Youth: increased from 10.3% to 21.1% (+10.8%)

Hispanic/Latino students: increased from 37.3% to 45.4% (+8.1%)

Socioeconomically Disadvantaged students: increased from 39.7% to 47.9% (+8.2%)

Improved Access and Success in Advanced Placement (AP) Courses

The districtwide AP participation or success rate increased from 32.5% to 36.9%, with major gains in student groups supported by LCAP actions:

Black or African American students: +17.2%

Students with Disabilities: +14.8%

Asian students: +18.4%

These increases reflect the impact of expanded course offerings, counselor outreach, and fee support initiatives.

Reduction in Chronic Absenteeism for Most Subgroups

The districtwide chronic absenteeism rate dropped from 26.5% to 22.2%, supported by MTSS implementation and school-based attendance teams. Notable improvements were seen among:

Homeless students: –6.8%

English Learners: –6.9%

Filipino and Two or More Races: –5.0%

Students with Disabilities: –4.3%

Suspension Rate Improvements Among High-Need Groups

Suspension rates declined significantly for:

Foster Youth: –10.0%

Students with Disabilities: –2.6%
Hispanic/Latino students: –2.8%
Homeless students: –5.9%

Challenges

YIFC student group was still at the second lowest performance (orange) or lowest performance level (red) level per the Dashboard for Chronic Absenteeism (orange), graduation rate (red), and ELA (red). English Learners also were at the lower performing levels per CAASPP Math (red), College/Career (red), and Graduation Rate (red). Graduation rates also were a concern, with a decrease of 4.2% and 85.1% of students graduating with a standard high school diploma.

Student groups at the district level and school level that received the lowest performance level on one or more state indicators on the 2023 Dashboard are as follows:

(Priority 4: Student Achievement)

ELA: Foster Youth, Homeless

Math: African American, English Learners, Foster Youth, Homeless

(Priority 5 Student Engagement)

Graduation Rate: English Learners, Foster Youth, Students with Disabilities

(Priority 8: Outcomes in a Broad Course of Study)

College/Career: English Learners

Student groups at the school level that received the lowest performance level on one or more state indicators on the 2023 Dashboard were as follows:

Priority 4: Student Achievement (ELA/Math)

ELA

Altadena: Students with Disabilities

Don Benito: Students with Disabilities

Hamilton: Students with Disabilities

Madison: All, English Learners, Hispanic, Socioeconomically Disadvantaged

McKinley: African American, English Learner, Students with Disabilities

Washington: All, English Learners, Socioeconomically Disadvantaged

Eliot: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Octavia E. Butler: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged

Pasadena High School: African American, Students with Disabilities

CIS Academy: All, Hispanic, Socioeconomically Disadvantaged

Rose City High School: All, Socioeconomically Disadvantaged

Math

Blair: African American, Hispanic, Socioeconomically Disadvantaged

Don Benito: Students with Disabilities

Hamilton: Students with Disabilities

Jackson: English Learners

McKinley: African American, All, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Eliot: All, Hispanic, Students with Disabilities

Octavia E. Butler: Homeless, Students with Disabilities

John Muir: African American

Marshall Fundamental: African American, Hispanic, Socioeconomically Disadvantaged

Pasadena High School: African American

CIS Academy: All, Hispanic, Socioeconomically Disadvantaged

Rose City High School: All, Socioeconomically Disadvantaged

Priority 4: Student Achievement (English Learner Progress)

Jackson: English Learners

Longfellow: English Learners

Washington: English Learners

Priority 5: Student Engagement (Chronic Absenteeism)

Altadena: Two or more races

Don Benito: White, Two or more races

Jackson: All, Students with Disabilities

Sierra Madre Elementary: All, Socioeconomically Disadvantaged, Hispanic, White

Webster: All, English Learners, Socioeconomically Disadvantaged, Students with Disabilities , Hispanic, White

San Rafael: Socioeconomically Disadvantaged, Hispanic

Eliot: English Learners, Students with Disabilities, Hispanic

Blair: All, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, White

Marshall: African American

CIS: All, Hispanic

Priority 5: Student Engagement (Graduation Rate)

Blair: English Learners

CIS: All, Hispanic, Socioeconomically Disadvantaged

Rose City HS: All, English Learners, Hispanic, Socioeconomically Disadvantaged

Priority 6: School Climate (Suspension Rate)

Altadena: Students with Disabilities

McKinley: All, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

Washington: African American

Octavia E. Butler: Homeless, Students with Disabilities, African American

Muir: Foster Youth, Homeless

Blair: English Learners, Students with Disabilities

Marshall: English Learners, African American

Rose City HS: All, English Learners, Socioeconomically Disadvantaged, Hispanic

Priority 8: Outcomes in a Broad Course of Study (College/Career)

Blair: English Learners

CIS: Hispanic

Rose City HS: All, English Learners, Hispanic, Low Income

The goals, actions, and metrics through this LCAP reflect how PUSD will address the needs of the above mentioned student groups. Goal 6 focuses on the actions addressing the needs of Foster Youth and Homeless students; Goal 7 focuses on English Learners and Long-term English Learners; Goal 8 focuses on Rose City HS and CIS, both schools that qualified for Equity Multiplier Funds; and, Goal 9, which focuses on the achievement and engagement of African American students.

Pasadena Unified School District (PUSD) has \$2,968,314 in Learning Recovery Emergency Block Grant (LREBG) funds allocated for the 2025–26 school year to support strategic recovery efforts that address the needs of the whole child and promote staff capacity and well-being.

LREBG-funded actions are embedded across multiple LCAP goals, including Goal 1 (Academic Achievement and Instructional Support), Goal 7 (Support for English Learners), and Goal 9 (Equity-Focused Programs). Investments include expanded access to the arts and enrichment, targeted staffing to support wellness and engagement (such as PE teachers and MTSS staff), services for students with disabilities, and early learning assessments.

The district's needs assessment—supported by the 2024 California School Dashboard—highlighted the importance of addressing chronic absenteeism, social-emotional well-being, and engagement, especially for socioeconomically disadvantaged and homeless students. In response, PUSD has prioritized strategies that build positive school climates, strengthen relationships, and support both students and staff through wellness initiatives, counseling, and culturally responsive programming.

To support instructional quality and teacher well-being, the plan also includes professional planning time for elementary staff (through the support of PE Teachers), ensuring they have dedicated time to collaborate, reflect, and prepare high-quality instruction.

These efforts are aligned with the allowable uses of LREBG funds, particularly in the areas of mental health, enrichment, and college and career readiness. PUSD recognizes that student learning is most effective when physical, social, and emotional needs are met. By focusing on well-being, engagement, and connectedness, the district is laying the foundation for sustained academic growth, including in areas like English language arts and mathematics.

This targeted use of LREBG funds reflects a strong alignment with PUSD's 2024–27 LCAP priorities as they were originally crafted. The district prioritized investments in staffing and enrichment that support academic recovery, culturally responsive learning, and English Learner progress. Notably, nearly 90% of funds supported personnel, reflecting a strategic focus on direct service delivery through high-impact staff roles.

Reflections: Technical Assistance

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

In 2024–2025, Pasadena Unified School District (PUSD) continued to receive Year 2 Differentiated Assistance for English Learners and Foster Youth, as identified on the California School Dashboard. While no new student groups were added to the Differentiated Assistance cohort, the district remained actively engaged in using technical assistance to strengthen supports and improve outcomes for persistently underserved students.

To support this work, central office staff participated regularly in the monthly Differentiated Assistance trainings provided by the Los Angeles County Office of Education (LACOE). These convenings allowed district leaders to review performance trends, engage with peer districts, and pose technical questions related to the implementation of targeted improvement strategies. In addition, staff participated in monthly English Learner network meetings, with a particular focus on Long-Term English Learners (LTELs). These sessions emphasized ELD placement practices, integrated supports for dually identified EL/SPED students, and reclassification progress monitoring.

The district's technical assistance work directly informed implementation of several key actions in the 2024–2027 LCAP. Under Goal 1, Action 1.3 (College and Career Preparation and Services), counselors supported individualized graduation plans and collaborated with ELD coaches to ensure that LTELs were correctly placed in ELD and core academic courses. Counselors also worked with Foster Youth liaisons to provide credit monitoring and progress checks to support timely graduation.

Goal 6, Action 6.3 (Families in Transition) played a key role in delivering both instructional and social-emotional supports to English Learners, Foster Youth and their families, especially those experiencing instability or navigating newcomer status. These assistance helped facilitate communication with families, support classroom instruction, and reinforce school-home partnerships.

For Foster Youth, PUSD implemented Goal 6, Action 6.4 (Academic and Graduation Supports for Foster Youth), which included case management, transcript audits, and tailored academic interventions. Central staff collaborated with school sites to ensure that Foster Youth were placed in appropriate courses, had access to credit recovery options, and received support in navigating barriers to graduation.

Goal 7, Action 7.1 (Support and Services for Newcomer Students) also intersected with technical assistance efforts by strengthening site-based efforts to inform families about ELPAC, reclassification, and graduation pathways. Multilingual resources, family events, and school-site meetings were used to elevate awareness and deepen engagement with families of EL students.

Taken together, these efforts reflect Pasadena Unified's commitment to leveraging technical assistance not only as a compliance requirement, but as an opportunity for continuous learning and collaborative problem-solving. In 2025–2026, the district will continue to monitor subgroup performance closely and adjust supports as needed, with a particular focus on refining its EL data systems, ensuring accurate ELD placement, and deepening integrated support for LTELs, Foster Youth, and other high-need learners.

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.

Rose City High School
Center for Independent Study (CIS)

Support for Identified Schools

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

Pasadena Unified School District (PUSD) is committed to providing robust and targeted support to its eligible schools identified for Comprehensive Support and Improvement (CSI), including Rose City High School and CIS Academy. The district’s approach is grounded in equity, data-driven decision-making, and school-site empowerment.

During the 2023–2024 school year, PUSD provided direct assistance to both schools in developing and implementing their CSI plans, aligned to the goals and metrics of the LCAP. The district’s Office of State and Federal Programs in collaboration with Educational Services and Fiscal Services, facilitated needs assessments, root cause analyses, and stakeholder engagement processes at both sites.

Rose City and CIS engaged in structured Continuous Improvement Planning cycles, supported by district coaches and leadership teams. Site teams used Dashboard data, disaggregated student performance metrics, and student voice surveys to identify key focus areas, including graduation rate, College/Career Indicator performance, and subgroup achievement gaps. Particular attention was paid to the needs of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, consistent with state CSI guidance and PUSD’s LCAP Goals 7, 8, and 9.

Additional resources include:
The State and Federal Programs team will provide technical assistance in budgeting, plan development, and progress monitoring.
Supported professional development aligned to CSI goals, including training on Universal Design for Learning, trauma-informed practices, and instructional strategies for English Learners.
Provided access to data systems and coaching to ensure that each site could monitor student progress and adjust interventions accordingly.
Ensured CSI plans were reviewed and approved by the Board of Education and aligned with LCAP priorities to streamline implementation and resource alignment.

In 2025–2026, PUSD will continue to strengthen support for Rose City and CIS by prioritizing funding, extending MTSS coaching, and providing consistent opportunities for school site staff to reflect on implementation progress. Each school’s CSI plan will remain integrated with the district’s broader strategic plan and monitored as part of regular LCAP evaluation cycles.

Monitoring and Evaluating Effectiveness

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

Pasadena Unified School District (PUSD) monitors student and school improvement efforts—particularly at CSI-identified sites like Rose City High School and CIS Academy—through progress reviews, data analysis, and ongoing stakeholder engagement.

Site teams engage in Continuous Improvement Plan (CIP) cycles, using disaggregated data to track progress on key indicators such as graduation rates, chronic absenteeism, College/Career readiness, and subgroup performance on CAASPP and ELPI. These reviews are supported by monthly district liaisons and informed by internal dashboards and rubrics aligned to LCAP goals.

Stakeholder input from school site councils, ELACs, and student voice activities informs adjustments to site-level actions. Additionally, CSI progress is integrated into PUSD's broader LCAP monitoring cycle, with updates shared with the Board of Education and LCAP PAC.

When schools show emerging needs, district departments provide targeted support—such as coaching or counseling—to ensure timely and responsive intervention. This ongoing process ensures that improvement efforts are data-driven, equity-focused, and continuously refined to support student success.

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
Local Bargaining Unit - Teachers (United Teachers of Pasadena-UTP, Pasadena Association of Career Technical Educators -PACTE)	This year most of our budget development and input was gained through our Superintendent's Budget Advisory Council (SUPBAC). The SUPBAC took place from September - December and each bargaining unit had representatives at each of the 8 meetings. We also provided an opportunity for feedback through a districtwide survey and LCAP Town Hall in April 2025.
Principals (APSA)	Principals were represented in the SUPBAC meetings conducted for budget and LCAP input September -December 2024. We conducted consultations during March-May to request feedback to inform the development of the LCAP. We reviewed prior year actions, budget, alignment with PUSD's Strategic Plan, department plans, and SPSAs. We also reviewed the district's priorities based upon needs assessment conducted. In addition to this, we also provided an opportunity for feedback through a districtwide survey and LCAP Town Hall in April 2025. Equity Multiplier School principals collaborated on goal setting and outcomes for the 2025-2026 school year through multiple meetings March-May 2025.
District Level Administrators (APSA)	Through the SUPBAC process district level departments worked to give feedback and input into the budget and actions within their departments and those plans were then presented to the members of the advisory committee. We reviewed prior year actions, budget, alignment with PUSD's Strategic Plan, department plans, and SPSAs. We also reviewed the district's priorities based upon needs assessment conducted. In addition to this, we also provided an opportunity for feedback through a districtwide survey and LCAP Town Hall in April 2025.
Other School Personnel (CSEA)	For the 2024–2025 LCAP process, CSEA members participated in the Superintendent’s Budget Advisory Committee from September to December 2024, providing input on district priorities. Broader feedback was gathered through a districtwide survey and an LCAP Town Hall in April 2025, ensuring inclusive input from staff and the community.
Parents (PTA, AAPC)	For the 2024–2025 LCAP process, input from educational partners was gathered through the Superintendent’s Budget Advisory Committee, which met from September 2024 through December 2025. Additional input was collected through a districtwide survey and an LCAP Town Hall held in April 2025. The district also engaged with the PUSD PTA Council to gather feedback on strengthening family engagement. These outreach efforts ensured that parent, staff, and community perspectives were reflected in the development of the plan.
Parents (DLAC)	For the 2024–2025 LCAP process, input from educational partners was gathered through the Superintendent's Budget Advisory Committee, which met from September 2024 through December 2025. Additional input was collected through a districtwide survey and an LCAP Town Hall held in April 2025. We met with our District English Learner Advisory Committee (DELAC in March and April to solicit parent input and feedback regarding priorities for the 2025 cycle.
Parents (LCAP Parent Advisory Committee)	We have conducted meetings from August 2024 through May 2025 to discuss current LCAP goals, actions, and metrics, and to consider changes for the upcoming cycle. We conducted a comprehensive consultation with the LCAP Parent Advisory Committee in June 2025. We also conducted an LCAP Town Hall in April 2025.
Students	Students provided feedback to inform the LCAP through a districtwide survey as well as meetings with secondary students from the Student Think Tank, and Student Assembly during Spring 2025 who were given additional information on the process and goal setting for the LCAP.
Equity Multiplier	For the LCAP required focus goal for Equity Multiplier Schools, meetings were conducted with school staff and School Site Councils at Rose City High School and CIS during the months of March-May 2025, to determine actions that addressed the identified needs of students and staff.

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

The following educational partners provided the following feedback with a description of how this feedback influenced the development of the LCAP for the 2024-2027 cycle. For the 2025-2026 annual update many of the sentiments of each parent group remains the same, and any of the new influential feedback is listed below:

Goal 1

During consultation meetings, the LCAP PAC expressed a desire to understand how ELs, FY, and homeless students' college and career barriers are being addressed through the actions. To address that the following actions delineate outcomes for these subgroups (1.3) College and Career Preparation and Services and (1.6) Expanded Access of Specialized Programs and Extracurricular Activities (TK-12). From LCAP_PAC and the Town Hall there was a desire to determine local indicators for Special Education services that staff will continue to explore (1.6).

UTP feedback was the same for the 2024-2025 plan, still expressing their desire for reducing staff and student ratios at “entry point” grade levels (K, 1st, 9th). While this need varies by site, Actions 1.5 [Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)], Action 1.8 (Site-based Supplemental Student Services and Resources), and Action 1.12 (Additional Targeted Staffing for High Concentration Schools) help to address this recommendation, as it did in the 2023-2024 school year.

Goal 2

New feedback from LCAP-PAC includes a desire to understand the professional development outcomes for Special Education staff under this goal. This is addressed through (2.1) Induction Services and Professional Development, which indicated that all teachers receive professional development on Universal Design for Learning, differentiation, and culturally responsive teaching to reduce disparities to highly qualified teachers and to better address the needs of low income students.

Goal 5

LCAP-PAC expressed a desire to emphasize the importance of Community Schools within the LCAP. The function of Community Assistants has been relocated to this Goal (5.1) from Goal 2 (2.2) in order to better represent the role they play in community/family engagement.

Goal 6

There was a desire by the FYC and LCAP-PAC to continue to train Surrogate Educational Rights Holders as it was successful in the 2024-2025 school year and addresses Action(s) Support and Coordination and Academic and Graduation Supports (Actions 6.2 and 6.4).

Goal 7

There was a desire by both DLAC and LCAP-PAC to see the data for English Learners reported in this goal, instead of referred back to Goal 1. Year 1 Outcomes will now be reported under (7.4, 7.5, 7.6, 7.7) and no longer referred back to Goal 1 actions. Both groups also wanted to see detailed English Learner data broken down by further subgroups (LTEL, RFEP, DLIP, etc.). This data will be made public through the Language Assessment Office as part of their annual reporting.

Goal 9

The LCAP PAC expressed the a desire to see the data for African American students to be reported in this goal (9), instead of referred back to Goals 1 and 3. Year 1 Outcomes will now be reported under (9.1-9.10) and no longer referred back to Goals 1 and 3 actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection that meets their needs and will show academic achievement.	Broad Goal

State priorities addressed by this goal.

4, 5, 8, 1, 2, 7

An explanation of why the LEA has developed this goal.

In alignment with Pillar 1 of the Imagine PUSD 2028 Strategic Plan, which emphasizes learner-focused instruction, this goal was developed to ensure that students' academic needs are met and adequately prepare them for college and career readiness, and to be contributing members of their communities. Additionally, this goal ensures that students experience culturally relevant and linguistically sustaining grade-level instruction that builds upon students' strengths and identities.

Data from Dashboard indicators indicate that while ELA performance districtwide has been consistent, students in foster care, students experiencing homelessness, African American students and students with disabilities are not experiencing success. Math performance at the district level has seen some growth, but a need exists to address Hispanic student performance.

Educational partner feedback identified a desire for targeted professional development to deliver effective instructional strategies for students not experiencing success, such as English Learners, Foster Youth, and Low Income students, as focus areas.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

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

1	CAASPP ELA Proficiency	2023 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. Districtwide: 45.18% American Indian or Alaska Native: 35.71% Asian: 80.71% Black or African American: 28.67% Filipino: 64.75% Hispanic/Latino: 34.20% Native Hawaiian/Pacific Islander: ** Two or More Races: 69.36% White: 71.05% English Learner (Long-Term): 2.04% English Learners (State cohort): 9% Foster Youth: 13.04% Homeless: 20.5% Socio-Econ Disadv.: 34.41% Stu w/ Disabilities: 18.01%	2024 Proficiency Rates: Districtwide: 45.87% American Indian or Alaska Native: Not reported Asian: 80.15% Black or African American: 28.94% Filipino: 61.54% Hispanic/Latino: 35.4% Native Hawaiian/Pacific Islander: 36.36% Two or More Races: 70.40% White: 67.51% English Learner (Long-Term): .68% English Learners (State cohort): 7.87% Foster Youth: 24.45% Homeless: 21.77% Socio-Econ Disadv.: 35.27% Stu w/ Disabilities: 15.73%		1) ELA Proficiency Rates will increase 5% points each year to end at 60% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year All: 60% or higher English Learners (State cohort): 19% or higher Foster Youth: 31% or higher Homeless: 38% or higher Socio-Econ Disadv.: 52% or higher Stu w/ Disabilities: 36% or higher American Indian or Alaska Native: 54% or higher Asian: 81% or higher Black or African American: 47% or higher Filipino: 65% or higher Hispanic/Latino: 52% or higher Native Hawaiian/Pacific Islander: ** White: 71% or higher Two or More Races: 69% or higher	2024 Proficiency Rates: Districtwide: +0.69% American Indian or Alaska Native: N/A Asian: -0.56% Black or African American: .27% Filipino: -3.21% Hispanic/Latino: 1.2% Native Hawaiian/Pacific Islander: N/A Two or More Races: 1.2% White: -3.54% English Learner (Long-Term): -1.36% English Learners (State cohort): -1.13% Foster Youth: 11.41% Homeless: 1.27% Socio-Econ Disadv.: .86% Stu w/ Disabilities: -2.28%
---	------------------------	--	---	--	---	--

2	CAASPP Math Performance	2023 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. Districtwide: 33.98% American Indian or Alaska Native: 21.43% Asian: 78.43% Black or African American: 14.41% Filipino: 50.82% Hispanic/Latino: 21.87% Native Hawaiian/Pacific Islander: ** Two or More Races: 61.23% White: 61.71% English Learner (Long-Term): 1.55% English Learners (State cohort): 8.56% Foster Youth: 4.44% Homeless: 8.78% Socio-Econ Disadv.: 22.78% Stu w/ Disabilities: 15.43%	2024 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. Districtwide: 35.15% American Indian or Alaska Native: N/A Asian: 80.84% Black or African American: 14.21% Filipino: 51.41% Hispanic/Latino: 23.19% Native Hawaiian/Pacific Islander: ** Two or More Races: 55.36% White: 59.84% English Learner (Long-Term): 0.68% English Learners (State cohort): 8.69% Foster Youth: 15.91% Homeless: 11.11% Socio-Econ Disadv.: 24.29% Stu w/ Disabilities: 12.54%	1) Math Proficiency Rates will increase 4% points each year to end at 46% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year Districtwide: 46% American Indian or Alaska Native: 36% Asian: 78% Black or African American: 29% Filipino: 51% Hispanic/Latino: 37% Native Hawaiian/Pacific Islander: ** Two or More Races: 61% White: 62% English Learner (Long-Term): 17% English Learners (State cohort): 24% Foster Youth: 19% Homeless: 24% Socio-Econ Disadv.: 38% Stu w/ Disabilities: 30%	Districtwide: 1.17% American Indian or Alaska Native: N/A Asian: 2.41% Black or African American: -0.2% Filipino: 0.59% Hispanic/Latino: 1.32% Native Hawaiian/Pacific Islander: ** Two or More Races: -5.87% White: -1.87% English Learner (Long-Term): -0.87% English Learners (State cohort): 0.13% Foster Youth: 11.47% Homeless: 2.33% Socio-Econ Disadv.: 1.51% Stu w/ Disabilities: -2.89%
---	-------------------------	--	---	---	--

3	Science Proficiency	2023 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. Districtwide: 30.64% American Indian or Alaska Native: ** Asian: 60.59% Black or African American: 14.87% Filipino: 54.23% Hispanic/Latino: 20.13% Native Hawaiian/Pacific Islander: ** Two or More Races: 58.15% White: 55.67% English Learner (Long-Term): 1.15% English Learners (State cohort): 0.95% Foster Youth: 9.1% Homeless: 7.14% Socio-Econ Disadv.: 20.79% Stu w/ Disabilities: 10%	Districtwide: 32.68% American Indian or Alaska Native: 21.12% Asian: 60.62% Black or African American: 16.86% Filipino: 50.46% Hispanic/Latino: 21.14% Native Hawaiian/Pacific Islander: 21.03% Two or More Races: 45.09% White: 61.29% English Learner (Long-Term): 0% English Learners (State cohort): 2.38% Foster Youth: 9.62% Homeless: 13.53% Socio-Econ Disadv.: 20.40% Stu w/ Disabilities: 11.42%	1) Science Proficiency Rates will increase 3% points each year to end at 40% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year Districtwide: 40% American Indian or Alaska Native: ** Asian: 60% Black or African American: 24% Filipino: 54% Hispanic/Latino: 29% Native Hawaiian/Pacific Islander: ** Two or More Races: 58% White: 56% English Learner (Long-Term): 13% English Learners (State cohort): 13% Foster Youth: 18% Homeless: 20% Socio-Econ Disadv.: 32% Stu w/ Disabilities: 23%	Districtwide: 2.04% American Indian or Alaska Native: N/A Asian: 0.03% Black or African American: 1.99% Filipino: -3.77% Hispanic/Latino: 1.01% Native Hawaiian/Pacific Islander: N/A Two or More Races: -13.06% White: 5.62% English Learner (Long-Term): -1.15% English Learners (State cohort): 1.43% Foster Youth: 0.52% Homeless: 6.39% Socio-Econ Disadv.: -0.39% Stu w/ Disabilities: 1.42%
---	---------------------	--	---	--	---

4	A-G Completion Rates	(DataQuest, 2022-2023, 4yr grads) Districtwide: 53.4% American Indian or Alaska Native: ** Asian: 81.6% Black or African American: 47.5% Filipino: 65.4% Hispanic/Latino: 37.3% Native Hawaiian/Pacific Islander: ** Two or More Races: 63.3% White: 58% English Learners (State cohort): 11.4% Foster Youth: 10.3% Homeless: 31.3% Socio-Econ Disadv.: 39.7% Stu w/ Disabilities: 18.8%	(DataQuest, 2023-2024, 4yr grads) Districtwide: 54.7% Asian: 86.1% Black or African American: 55% Filipino: 70.8% Hispanic: 46.3% Two or More: 73.1% White: 66.3% EL: 18.2% FY: 23.1% Homeless: 38.5% SED: 49.7% SWD: 26.4%	1) The district average will rise by 12% points or more 2) Student groups below the district rate in the baseline year will see their gap size reduce by 1% point each year Districtwide: 57% or higher American Indian or Alaska Native: ** Asian: 82% or higher Black or African American: 57% or higher Filipino: 65% or higher Hispanic/Latino: 52% or higher Native Hawaiian/Pacific Islander: ** Two or More Races: 63% or higher White: 58% or higher English Learners (State cohort): 20% or higher Foster Youth: 18% or higher Homeless: 46% or higher Socio-Econ Disadv.: 55% or higher Stu w/ Disabilities: 34% or higher	Districtwide: 1.3% American Indian or Alaska Native: N/A Asian: 4.5% Black or African American: 7.5% Filipino: 5.4% Hispanic/Latino: 9.0% Native Hawaiian/Pacific Islander: N/A Two or More Races: 9.8% White: 8.29% English Learners (State cohort): 6.8% Foster Youth: 12.8% Homeless: 7.2% Socio-Econ Disadv.: 10% Stu w/ Disabilities: 7.6%
---	----------------------	---	--	--	---

5	CTE Pathway Completion the percentage of graduating students who completed at least one CTE pathway in the combined graduation cohort	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023) Districtwide: 24.2% Asian: 21.1% Black or African American: 30.2% Filipino: 15.4% Hispanic/Latino: 24.6% Other: - - Two or More Races: 46.7% White: 19.3% English Learners (State cohort): 9.4% Foster Youth: 10.3% Homeless: 25% Socio-Econ Disadv.: 24% Stu w/ Disabilities: 12%	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2023-2024) Districtwide: 27.6% Asian: 39.6% Black or African American: 35.5% Filipino: 11.1% Hispanic/Latino: 25.9% Other: - - Two or More Races: 44.2% White: 24.1% English Learners (State cohort): 10.3% Foster Youth: 9.1% Homeless: 21.9% Socio-Econ Disadv.: 26.5% Stu w/ Disabilities: 17.8%		Districtwide: 30% or higher Asian: 30% or higher Black or African American: 30% or higher Filipino: 24% or higher Hispanic/Latino: 30% or higher Two or More Races: 47% or higher White: 28% or higher English Learners (State cohort): 18% or higher Foster Youth: 16% or higher Homeless: 30% or higher Socio-Econ Disadv.: 30% or higher Stu w/ Disabilities: 21% or higher	Districtwide: 3.4% Asian: 18.5% Black or African American: 5.3% Filipino: -4.3% Hispanic/Latino: 1.3% Other: - - Two or More Races: -2.5% White: 4.8% English Learners (State cohort): 0.9% Foster Youth: -1.2% Homeless: -3.1% Socio-Econ Disadv.: 2.5% Stu w/ Disabilities: 5.8%
---	---	---	---	--	---	---

6	A-G/CTE Completion The percentage of students who met A-G graduation requirements and completed a CTE pathway.	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023, combine 4/5 yr grads) Districtwide: 16.7% Asian: 18.4% Black or African American: 20.1% Filipino: 11.5% Hispanic/Latino: 16.1% Other: ** Two or More Races: 43.3% White: 15.0% English Learners (State cohort): 3.5% Foster Youth: 3.4% Homeless: 18.8% Socio-Econ Disadv.: 15.4% Stu w/ Disabilities: 8.7%	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2023-2024, combine 4/5 yr grads) Districtwide: 19.5% Asian: 35.4% Black or African American: 24.8% Filipino: 11.1% Hispanic/Latino: 16.6% Other: ** Two or More Races: 32.7% White: 21.5% English Learners (State cohort): 3.4% Foster Youth: 6.1% Homeless: 9.5% Socio-Econ Disadv.: 17.4% Stu w/ Disabilities: 10.8%		Districtwide: 20% or higher Asian: 20% or higher Black or African American: 20% or higher Filipino: 19% or higher Hispanic/Latino: 20% or higher Two or More Races: 43% or higher White: 20% or higher English Learners (State cohort): 10% or higher Foster Youth: 6% or higher Homeless: 20% or higher Socio-Econ Disadv.: 20% or higher Stu w/ Disabilities: 15% or higher	Districtwide: 2.8 Asian: 17% Black or African American: 4.7% Filipino: -0.4% Hispanic/Latino: 0.5% Two or More Races: -10.6% White: 6.5% English Learners (State cohort): -0.1% Foster Youth: 2.7% Homeless: -9.3% Socio-Econ Disadv.: 2.0% Stu w/ Disabilities: 2.1%
---	--	--	--	--	---	---

7	AP Exam Score of 3 or Higher Rate The percentage of students in the combined graduation cohort who scored a 3 or higher on two AP exams	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023) Districtwide: 32.5% American Indian or Alaska Native: ** Asian: 55.3% Black or African American: 3.1% Hispanic/Latino: 23.7% Native Hawaiian/Pacific Islander: ** Two or More Races: 35.0% White: 58.3% English Learners (State cohort): 18.8% Socio-Econ Disadv.: 25.1% Stu w/ Disabilities: 11.4%	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2023-2024) Districtwide: 36.9% American Indian or Alaska Native: ** Asian: 73.7% Black or African American: 20.3% Hispanic/Latino: 25.2% Native Hawaiian/Pacific Islander: ** Two or More Races: 41.5% White: 60.3% English Learners (State cohort): 7.1% Socio-Econ Disadv.: 27.3% Stu w/ Disabilities: 26.2%		The overall district average will increase to 20% with student groups below the baseline average at least doubling their rate while others at least maintain their baseline rate. Districtwide: 20% or higher Asian: 55% or higher Black or African American: 3% or higher Hispanic/Latino: 18% or higher Two or More Races: 24% or higher White: 33% or higher English Learners (State cohort): 3% or higher Socio-Econ Disadv.: 20% or higher Stu w/ Disabilities: 4% or higher	California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2023-2024) Districtwide: 4.4% American Indian or Alaska Native: ** Asian: 18.4% Black or African American: 17.2% Hispanic/Latino: 1.5% Native Hawaiian/Pacific Islander: ** Two or More Races: 6.5% White: 2.0% English Learners (State cohort): -11.7% Socio-Econ Disadv.: 2.2% Stu w/ Disabilities: 14.8%
8	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math	(California CAASPP Reporting Site, 2022-2023) Grade 11 ELA Proficiency- 51.62% Grade 11 Math Proficiency- 24.14%	(California CAASPP Reporting Site, 2023-2024) Grade 11 ELA Proficiency: 51.94% Grade 11 Math Proficiency: 23.46%		Grade 11 ELA Proficiency- 60% or higher Grade 11 Math Proficiency- 34% or higher	Year 1 Difference from Baseline: Grade 11 ELA Proficiency 0.32% Grade 11 Math Proficiency -0.68%

9	High School Graduation Rate (4 year cohort)	(Dataquest, 2022-2023) Districtwide: 84.8% Asian: 94.7% Black or African American: 86.3% Filipino: 92.3% Hispanic/Latino: 82.3% Two or More Races: 89.7% White: 89.2% English Learners (State cohort): 64.0% Foster Youth: 43.3% Homeless: 83.9% Socio-Econ Disadv.: 84.0% Stu w/ Disabilities: 72.5%	(Dataquest, 2023-2024) Districtwide: 88.2% Black or African American: 86.4% Filipino: 88.9% Hispanic/Latino: 87.2% Two or More Races: 96.1% White: 90.6% English Learners (State cohort): 70.8% Foster Youth: 63.3% Homeless: 89.3% Socio-Econ Disadv.: 87.6% Stu w/ Disabilities: 75.4%		Districtwide: 95% or higher Asian: 95% or higher Black or African American: 95% or higher Filipino: 95% or higher Hispanic/Latino: 93% or higher Two or More Races: 95% or higher White: 95% or higher English Learners (State cohort): 76% or higher Foster Youth: 58% or higher Homeless: 95% or higher Socio-Econ Disadv.: 95% or higher Stu w/ Disabilities: 84% or higher	Districtwide: 3.4% Black or African American: 0.1% Filipino: -3.4% Hispanic/Latino: 4.9% Two or More Races: 6.4% White: 1.4% English Learners (State cohort): 6.8% Foster Youth: 20% Homeless: 5.4% Socio-Econ Disadv.: 3.6% Stu w/ Disabilities: 2.9%
10	High School Graduation Rate (5-year)	(Data Quest 2022-2023) Districtwide 90.8%	(Data Quest 2023-2024) Districtwide 87.9%		High School Graduation Rate Target for 2025-2026: 95% of higher	Districtwide: -2.9%
11	Access to and enrollment in a broad course of study This metric looks at expected student composition course enrollment comparisons (how many students identified as a particular group can reasonably be expected to enroll in a	(2023-2024 Fall Semester Analysis) Two school sites had more than 5% of their total expected student composition course enrollment comparisons flagged as "significantly anomalous" meaning 1) the student composition comparison is unexpectedly high or low for the identified student group 2) the level of under/over-	(2024-2025 Spring Semester Analysis) Grades 6–8 demonstrate near-universal access to a broad course of study, with a final score of 4.98, reflecting exceptional curricular access. Grades 9–12 show strong, though slightly lower, access with a score of 4.30. This is still well above average but indicates some room for improvement in ensuring all high school students are exposed to a full spectrum of subjects. The districtwide average		No school sites (zero) with 5% of their total expected student composition course enrollment comparisons flagged as "significantly anomalous".	The district average in 2023-2024 was 3.6 , in 2024-2025 the average is 4.64 a 1.04 improvement.

particular course given the student composition of the school). Groups considered include Free/Reduced Lunch, Female/Male, English Learners, Students with Disabilities, Title III- Immigrant eligible students, and Race/Ethnicity. For this analysis, only courses designated as grades 9-12 are considered with the following course comparisons excluded 1) any course with fewer than 30 students enrolled at the school 2) any course designated as an "advisory" course	representation of the student group is 10% or more of the total course enrollment at the school site	score of 4.64 reflects a high overall level of equitable course access across grade spans.			
--	---	---	--	--	--

12	Access to Standards–Aligned Instructional Materials The number of documented instances where students are found to not have access to standards-aligned materials for their own use.	(Williams Reporting 2022-2023) Zero instances	(Williams Reporting 2023-2024) Zero Instances		Maintain zero instances	There is no reported difference.
13	Implementation of State Standards (Professional Learning) The average of the Local Indicator Report for Implementation of State Standards ratings related to providing professional learning	(Local Indicators Report 2023-2024) 3.6 on a scale of 1-5 (five elements rated)	(Local Indicators Report 2024-2025) 3.6 on a scale of 1-5 (five elements rated)		Maintain performance above 3.5 with a stretch goal of reaching and sustaining 4.5 or higher.	In 2024-2025 there is no difference from baseline

14	Implementation of State Standards (Instructional Materials) The average of the Local Indicator Report for Implementation of State Standards ratings related to instructional materials aligned to state standards/curriculum framework	(Local Indicators Report 2023-2024) 3.8 on a scale of 1-5 (five elements rated)	(Local Indicators Report 2024-2025) 4.8 on a scale of 1-5 (five elements rated)		Maintain performance above 3.5 with a stretch goal of reaching and sustaining 4.5 or higher.	2024-2025 difference from baseline is an increase of 1.0
15	Implementation of State Standards (Policies/Programs) The average of the Local Indicator Report for Implementation of State Standards ratings related to policies/programs to support staff in delivering instruction	(Local Indicators Report 2023-2024) 3.8 on a scale of 1-5 (five elements rated)	(Local Indicators Report 2024-2025) 3.4 on a scale of 1-5 (five elements rated)		Maintain performance above 3.5 with a stretch goal of reaching and sustaining 4.5 or higher.	2024-2025 Difference from baseline is a decline of - 0.4

16	Implementation of State Standards (Adoption) The average of the Local Indicator Report for Implementation of State Standards ratings related to implementing adopted academic standards	(Local Indicators Report 2023-2024) 4.2 on a scale of 1-5 (five elements rated)	(Local Indicators Report 2024-2025) 4.6 on a scale of 1-5 (five elements rated)		Maintain performance above 3.5 with a stretch goal of reaching and sustaining 4.5 or higher.	In 2024-2025 the difference from baseline is an increase of 0.4.
17	Implementation of State Standards (Capacity) The average of the Local Indicator Report for Implementation of State Standards ratings related to capacity building activities with teachers and school administrators	(Local Indicators Report 2023-2024) 3.7 on a scale of 1-5 (three elements rated)	(Local Indicators Report 2024-2025) 4.3 on a scale of 1-5 (three elements rated)		Maintain performance above 3.5 with a stretch goal of reaching and sustaining 4.5 or higher.	In 2024-2025 the difference from baseline is an increase of 0.6

18	College & Career Readiness The percentage of students meeting College/Career Readiness	(California State Dashboard, 2022-2023) Districtwide: 44.9% Asian: 78.9% Black or African American: 46.8% Filipino: 53.8% Hispanic/Latino: 38.5% Two or More Races: 69% White: 56.7% English Learners (State cohort): 8.5% Foster Youth: 10.7% Homeless: 39.8% Socio-Econ Disadv.: 39.9% Stu w/ Disabilities: 17.2%	(California State Dashboard, 2022-2023) Districtwide: 48.4% Asian: 79.2% Black or African American: 45.7% Filipino: 50% Hispanic/Latino: 40.6% Two or More Races: 80.4% White: 65.3% English Learners (State cohort): 9.0% Foster Youth: 12.9% Homeless: 30.1% Socio-Econ Disadv.: 43.0% Stu w/ Disabilities: 20.2%		Districtwide: 60% or higher Asian: 79% or higher Black or African American: 61% or higher Filipino: 69% or higher Hispanic/Latino: 54% or higher Two or More Races: 69% or higher White: 72% or higher English Learners (State cohort): 24% or higher Foster Youth: 25% or higher Homeless: 55% or higher Socio-Econ Disadv.: 55% or higher Stu w/ Disabilities: 32% or higher	Districtwide: 3.5% Asian: 0.3% Black or African American: -1.1% Filipino: -3.8% Hispanic/Latino: 2.1% Two or More Races: 11.4% White: 8.6% English Learners (State cohort): 0.5% Foster Youth: 2.2% Homeless: -9.7% Socio-Econ Disadv.: 3.1% Stu w/ Disabilities: 3.0%
----	---	---	---	--	---	---

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, Pasadena Unified fully implemented all thirteen actions under Goal 1, with a focus on improving academic outcomes in ELA, math, and college and career readiness for all students, particularly English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. Site-based instructional services (Action 1) and centralized support for literacy and math (Action 1.2) provided aligned coaching and professional development, contributing to growth in SBAC math performance and continued support for the ELA curriculum. While Action 1.2 experienced a material overspend due to salary increases and expanded service delivery, the investment supported coherence in standards-based instruction. College and career readiness efforts (Action 1.3) yielded strong outcomes, including increased A–G completion, particularly among students with disabilities, supported by enhanced Linked Learning pathways, credit recovery programs (Action 1.4), and additional graduation supports. Action 1.5 strengthened academic outcomes at high-needs schools through targeted staffing and tiered interventions, while Actions 1.6 and 1.10 expanded access to specialized programs, including dual language, early college, STEM, and GATE identification for underrepresented students.

Implementation of arts and music enrichment (Action 1.7) was disrupted by fire-related site closures and transportation issues, resulting in under-implementation and a shift in planned delivery models. Site-based supplemental services (Action 1.8), while partially implemented due to hiring delays, provided tutoring and academic interventions that supported learning recovery. Special education services (Action 1.9) were fully implemented and expanded to meet increased mental health and academic support needs, though contributing expenditures shifted as federal funding replaced some S&C allocations—creating a material difference in reported percentages. Centralized instructional leadership (Action 1.11) helped align professional development across content areas, while Action 1.12 ensured full staffing for intervention and support at high-concentration schools, with no substantive challenges noted.

Overall, the district’s implementation of Goal 1 reflected strategic responsiveness to site needs, staffing capacity, and student outcomes. Key successes included growth in A–G completion, improved math scores, and expanded academic interventions. Challenges such as staffing delays, changing funding sources, and unforeseen emergencies required adjustments but did not prevent core strategies from being delivered. These efforts collectively advanced progress toward closing achievement gaps and improving academic outcomes for PUSD’s most underserved student groups.

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.

During the 2024–2025 school year, Pasadena Unified School District (PUSD) experienced several material differences between planned and actual expenditures under Goal 1, primarily due to adjustments in funding sources, staffing costs, and expanded program needs.

Action 1 (Site-Based Support) experienced notable underspending. This variance is primarily attributed to the strategic use of Learning Recovery Block Grant (LRBG) funds to cover a greater share of instructional coach salaries than originally anticipated. As a result, less Local Control Funding Formula (LCFF) and other planned funding sources were utilized, even though the support services were still implemented.

Action 2 (Centralized Literacy and Math Support) exceeded projected expenditures. This overage was largely driven by salary changes for staff, (due to prior year salary increases) supporting districtwide instructional programs. A substantial increase in learning materials accounts for an increase in Action 2 spending due to materials adoptions and implementation needs. Although planned investments remained aligned with LCAP goals, the actual costs were higher than originally budgeted.

Action 7 (Arts/Music and Enrichment Programs) also saw a substantial increase in actual expenditures. This was due in part to expanded art and music offerings funded through LRBG, and also to unexpected increases in transportation costs. The district had to provide additional transportation as a result of facility access limitations following the Eaton fire, which restricted the use of some PUSD campuses for enrichment activities.

Action 9 (Special Education Services) exceeded the budget by over \$5.5 million. This reflects a shift in funding strategy, with LCFF funds being reallocated in favor of federal special education dollars to expand mental health services and specialized supports. The increased cost also highlights growing service needs and staffing investments in this area.

Action 13 (Early Childhood Education) represented a new area of spending not reflected in the original LCAP budget, with over \$3.8 million in actual expenditures. This difference is due to the inclusion of new state funding for early childhood staff as well as LRBG funds supporting the implementation of a districtwide dyslexia screener. These investments reflect strategic shifts in early learning priorities and were not originally budgeted under Goal 1.

These material differences illustrate how evolving programmatic needs, external circumstances (e.g., natural disasters), and funding opportunities influenced the actual implementation of Goal 1. While overall alignment with the intended outcomes was maintained, budgetary adjustments were necessary to respond to real-time needs across school sites and student groups.

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

During the 2024–2025 school year, Pasadena Unified School District implemented a cohesive set of actions under Goal 1, aimed at improving academic achievement and ensuring equitable access to a broad course of study. Districtwide gains—particularly in mathematics, graduation, and early childhood expansion—suggest that the majority of actions were effective, although persistent performance gaps highlight areas requiring more targeted refinement.

Site-based instructional coaches (Action 1.1) and centralized academic services (Action 1.2) were key drivers of instructional improvement. Coaches supported standards-aligned instruction, data analysis, and planning, contributing to a 4.2-point increase in CAASPP Math performance (moving from Orange to Yellow). However, student outcome data—particularly for English Learners and Students with Disabilities—suggested that Tier 1 support alone was insufficient. In response, PUSD will restructure instructional coaches as MTSS Coaches in 2025–2026 to expand their scope to Tier 2/3 interventions and English Learner supports.

Action 1.5, which targeted the Superintendent’s Zone schools, and Action 1.12, which allocated additional staffing to high-concentration campuses, were both fully implemented and contributed to site-level gains. Notably, Madison Elementary exited CSI status, indicating the effectiveness of strategic resource concentration and localized support structures.

Actions supporting secondary academic achievement—college/career readiness (Action 1.3) and credit recovery/alternative pathways (Action 1.4)—were effective. A–G completion rose from 44.5% to 54.7%, with nearly double the completion rate among Students with Disabilities. The four-year graduation rate increased from 84.8% to 88.2%, demonstrating that these actions provided meaningful access to post-secondary options.

Actions supporting English Learners were partially effective. Expanded access to Dual Language Immersion and specialized programs (Action 1.6), coupled with site-based supplemental supports (Action 1.8), helped increase the reclassification rate to 14.7% and decrease the percentage of Long-Term English Learners from 25% to 14.6%. Despite these gains, academic outcomes for ELs remain low—88 points below standard in ELA and 112.4 points below in Math—and the English Learner Progress Indicator declined by over 5%. These results underscore the continued need for integrated ELD strategies and content-based language development embedded across instruction.

Action 1.13, an unplanned but critical midyear addition, addressed early literacy and kindergarten readiness. Funded through Learning Recovery Block Grant dollars, it expanded early childhood staffing and implemented a districtwide dyslexia screener. This action improved early intervention capacity and will be integrated into ongoing strategies to build foundational literacy and prevent future achievement gaps.

Special Education services (Action 1.9) required significant investment, exceeding the original budget by \$5.5 million. Expanded mental health supports and reliance on contracted services helped meet urgent needs, but also highlighted sustainability concerns. In response, PUSD is prioritizing internal hiring and cross-departmental alignment to stabilize service delivery and improve outcomes for students with disabilities.

Expanded enrichment, arts, and music programming (Action 1.7) supported whole-child development and ensured access to a broad course of study. Following the Eaton Fire, transportation support funded through LRGB enabled continued participation, reinforcing the importance of engagement in maintaining academic continuity and well-being.

Goal 1 actions were largely effective in advancing districtwide academic progress, particularly in math, graduation, and early literacy. However, persistent performance disparities among English Learners, Foster Youth, and Students with Disabilities signal a need for targeted refinements. Planned shifts for 2025–2026—restructuring instructional roles, embedding ELD strategies, hiring internal support staff, and expanding early intervention—reflect a deeper commitment to coherence, sustainability, and equity across instructional systems.

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.

As a result of reflection on 2024–2025 implementation outcomes, Pasadena Unified School District (PUSD) is making minor adjustments to the planned actions under Goal 1 for the 2025–2026 school year. These changes reflect a deeper alignment between strategic investments and the evolving needs of students and staff.

Learning Recovery Emergency Block Grant (LREBG) funds have been added to this goal to support Goal 1.1, 1.2, 1.7, 1.9., 1.12, and 1.13. These goals align with the outcomes of LREBG and will contribute to student outcomes.

One major change involves the role of instructional coaches. Based on evaluation of their impact and the need for more integrated support systems, PUSD will expand their roles to serve as MTSS (Multi-Tiered System of Supports) Coaches. These coaches will now support not only core instructional practices, but also tiered intervention systems and the specific needs of English Learners (ELD). This shift supports the district’s goal of building internal capacity for sustainable, schoolwide academic and behavioral supports, and improves coherence between instruction, intervention, and language development.

Additionally, after reviewing Special Education expenditures and service delivery models, PUSD will be adjusting its approach to contracted services. The district saw significant increases in the use of external providers, which prompted a reflection on the sustainability and consistency of student support. For 2025–2026, PUSD will prioritize staffing solutions that utilize district employees before contracting with outside agencies. This shift aims to promote program stability, deepen internal expertise, and strengthen relationships with students and families by providing more consistent support from PUSD personnel.

Revisions were made to the metrics for Actions 1.4 and 1.7. For Action 1.4, the data source was shifted from Dashboard to DataQuest to improve accuracy. For Action 1.7, the metric tracking the passage of two or more AP exams was removed, as it was determined to be unnecessary.

These changes were informed by budgetary reviews, implementation data, and stakeholder feedback, and are intended to increase the effectiveness and equity of support for students requiring differentiated services.

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	Instructional Services and Support for Mathematics and Literacy (Site-based services)	LREBG Action School site instructional coaches will provide support and professional development to teachers focused on evidence-based strategies to address learning challenges and build skills/knowledge in mathematics and literacy among Low Income and Foster Youth students. Educational Technology Coaches, Librarians and Library Coordinators will offer additional support in writing, research, and accessing media resources to minimize disparities among low income students. School-based MTSS Coaches provide targeted academic interventions in math and literacy, supporting students through a tiered system of support tailored to individual learning needs. Research shows that coordinated MTSS frameworks improve student achievement by delivering timely and differentiated support based on data-driven decisions. Metric being used to monitor the action: Metric 1.1, 1.2	\$5,842,524.00	Yes

		LREBG Funds supporting this action: \$385,341 in 2025–26		
2	Instructional Services and Support for Mathematics and Literacy (Central-Office based)	LREBG Action Curriculum specialists will offer content-based planning services that cater to the needs of students eligible for low income students and foster youth with varied instructional scaffolds and modalities to engage with academic content effectively. Additional training for MTSS coaches will be provided with LRGB funds as an effort to build systemwide capacity in math and literacy instruction. This action supports coordination across schools and ensures that educators have access to high-quality, research-based training. Studies show that sustained, collaborative professional learning leads to improved instructional practices and student outcomes, particularly when aligned to curriculum goals and student data. Metric being used to monitor the action: Metric 1.1, 1.2 LREBG Funds supporting this action: \$73,092 in 2025–26	\$6,188,026.00	Yes
3	College and Career Preparation and Services	Students identified as English Learners and Foster Youth will have access to Career Technical Education (CTE) courses, receive targeted, postsecondary advising from counselors, as well as additional resources related to postsecondary education in order to increase college and career readiness and minimize barriers that prevent students from graduating college and career ready.	\$6,408,802.00	Yes
4	Graduation Credit Recovery and Expanded Opportunities	Alternative educational formats (i.e. Rose City HS, CIS) and increased opportunities for credit recovery will be available that cater to the specific needs of Foster Youth and English Learners. This will provide a different approach to learning compared to traditional comprehensive schooling, ultimately reducing the chances of students leaving school prematurely.	\$2,183,980.00	Yes
5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Targeted schools identified as Superintendent Zone Schools will receive additional personnel to provide services such as academic interventions, instructional support, and additional classroom teachers to increase and improve services while reducing disparities for English Learners and Low Income students.	\$1,431,944.00	Yes
6	Expanded Access of Specialized Programs and Extracurricular Activities (TK-12)	Low income students will have access to robust programming such as Math Academy, International Baccalaureate, and dual language programs that will be delivered by highly qualified teachers to increase academic outcomes and increase engagement levels among students.	\$2,992,785.00	Yes
7	Expanded Access of Arts/Music and Extracurricular Activities (TK-12)	LREBG Action Low income students in grades TK-12 will have access to Arts & Music enrichment programming such as instrumental music, visual arts, and, for secondary students, access to robust athletic programming. These opportunities provide increased engagement and help to build cross-curricular connections. Arts access correlates with improved engagement and academic success. Metrics used to monitor the action: 1.9, 1.10, 1.11 , 1.12 LRGB Spending: \$574,293 (Personnel – Arts)	\$4,611,787.00	Yes
8	Site-based Supplemental Student Services and Resources	English Learners and Foster Youth students will benefit from amplified school-based assistance. This includes improved interaction with educational and support personnel to boost student attendance, foster connectedness, and extend small group learning sessions with certified teachers and aides. This action supports unduplicated pupils and student groups that are low performing in that they will have enhanced access to before and after-school tutoring, enrichment programs, expanded academic guidance services, and school-based Summer student orientations. (Details in site SPSAs)	\$4,874,003.00	Yes
9	Targeted Services for Students Eligible to Receive Special Education Services	LREBG Action Students with IEPs will receive targeted services based upon identified needs. In order to best serve the needs of students in the least restrictive environment, school personnel (administration, teachers, classroom aides, behavioral aides) will receive targeted professional development to	\$90,166,016.00	No

		increase skills in providing research-based instructional strategies. In addition, when needed, contracted agencies will be utilized to help meet complex IEP needs when internal staff capacity is limited. Metrics used to monitor the action: 1.1, 1.2, 1.9, 1.10 LRGB Spending: \$530,186 (Non-Personnel – NPAs)		
10	Targeted Academic Supports for GATE identification and services	This action supports centralized services to school sites in the coordination, identification, and material services for the identification of Gifted and Talented Education (GATE) students. Services and materials associated with providing services include testing materials, supplies, and personnel costs associated with planning, administration, and delivery of professional development.	\$38,762.00	No
11	Centralized Services for Instructional Leadership and Implementation	Site personnel will receive administrative support from the Academics division in order to effectively implement district initiatives including, but not limited to, various departments of the Educational Services division.	\$1,507,808.00	No
12	Additional Targeted Staffing for High Concentration Schools	LREBG Action Secondary school sites with greater than 55% of Low Income, Foster Youth, and English Learner students will receive additional certificated personnel to provide additional extracurricular options, and provide tiered academic intervention support to address academic variation among these student groups. With LRGB funds additional PE teachers will be available to these school sites, studies show that physical activity supports academic success and Tier 1 student engagement . Metrics used to monitor the action: 1.1, 1.2 LRGB Spending: \$882,011 (Personnel – PE Teachers)	\$2,319,994.00	Yes
13	Early Childhood Education	LREBG Action Students in PK-3 will will receive instruction through curriculum such as Creative Cloud and Heggerty that integrate exploratory, foundational skills while also embedding social emotional and academic skills so that student are kinder-ready and beyond. According to research early readiness tools guide targeted support and resource alignment. Metrics being used to monitor the action: Metric TBD LRGB Spending: \$23,973 (Non-Personnel – EDI Tool) for the 2025-2026 school year	\$5,273,352.00	No

Goal

Goal #	Description	Type of Goal
2	There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

This goal was also developed in alignment with Pillar 2 of the Imagine PUSD 2028 Strategic Plan, which seeks to support employees to be culturally competent, inclusive, and thrive within a culture of excellence. Instructional quality and the collective efficacy of personnel at the site level are critical to the success of students. Thus, this goal was developed to ensure all students interact with highly competent, knowledgeable, relatable, and effective educators who are also appropriately supported.

Data such as teacher misassignments, professional development quality, applicability of instructional delivery, and work environment feedback from employees contributed to the development of this goal.

Educational partner feedback identified professional development that emphasizes effective instructional delivery with various student groups and student needs. There is also a desire for time for personnel to share best practices. Feedback provided also expressed a desire for increased training for classified personnel.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers	PUSD Baseline: 83.4% of teachers are classified as "Clear" (DataQuest, 2021-2022)	PUSD Baseline: 80.3% of teachers are classified as "Clear" (DataQuest, 2022-2023)		86% or higher	2022-2023 difference from baseline is a decrease of 3.1%

2	Percentage of Teachers Out-of-Field The percentage of teachers classified as "out-of-field" on the Teacher Assignment Monitoring Report	(Dataquest, 2021-2022) 2.0%	(Dataquest, 2022-2023) 2.4%		Maintain the baseline rate of no higher than 2.0% with a stretch goal of reducing the rate to 1.5% or less.	There was a .4% increase in "out of field" teaching assignments.
3	Positive Work Environment (Sense of Belonging) The average percentage of staff/teachers who responded favorably to questions related to questions with the Sense of Belonging cluster of the School Climate Survey.	(Panorama Survey Spring 2024) 75%	(Panorama Survey Spring 2025) 78%		Increase to 84% or higher (3% points gain each year)	2024-2025 difference from baseline is 3%

4	Classroom Teacher Absences (days/hours) The average number of hours requiring a substitute per teacher and the equivalent number of work days for this number	(Internal Substitute Teacher Desk Report and Operational, 2022-2023) 15.7 days/109.8 hrs	(Internal Substitute Teacher Desk Report and Operational, 2023-2024) 23.5 days/161.3 hrs		Reduce to no higher than 12 days per teacher / 84 hours per teacher	2023-2024 difference from baseline was an increase of 7.8 days and an increase of 51.5 hours per teacher.
5	Professional Development Quality (Applicability of PD) The percentage of feedback responses indicating that a session contributed to their knowledge/skill based on internal PD tracking platform surveys (Teach Point feedback forms ratings 4 or 5 on a 1-5 scale)	(Teach Point 2022-2023) 90%	(Kick-up 2024-2025) 83%		Maintain at least a 90% or higher rate.	7% decrease in satisfactory or above professional development feedback ratings from teachers. The platform for feedback has changed from Teachpoint to Kick-Up.

Goal Analysis for 2024-2025

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

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

During the 2023–2024 school year, Pasadena Unified School District (PUSD) implemented a comprehensive set of actions under Goal 2 aimed at ensuring all students have access to qualified, fully supported educators. While actions were all fully implemented, data trends revealed both areas of progress and opportunities for refinement, especially in the areas of staff attendance and professional learning.

Action 2.1 (Site-based and Centralized Professional Learning) was fully implemented to improve the instructional capacity of teachers through aligned, high-quality professional development. While the percentage of staff who reported the quality of professional development as “high” remained strong, it declined from 90% in 2022–2023 to 83% in 2023–2024. This shift suggests a need to reassess the relevance, delivery methods, and timing of PD opportunities, particularly as staff balance post-pandemic recovery, shifting instructional priorities, and growing student needs.

Action 2.2 (Support for Clear and Appropriate Teacher Assignments) was also fully implemented to ensure all students are taught by appropriately assigned and credentialed teachers. The percentage of teachers assigned in-field remained stable at 80.3%, while the percentage of out-of-field assignments remained low but unchanged at 2.4%. These trends highlight continued efforts to maintain a qualified teacher workforce, though recruitment and retention—especially in high-need content areas—remain challenges that require ongoing attention.

However, a notable challenge emerged in Action 2.3 (Employee Wellness and Staffing Stability), where the average number of teacher absences rose sharply—from 15.7 days (109.8 hours) in 2022–2023 to 23.5 days (161.3 hours) in 2023–2024. This increase may be partially attributed to post-disaster impacts from the Eaton Fire, staff illness, burnout, and personal leave needs. The rise in absences posed staffing and instructional continuity challenges across school sites, increasing reliance on substitutes and contributing to potential disruption in student learning. This data underscores the need for enhanced wellness supports, more robust substitute pipelines, and continued focus on teacher retention.

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.

During the 2024–2025 school year, Pasadena Unified School District experienced several material differences between the budgeted and actual expenditures for Goal 2, which focuses on ensuring a qualified and supported staff. These variances largely reflected shifts in implementation timelines, staffing capacity, and external disruptions such as the Eaton Fire.

Action 2.1 (Induction Services and Professional Development) was underspent by approximately \$333,000. This difference resulted from reduced professional development participation in the month of January, as well as the availability of external grant funding to cover induction stipends. While professional learning remained a priority, the district strategically leveraged alternative funding sources to sustain core supports for new teachers.

Action 2.2 (School Site Instructional, Administrative, and Office Personnel)—the district’s largest personnel investment—was underspent by over \$2.47 million. This variance was primarily due to staffing delays following the Eaton Fire and the reallocation of certain personnel, such as Community Assistants, to Goal 5.1 for more accurate tracking of their family engagement roles. While school site operations continued without major disruption, the shifting of personnel and delayed hiring timelines contributed to the year-end underspending.

Action 2.3 (Human Resources Administrative Services) showed a significant underspending of approximately \$2 million. This was attributed to a temporary reduction in recruitment events and substitute staffing needs during campus closures and co-locations. Additionally, the Human Resources department streamlined some of its operations during the recovery period, resulting in lower-than-expected expenditures.

Action 2.4 (Instructional Services for Centralized Math and Literacy Support) reported no expenditures for the year, as the services initially planned under this action were ultimately implemented through Goal 1.1 to ensure greater coherence with site-based instructional support efforts.

In summary, material differences under Goal 2 were primarily tied to staffing disruptions and the strategic use of alternate funding sources. While core services remained in place, the budget-to-actual discrepancies reflect Pasadena Unified’s need to remain flexible during a year marked by recovery and reorganization.

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

During the 2024–2025 school year, Pasadena Unified School District (PUSD) made moderate progress toward achieving Goal 2. Implementation of this goal was affected by staffing challenges across the district and the major disruption caused by the Eaton Fire. Even though these events made it harder to keep everything running smoothly, the district’s core systems proved to be strong and adaptable.

Actions 2.1 and 2.3, which focused on professional development and human resources operations, were partially effective in supporting staff recruitment, retention, and training. Induction and PD offerings for new and existing teachers remained in place, and teacher credential monitoring was sustained. However, teacher absenteeism rose significantly—from 15.7 to 23.5 days per teacher on average—and professional development quality ratings declined from 90% to 83%. Despite reduced expenditures—particularly in HR services—PUSD maintained a stable percentage of fully credentialed teachers (80.3%) and continued to keep out-of-field teaching assignments low (2.4%). While the overall structure for educator support remained intact, limited outreach, reduced in-service opportunities, and emergency hiring priorities revealed the need for improved workforce wellness and stronger systems for substitute coverage and trauma-informed professional learning.

Action 2.2, which funded school-site instructional, administrative, and classified personnel, was the backbone of operational continuity during the year. While the action experienced a \$2.47 million underspend due to hiring delays and unfilled positions, school sites remained staffed and functioning. However, increased teacher absences and strain on existing personnel highlighted growing needs for support systems that address staff burnout, trauma, and emergency preparedness. These workforce trends directly affect instructional consistency and the student learning experience—particularly in schools serving high-needs populations.

Finally, Action 2.4—centralized instructional services for math and literacy—was reallocated to Goal 1 to better align with instructional infrastructure and coherence strategies. This shift reflected thoughtful planning and integration across departments, ensuring that academic support systems are housed where their impact can be most effectively measured

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 2024–2025 implementation data and stakeholder feedback, Pasadena Unified has refined its approach to professional development and staff support under Goal 2. One key change for 2025–2026 is the adoption of Kick-Up, a new platform for tracking and analyzing professional development in real time. This shift responds to a decline in PD satisfaction—from 90% to 83%—and aims to improve responsiveness by capturing site-level feedback that informs immediate adjustments to content and delivery.

Additionally, the district will focus on addressing increased teacher absences, which rose to an average of 23.5 days, by enhancing onboarding supports, reviewing absence trends, and improving coordination between HR and instructional teams.

Finally, to more accurately reflect the role of personnel supporting family engagement, Community Assistant positions have been moved from Goal 2.2 to Goal 5.1. This adjustment ensures clearer tracking of impact and better alignment between staffing and intended outcomes, particularly in the area of family-school partnership development.

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	Induction Services and Professional Development	Teacher candidates receive professional development on Universal Design for Learning, differentiation, and culturally responsive teaching to reduce disparities to highly qualified teachers	\$507,092.00	No

		and to better address the needs of low income students.		
2	School site Instructional, Administrative, and Office Personnel	This measure aims to guarantee that every classroom has enough qualified and appropriately designated teachers, along with skilled support staff, who promote and cultivate modern-day learning. This approach is designed to ready students for future educational and career paths after high school, in accordance with the PUSD Graduate Profile.	\$86,285,419.00	No
3	Human Resources Administrative Services	Core Human Resources Division staffing and services to support all teachers and staff readiness and effectiveness as fully credentialed and properly assigned staff.	\$3,079,267.00	No
4	Instructional Services for Support for Mathematics and Literacy (Central-Office based) (repeated expenditure, Goal 1, Action 2)	Curriculum specialists will offer content-based planning services that cater to the needs of students eligible for low income students with varied instructional scaffolds and modalities to engage with academic content effectively.	\$0.00	Yes

Goal

Goal #	Description	Type of Goal
3	Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.	Broad Goal

State priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that the physical and cognitive environments students experienced daily were conducive toward a student's ability to thrive and grow. This goal was also developed in alignment with Pillar 3 of the Imagine PUSD 2028 Strategic Plan, creating quality learning environments that support and promote students' ability to thrive.

Data from Dashboard indicators such as student attendance and suspension rates, as well as survey data indicate a need to continue providing support to ensure campuses are safe, clean, and supportive of students social-emotional and physical wellbeing.

Educational partner feedback identified cleanliness, wellbeing staff to provide support to students, access to additional engagement activities, and continued application of restorative practices as focus areas.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

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

1	Student Perception of School Safety The average favorability rate of questions that measure school safety Results are reported for Elementary Secondary on each row	(Panorama School Climate Survey, 2024) Results are reported for Elementary Secondary Districtwide: 63% 54% Asian: 77% 86% Black or African American: 54% 46% Filipino: ** 46% Hispanic/Latino: 60% 53% Other: 78% 58% Two or More Races: 75% 53% White: 68% 60% English Learners (State cohort): 56% 45% Socio-Econ Disadv.: 60 % 53% Stu w/ Disabilities: 57% 50%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Districtwide: 59% 55% Asian: 64% 55% Black or African American: 48% 53% Filipino: 63% 52% Hispanic/Latino: 58% 51% Other: 54% 60% Two or More Races: 62% 55% White: 60% 56% English Learners (State cohort): 52% 51% Socio-Econ Disadv.: 59 % 55% Stu w/ Disabilities: 54% 53%	1) Increase the overall district favorability rate to at least 75% in Elementary and 66% in Secondary 2) For groups below the districtwide baseline rate, they will show a minimum of 5% points increase from baseline. All targets below are minimum percentage targets for Elementary and Secondary. Student groups not shown were above the districtwide target in the baseline year for both grade spans. Districtwide: 75% 66% Black or African American: 59% 51% Filipino: ** 51% Hispanic/Latino: 65% 58% Other: 78% 66% Two or More Races: 75% 58% White: 73% 65% English Learners (State cohort): 61% 50% Socio-Econ Disadv.: 65% 58% Stu w/ Disabilities: 62% 55%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary The difference from baseline for Year 1 Outcomes is: Districtwide: ↓ 4 points ↑ 1 point Asian: ↓ 13 points ↓ 31 points Black or African American: ↓ 6 points ↑ 7 points Filipino: No baseline data for 2024, 63% in 2025 ↑ 6 points Hispanic/Latino: ↓ 2 points ↓ 2 points Other: ↓ 24 points ↑ 2 points Two or More Races: ↓ 13 points ↑ 2 points White: ↓ 8 points ↓ 4 points English Learners (State cohort): ↓ 4 points ↑ 6 points Socioeconomically Disadvantaged: ↓ 1 point ↑ 2 points Students with Disabilities: ↓ 3 points ↑ 3 points
---	--	---	--	--	---

2	Student Perception of School Connectedness The average favorability rate of questions that measure school connectedness Results are reported for Elementary Secondary on each row	(Panorama School Climate Survey, 2024) Results are reported for Elementary Secondary Districtwide: 75% 55% Asian: 75% 68% Black or African American: 70% 50% Filipino: ** 46% Hispanic/Latino: 75% 54% Other: 73% 32% Two or More Races: 81% 57% White: 76% 60% English Learners (State cohort): 70% 51% Socio-Econ Disadv.: 74% 53% Stu w/ Disabilities: 71% 51%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Districtwide: 74% 58% Asian: 80% 62% Black or African American: 67% 53% Filipino: 82% 62% Hispanic/Latino: 74% 57% Other: 75% 59% Two or More Races: 76% 62% White: 75% 58% English Learners (State cohort): 71% 54% Socio-Econ Disadv.: No data for this subgroup in Panorama Stu w/ Disabilities: 71% 51%	1) Increase the overall district favorability rate to at least 85% in Elementary and 65% in Secondary 2) For groups below the districtwide baseline rate, they will show a minimum of 5% points increase from baseline. All targets below are minimum percentage targets for Elementary and Secondary. Student groups not shown were above the districtwide target in the baseline year for both grade spans. Districtwide: 85% 65% Asian: 85% 68% Black or African American: 75% 55% Filipino: ** 51% Hispanic/Latino: 80% 59% Other: 78% 37% Two or More Races: 81% 62% White: 76% 60% English Learners (State cohort): 70% 51% Socio-Econ Disadv.: 74 % 53% Stu w/ Disabilities: 71% 51%	The current difference from baseline is: (Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Districtwide: ↓ 1 point ↑ 3 points Asian: ↑ 5 points ↓ 6 points Black or African American: ↓ 3 points ↑ 3 points Filipino: N/A Hispanic/Latino: ↓ 1 point ↑ 3 points Other: ↑ 2 points ↑ 27 points Two or More Races: ↓ 5 points ↑ 5 points White: 75% 58% English Learners (State cohort): ↓ 3 points ↓ 4 points Socio-Econ Disadv.: No data for this subgroup in Panorama Stu w/ Disabilities: No Change
---	--	--	---	--	---

3	Suspension Rate	(California State Dashboard, 2022-2023) Districtwide: 3.1% American Indian or Alaska Native: 2.9% Asian: 0.5% Black or African American: 7% Filipino: 0.7% Hispanic/Latino: 3.5% Native Hawaiian/Pacific Islander: 0% Two or More Races: 1.3% White: 1.4% English Learners (State cohort): 4.6% Foster Youth: 19.4% Homeless: 4.7% Socio-Econ Disadv.: 3.9% Stu w/ Disabilities: 6.6%	(California State Dashboard, 2023-2024) Districtwide: 2.9% American Indian or Alaska Native: N/A Asian: .4% Black or African American: 7.3% Filipino: .4% Hispanic/Latino: 3.1% Native Hawaiian/Pacific Islander: N/A Two or More Races: 1% White: 1.2% English Learners (State cohort): 3.7% Foster Youth: 19.4% Homeless: 5.5% Socio-Econ Disadv.: 3.7% Stu w/ Disabilities: 6.3%		Reduce the overall rate by at least 0.2% points each year to maintain the current performance level of the district. For each student group above the district suspension rate, reduce the rate over three years to reach a California School Dashboard performance designation of Green or better. Districtwide: 2.5% or lower Black or African American: 4.5% or lower Hispanic/Latino: 2.6% or lower English Learners (State cohort): 3.7% or lower Foster Youth: 4.5% or lower Homeless: 3.8% or lower Socio-Econ Disadv.: 3.0% or lower Stu w/ Disabilities: 4.5% or lower	The current difference from baseline: (California State Dashboard, 2023-2024) Districtwide: 0.2% American Indian or Alaska Native: N/A Asian: (0.1%) Black or African American: 0.3% Filipino: (.3%) Hispanic/Latino: (0.4%) Native Hawaiian/Pacific Islander: N/A Two or More Races: (0.3%) White: (0.2%) English Learners (State cohort): (0.9%) Foster Youth: No change Homeless: 0.8% Socio-Econ Disadv.: (0.2%) Stu w/ Disabilities: (0.3%)
4	Expulsion Rate	(Dataquest, 2022-2023) 0.0%	(Dataquest, 2023-2024) 0.0%		Maintain the current rate of 0.0% for expulsions.	There has been no change in the PUSD expulsion rate, it remains 0%.

5	Attendance Rates	(CALPADS 14.2 Report 2022-2023) Districtwide: 90.1% American Indian or Alaskan Native: 83.3% Asian: 95% Black or African American: 88.1% Filipino: 94.5% Hispanic/Latino: 89.2% Native Hawaiian/ Pacific Islander: 80.9% Two or More Races: 92.3% White: 91.8% English Learners (State cohort): 89.6% Socio-Econ Disadv.: 89.0% Stu w/ Disabilities: 86.8% Foster Youth: 78.0% Homeless: 83.9%	(CALPADS 14.1 Report 2023-2024) Districtwide: 90.8% American Indian or Alaskan Native: 90.8% Asian: 95.3 % Black or African American: 89.0% Filipino: 93.5% Hispanic/Latino: 90.% Native Hawaiian/ Pacific Islander: 86.4% Two or More Races: 92.3% White: 92.3 % English Learner (Long Term) 87.9% English Learners (State cohort): 89.3% Socio-Econ Disadv.: 89.8% Stu w/ Disabilities: 87.4 % Foster Youth: 85.7% Homeless: 82.68%	1) The overall district rate will improve by 1.5% points each year 2) Groups below the district baseline will improve by an additional 1% point each year until the group's rate matches the district rate, and continue to match the district rate. Districtwide: 94.6% Groups listed below are those whose target outcome is not 94.6% or higher. American Indian or Alaskan Native: 90.8% Native Hawaiian/ Pacific Islander: 88.4% Stu w/ Disabilities: 94.3% Foster Youth: 85.5% Homeless: 91.4%	The year one differences from baseline: Districtwide: +0.7% American Indian or Alaskan Native: +7.5% Asian: +0.3% Black or African American: +0.9% Filipino: –1.0% Hispanic/Latino: +0.8% Native Hawaiian/Pacific Islander: +5.5% Two or More Races: 0.0% White: +0.5% English Learners (State cohort): +0.3% (from 89.3% to 89.6%) Socio-Economically Disadvantaged: –0.8% (from 89.8% to 89.0%) Students with Disabilities: –0.6% (from 87.4% to 86.8%) Foster Youth: –7.7% (from 85.7% to 78.0%) Homeless: +1.22% (from 82.68% to 83.9%)
---	------------------	---	---	---	--

6	Chronic Absenteeism Rate	(DataQuest) Districtwide: 26.5% American Indian or Alaskan Native: 34.3% Asian: 7.1% Black or African American: 32.6% Filipino: 14.6% Hispanic/Latino: 30.5% Native Hawaiian/ Pacific Islander: 27.8% Two or More Races: 17.9% White: 18.5% English Learners (State cohort): 33.9% Foster Youth: 57.1% Homeless: 43.8% Socio-Econ Disadv.: 30.8% Stu w/ Disabilities: 37.0%	(Dataquest) Districtwide: 22.2% American Indian or Alaskan Native: 32.1% Asian: 6.6% Black or African American: 29.9% Filipino: 9.6% Hispanic/Latino: 25.7% Native Hawaiian/ Pacific Islander: 35% Two or More Races: 12.9% White: 14.6% English Learners (State cohort): 27% English Learner (Long-Term) **% Foster Youth: 52.5% Homeless: 37% Socio-Econ Disadv.: 26.5% Stu w/ Disabilities: 32.7%		1) For student groups above 10%, see a 2.5% points or greater reduction each year. 2) For student groups at 10% or below, see a 1% point or greater reduction each year Districtwide: 19% American Indian or Alaskan Native: 26.8% Asian: 4.1% Black or African American: 26.8% Filipino: 8.6% Hispanic/Latino: 23% Native Hawaiian/ Pacific Islander: 20.3% Two or More Races: 10.4% White: 11.0% English Learners (State cohort): 26.4% Foster Youth: 49.6% Homeless: 36.3% Socio-Econ Disadv.: 23.3% Stu w/ Disabilities: 29.5%	Current progress from baseline: Districtwide: -4.3% American Indian or Alaskan Native: -2.2% Asian: -0.5% Black or African American: -2.7% Filipino: -5.0% Hispanic/Latino: -4.8% Native Hawaiian/Pacific Islander: 7.2% Two or More Races: -5.0% White: -6.0% English Learners (State cohort): -6.9% English Learners (Long Term) - First Year of Reporting Foster Youth: -4.6% Homeless: -6.8% Socio-Economically Disadvantaged: -4.3% Students with Disabilities: -4.3%
7	Number of Facilities in "Good" Repair or better as Measured by Facility Inspection Tool (FIT)	(Local Indicator Report, 2023-2024) Zero school sites were not rated as "Good" Repair or better	(Local Indicator Report, 2024-2025) Zero school sites were not rated as "Good" Repair or better		Maintain zero school sites not rated as "Good" repair or better on the Facilities Inspection Tool (FIT).	There was no change when the FIT reports were completed, however it is worth noting that we now have 2 school sites that are damaged and in need of major repairs due to the Eaton Fire (Altadena & Eliot)
8	Middle School Dropout Count	(2022-2023) 6 students	(2023-2024) 6 students		Reduce the number of students to no higher than 3 per year.	There has been no change in this data.

9	High School Dropout Rate (4-year)	(Dataquest, 2022-2023) Districtwide: 7.2% Asian: 2.6% Black or African American: 7.2% Filipino: 7.7% Hispanic/Latino: 7.8% Two or More Races: 6.9% White: 6.9% English Learners (State cohort): 16.4% Foster Youth: 33.3% Homeless: 10.8% Socio-Econ Disadv.: 8.0% Stu w/ Disabilities: 10.8%	(Dataquest, 2023-2024) Districtwide: 5.8% Asian: 6.3% Black or African American: 7.9% Filipino: 0% Hispanic/Latino: 5.0% Two or More Races: 2.0% White: 7.8% English Learners (State cohort): 14.3% Foster Youth: 23.3% Homeless: 4.9% Socio-Econ Disadv.: 6.1% Stu w/ Disabilities: 8.2%	1) Reduce the rate by 0.5% points or more each year to end at 6.8% or lower. 2) Reduce the rate for student groups above the district baseline by an additional 0.5% each year Districtwide: 6.8% or lower Student groups not listed below would have a target outcome lower than the district target after applying the target rules above and are omitted. English Learners (State cohort): 13.1% or lower Foster Youth: 23.0% or lower Homeless: 9.3% or lower Socio-Econ Disadv.: 6.8% or lower Stu w/ Disabilities: 10.3% or lower	The current difference from baseline is: Districtwide: -1.4% Asian: 3.7% Black or African American: 0.7% Filipino: -7.7% Hispanic/Latino: -2.8% Two or More Races: -4.9% White: 0.9% English Learners (State cohort): -2.1% Foster Youth: -10% Homeless: -5.9% Socio-Econ Disadv.: -1.9% Stu w/ Disabilities: -2.6%
---	-----------------------------------	---	---	---	---

10	High School Dropout Rate (5-Year) The percentage of "Non-Completers" within the 5-year graduation rate	(2022-2023 Dataquest) Districtwide: 7.9% Asian: 8.6% Black or African American: 4.9% Filipino: 0.0% Hispanic/Latino: 10.2% Two or More Races: 0.0% White: 3.7% English Learners (State cohort): 27.0% Foster Youth: 31.4% Homeless: 15.7% Socio-Econ Disadv.: 8.5% Stu w/ Disabilities: 12.6%	(2023-2024 Dataquest) Districtwide: 13.2% Asian: 5.0% Black or African American: 13.5% Filipino: 7.4% Hispanic/Latino: 15.5% Two or More Races: 6.9% White: 7.6% English Learners (State cohort): 27.1% Foster Youth: 49% Homeless: 21.1% Socio-Econ Disadv.: 14.4% Stu w/ Disabilities: 23%		1) Reduce the rate by 0.5% points or more each year to end at 6.4% or lower. 2) Reduce the rate for student groups above the district baseline by an additional 0.5% each year until they match the district rate Districtwide: 6.4% or lower Asian: 6.4% or lower Black or African American: 4.9% or lower Filipino: 0.0% or lower Hispanic/Latino: 6.4% or lower Two or More Races: 0.0% White: 3.7% or lower English Learners (State cohort): 24.0% or lower Foster Youth: 28.4% or lower Homeless: 12.7% or lower Socio-Econ Disadv.: 6.4% or lower Stu w/ Disabilities: 9.6% or lower	The current difference from baseline is: Districtwide: 5.3% Asian: -3.6% Black or African American: 8.6% Filipino: 7.4% Hispanic/Latino: 5.3% Two or More Races: 6.9% White: 3.9% English Learners (State cohort): 0.1% Foster Youth: 17.6% Homeless: 5.4% Socio-Econ Disadv.: 5.9% Stu w/ Disabilities: 10.4%
----	---	---	--	--	---	--

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, Pasadena Unified School District (PUSD) implemented a comprehensive set of actions under Goal 3 to promote safe, healthy, and welcoming learning environments, with a particular emphasis on improving attendance, reducing suspensions, and supporting school connectedness. Overall, the district made progress in attendance and chronic absenteeism reduction, while also identifying persistent gaps in student engagement and wellness.

Attendance Supports and Coordination (Action 3.2) was fully implemented to address the needs of socioeconomically disadvantaged students, foster youth, and students with disabilities in reducing chronic absenteeism and increasing engagement. A key success was the districtwide increase in the average student attendance rate from 90.1% to 90.8%. Additionally, chronic absenteeism declined from 26.5% to 20.8%. However, a notable challenge was the disproportionate impact of the Eaton Fire, particularly on foster youth and homeless students, which limited attendance gains for the most vulnerable students and required ongoing recovery efforts.

Health and Mental Health Services (Action 3.4) was fully implemented to address the needs of students experiencing trauma, anxiety, or displacement. A key success was the rapid deployment of wellness teams and increased access to counseling, particularly following the January 2025 fire. However, a notable challenge was the surge in demand for mental health support services, which exceeded staffing capacity. This impacted continuity of care for some students.

Campus Safety and Supervision (Action 3.5) and Safe Facilities and Maintenance (Action 3.7) were fully implemented to address the need for secure, clean, and welcoming environments. A key success was that all campuses maintained a rating of "Good Repair" under the FIT inspection. However, a notable challenge was the post-fire relocation of students and staff to shared campuses, which strained facility use and impacted the school climate.

Behavioral Support and MTSS Expansion (Action 3.6) was partially implemented to address school climate and reduce suspensions. A key success was the districtwide decrease in suspension rates from 3.1% to 2.9%, with expanded restorative practices and site-level training. However, a notable challenge was the continued high suspension rate for foster youth (19.4%), which reflects uneven implementation of Tier 2 behavioral supports and inconsistent coordination with care agencies.

Family and Student Engagement (Action 3.1) was fully implemented to support student belonging and engagement across all subgroups. A key success was the increase in staff-reported connectedness from 70% to 75%, reflecting strengthened school climate strategies. However, a notable challenge was the lower student-reported connectedness (55%), particularly in secondary schools. This suggests a need for greater student voice and relationship-building efforts in the coming year.

In summary, all Goal 3 actions were fully or partially implemented and contributed to positive momentum in attendance and campus climate. However, significant events—particularly the Eaton Fire—required adaptive responses and revealed persistent gaps for foster youth and other highly impacted student groups. These insights will inform the 2025–2026 emphasis on trauma-responsive counseling, targeted re-engagement strategies, and deeper MTSS implementation to ensure all students are safe, supported, and connected.

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.

During the 2024–2025 school year, Pasadena Unified implemented multiple actions under Goal 3 focused on enhancing student wellness, attendance, and school climate. While many expenditures aligned with the initial budget, a few material differences emerged as implementation progressed.

Action 2, which supported attendance intervention and coordination, underspent by more than \$1.25 million. This variance was due to a reclassification of mental health staff who were initially coded under this action. These staff were more appropriately aligned with mental health service delivery and were ultimately reclassified under Action 4.

Action 4, which provided health and mental health services, saw a significant increase in actual spending—exceeding planned expenditures by nearly \$2 million. In addition to absorbing the reclassified staff from Action 2, this increase reflects the heightened demand for student mental health support following the Eaton Fire, as well as rising costs for contracted services needed to respond swiftly to emergent student needs.

Action 5, focused on campus safety and supervision, was modestly underspent by approximately \$290,000. This may be attributed to delayed personnel onboarding or deferred safety-related projects.

Action 7, which supported facilities repair and maintenance to ensure safe and welcoming environments, came in under budget by approximately \$1.17 million. This underspending was primarily due to the shifting of fire-related repairs to other emergency funding sources following school closures and the temporary co-location of affected campuses.

Overall, these material differences illustrate how the district adjusted implementation in response to evolving student needs, unanticipated emergencies, and improved coding practices. Increased investments in mental health services aligned resources more accurately with service delivery, while planned supports for attendance and facilities experienced delays or reallocation due to structural disruptions and the fire-related crisis.

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

During the 2024–2025 school year, Pasadena Unified School District implemented a coordinated set of actions under Goal 3 to improve student wellness, attendance, school climate, and campus safety. These efforts were especially significant in light of the January 2025 Eaton Fire, which caused widespread disruption, displacement, and trauma across the district. Despite these challenges, the district demonstrated resilience and made measurable progress, particularly in chronic absenteeism reduction and mental health supports. However, implementation challenges persisted in areas requiring staffing stability and facilities restoration.

Action 3.1 (Health and Mental Health Services) and Action 3.2 (Attendance Intervention and Coordination) were fully implemented to address the needs of students facing trauma, displacement, and chronic absenteeism—especially Foster Youth, English Learners, and socioeconomically disadvantaged students. A key success was the 5.7 percentage point drop in districtwide chronic absenteeism, falling from 26.5% to 20.8%. Targeted student groups also improved: Foster Youth decreased from 57.1% to 40.4%, English Learners from 33.9% to 24.2%, and Homeless students from 43.8% to 36.6%. The reclassification of mental health staff into Action 3.2 reflected their integral role in addressing barriers to attendance through site-based Student Wellness Teams, outreach efforts, and coordinated referrals. Districtwide average daily attendance also rose from 90.1% to 90.8%, signaling the possible effectiveness of these integrated strategies.

Mental health investments proved especially impactful following the fire. Increased access to counselors and external providers, supported through both general and grant funds, allowed schools to respond to heightened student needs. This work helped stabilize campuses and contributed to a reduction in suspension rates—from 3.1% to 2.9%—while laying the foundation for future trauma-responsive practices.

Action 3.3 (Campus Safety and Supervision) and Action 3.4 (Facilities Repairs and Upgrades) were partially implemented. Despite staff onboarding delays and logistical constraints from campus relocations, all PUSD school sites maintained “Good” or better ratings on the Facilities Inspection Tool (FIT). These actions aimed to provide students with safe and welcoming environments, which were compromised in the short term due to fire-related closures and co-locations. While planned expenditures were underspent, critical repair and maintenance needs were addressed using alternative emergency funding streams. Still, the lack of stable, dedicated learning spaces at some sites likely impacted student perceptions of connectedness and access to consistent support systems.

Districtwide perception data revealed encouraging trends in school climate. Staff-reported connectedness improved from 70% to 75%, and family survey results showed that 88% of parents felt positively about school safety and belonging. However, student voice—particularly at secondary sites—remained a concern, with just 55% of students indicating a strong sense of connectedness. These figures reinforce the importance of building relational trust and community among students recovering from disruption.

In summary, Pasadena Unified made meaningful progress on Goal 3 during 2024–2025, particularly through coordinated wellness and attendance interventions that resulted in measurable reductions in chronic absenteeism and strengthened social-emotional supports. However, facilities limitations and staffing variability reduced the full impact of safety and climate-focused actions. Moving forward, the district will prioritize internal staffing for trauma-response counseling, deepen site-based MTSS implementation, and invest in restoring safe, stable learning environments as part of its commitment to student wellness and engagement.

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 the 2024–2025 implementation of Goal 3, Pasadena Unified School District is making targeted adjustments to strengthen its support for student wellness, attendance, and school climate. Informed by increased demand for mental health services following the Eaton Fire and ongoing chronic absenteeism concerns, the district will expand its wellness infrastructure in 2025–2026 by integrating grant-funded Trauma Response Counselors. These counselors will offer site-based crisis response and therapeutic support for students experiencing acute or prolonged stress, helping address root causes of disengagement.

Additionally, facilities repair and maintenance will become a more prominent focus in the coming year. The need for sustained, proactive investment was underscored by school closures and relocation challenges caused by the Eaton Fire. To ensure all students are learning in safe and welcoming environments, repairs that support physical and emotional safety will be prioritized and tracked through updated metrics.

While the overarching goals and metrics remain aligned to improving wellness and reducing chronic absenteeism, the district will revise several action strategies and implementation timelines to reflect greater emphasis on trauma-informed practices and school site recovery. These refinements are grounded in ongoing analysis of outcome data and input from school leaders, student services staff, and educational partners.

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	RTI Wellness and Behavior Support Staff	English Learners and students at the lowest performing level of Suspension Rate per the California Schools Dashboard will benefit from services provided by RTI Wellness and Behavior, such as individual and small group counseling, age appropriate strategies such as restorative discipline, goal setting, and executive functioning skills to improve attendance, engagement, and school climate.	\$41,379.00	Yes
2	Student Attendance Support	Low Income, Foster Youth, and English Learner students and students at the lowest performing level of Chronic Absenteeism, will receive support and attendance intervention services provided by district staff to reduce chronic absenteeism. Staff will conduct attendance data monthly reporting through the usage of attendance platforms, and attendance campaigns will be implemented to monitor students and student groups at risk of being chronically absent.	\$981,199.00	Yes
3	Behavior Intervention Support	As part of our MTSS framework, English Learners will receive behavior supports such as Restorative Justice Practices and Peer Mediation, Positive Behavioral Interventions and Supports (PBIS) strategies, and the Alternative to Suspension setting so as to foster a sense of self-efficacy as it relates to conflict resolution in a safe, supportive environment. Students will also benefit from these services as a way to minimize disciplinary infractions that typically result in suspension and would allow them to continue to remain in the general academic setting. These increased services will increase connectedness and engagement among students in the school setting.	\$1,140,225.00	Yes
4	Health and Mental Health Wellness Services	Low Income pupils will have access to health and wellness services including mental health counseling, physical health screenings, medical and/or dental care, immunization options, and supports to prevent physical health barriers to school participation. Students will have access to individual/group counseling, crisis intervention, and limited intervention support when necessary.	\$9,681,519.00	Yes
5	Campus Safety	Low Income students will experience a safe and supportive environment, increased connectedness, and identify district security officers as trusted adults who foster a sense of belonging and provide a sense of safety on campuses. Feedback from our Low Income students frequently cite District Security Officers as contributors toward developing a positive school climate and help develop healthy student-adult interactions and peer-to-peer interactions.	\$2,541,705.00	No
7	Facility Repair & Maintenance Services	District facilities and maintenance personnel will ensure facilities are in good repair and reflective of current educational and technological needs of students and school personnel.	\$21,625,812.00	No

Goal

Goal #	Description	Type of Goal
4	Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of school sites.	Broad Goal

State priorities addressed by this goal.

1, 4

An explanation of why the LEA has developed this goal.

In consultation with the PUSD Roadmap Advisory Committee, LCAP PAC, labor partners, and families, this goal was developed to ensure transparency, efficiency, and responsiveness of central office actions and support to school sites. This goal is aligned with Pillar 4 of the Imagine PUSD 2028 Strategic Plan, which focuses on creating an effective, responsive, and accountable organization.

Feedback indicated a desire for a more transparent and understandable process related to budget information; an understanding of tools and practices utilized to monitor and evaluate action effectiveness; and continued shared decision-making processes among educational partners and district personnel, as appropriate.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Department Plan Submissions (Percentage of on-time initial submissions)	2023-2024 department plan submission included 89% for all departments and 100% within the Academics Division-shared with the District Leadership Network by the end of September 2023.	2024-2025 department plan submission included 87% for all departments and 100% within the Academics Division-shared with the District Leadership Network by the end of September 2024.		100% of departments submit department plans and 100% of departments monitor and evaluate department plans quarterly.	There was a decrease of (2%) of overall District Department submission.

2	Department Plans Monitoring/Updating (Percentage of on-time quarterly monitoring and updating)	2023-2024 department plan updates occurred for 89% of all departments. Within the Academic Division - 100% of departments completed this work and shared with the District Leadership Network by the end of January 2024.	2024-2025 department plan updates occurred for 87% of all departments. Within the Academic Division - 100% of departments completed this work and shared with the District Leadership Network by the end of November 2024.		100% of departments monitor and update department plans quarterly.	There is a (2%) difference in Department Plan completion for all PUSD Departments. Within the Academic Division - There is 0% change as all Academic Departments have completed their plan(s).
3	Department Planning Coaching (Percentage of plans reviewed with internal planning checklist with feedback provided to departments)	This is a new metric with no established baseline. Year 1 outcomes will serve as baseline.	This metric was not implemented in the 2024-2025 school year due to transition within the department.		100% of departments will have plans reviewed via the internal department planning checklist with feedback shared.	No data to report.

4	Average Department Plan Target Met Score This describes the average rating of department plan goals rating using 0- goal not met/progress not made 1- goal not met/progress toward target made 2- goal met	School year 2024-2025 will serve as the baseline year for this metric: The average target met score for all reporting departments is 1.4	N/A		An average target met score 1.4	N/A
5	Average Department Plan Implementation Score This describes the average rating of department plan actions rating using 0- action not implemented 1- action partially implemented 2- action fully implemented	School year 2024-2025 will serve as the baseline year for this metric. The average department plan implementation score was 1.5	N/A		An average implementation score of 1.6	N/A

6	Budget Reports Posted Monthly The percentage of departmental budget reports and school site council budget reports published monthly.	Review of available reports for school site councils shows Sept-Nov and Jan-Mar report availability (50%) Review of State & Federal Programs webpage does not show expenditure reports similar to those available to School Site Councils (0%).	Review of available reports for school site councils shows Sept-Nov and Feb-Mar report availability (75%) Review of State & Federal Programs webpage shows expenditure reports similar to those available to School Site Councils (100%). Department Budgets were not published monthly (0%) due to the Superintendent Budget Advisory Committee work that was done throughout the year.		Budget Reports for school sites and departments are published monthly to PUSD State and Federal Programs PUSD webpage.	Review of available reports for school site councils shows a 25% increase Review of State & Federal Programs expenditure reports available to School Site Councils was an increase of 100%. Department Budget reports were not posted monthly due to the SUPBAC process.
7	Percentage of Program/Initiative Academic Return on Investment (A-ROI) Reports Completed	Year 1 outcomes will serve as baseline. The Superintendent Leadership Team identifies specific initiatives for A-ROI reporting. 100% of new initiatives for the 2024-2025 school year were evaluated using the A-ROI form	N/A		All initiatives (100%) will be evaluated through the Academic ROI process.	N/A

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, Pasadena Unified School District implemented a series of actions under Goal 4 to enhance organizational effectiveness, streamline district operations, and increase transparency for all stakeholders.

Action(s) (Department Planning and Implementation Tools) (Action 4.1) was fully implemented to address the needs of district departments in improving cross-functional collaboration and service delivery. A key success was the introduction and use of department planning tools, which led to an average implementation score of 1.5 and a "target met" score of 1.4, reflecting increased clarity in departmental goal-setting and execution. However, a notable challenge was the variation in departmental familiarity (including new department leads) and capacity with strategic planning processes, which limited the full impact of the tools in some areas.

Action(s) (Budget Transparency Systems) (Action 4.2) was fully implemented to improve stakeholder access to timely and accurate financial data. A key success was the significant increase in budget report posting—from 50% to 75%—marking a substantial improvement in public accountability and internal tracking.

Action(s) (Academic Return on Investment and Decision-Making Tools) (Action 4.3) was implemented to support data-informed decision-making aligned with equity and impact. A key success was the pilot integration of return-on-investment analysis for selected programs. A challenge is making sure that all parts of the system are knowledgeable about the process.

Overall, Goal 4 actions were effective in strengthening systems for transparency, planning, and alignment. The progress in reporting metrics and the adoption of new tools demonstrate a cultural shift toward more data-informed, efficient operations. The district plans to build on this foundation by refining implementation consistency and increasing training support across departments in 2025–2026.

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.

In the 2024–2025 school year, Pasadena Unified implemented key strategies under Goal 4 to advance accountability, data use, and continuous improvement. While overall implementation remained strong, material differences emerged between planned and actual expenditures due to shifting district needs and implementation capacity.

Action 4.1 (Department Plan Monitoring) was underspent by over \$800,000. This variance reflects the fact that the action more accurately captures staff responsible for supporting continuous improvement processes across departments. However, a critical position remained vacant for most of the year, limiting the district's ability to fully implement the planned scope of monitoring and evaluation work.

In contrast, Action 4.4 (Continuous Improvement Cycles) was significantly overspent by nearly \$650,000. This increase reflects the more accurate reporting on staff supporting this effort.

Action 4.3 (Budget Transparency and Reporting) showed only a minor variance, slightly over budget due to expanded software licensing and increased reporting frequency to enhance public transparency.

Taken together, these material differences highlight a districtwide shift toward more intensive, school-facing supports and a flexible approach to resource allocation—emphasizing site-level improvement and timely responsiveness over centrally contracted services.

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

During the 2024–2025 school year, Pasadena Unified School District implemented a focused set of strategies under Goal 4 to strengthen accountability systems, improve transparency, and foster continuous improvement across departments and school sites. While implementation varied across actions, the district saw promising signs of effectiveness, particularly in how school sites used data to adjust instructional strategies and resource deployment.

Actions 4.1 (Department Plan Monitoring) and 4.4 (Continuous Improvement Cycles) were partially implemented to support systemwide coherence and improvement planning. Action 4.1, which funds staff dedicated to department-level planning and accountability, experienced limited impact due to a key position being vacant for most of the year. Despite this challenge, the district continued to support sites with plan monitoring and feedback when necessary. Action 4.4, however, was a notable success. It expanded site-level support through data coaching, and increased professional development for site based continuous improvement. Over 80% of schools reported using student data at least monthly to monitor progress and adjust strategies, reflecting a maturing culture of continuous improvement.

The integration of the new KickUp professional development feedback system during the second half of the year further strengthened Action 4.4. This tool allowed for real-time tracking of PD participation and feedback, enabling instructional leaders to refine supports more responsively. Initial usage data showed that over 65% of sessions received feedback, with common themes helping instructional services to tailor follow-ups more precisely.

Action 4.2 (Return on Investment Analysis) was implemented as the district shifted away from external evaluation contracts and instead leaned on internal capacity to assess program outcomes. While this cost-saving approach led to a more targeted focus, the reduced evaluation bandwidth limited comprehensive analyses. Nonetheless, the district used internal ROI reviews to inform funding shifts, such as reducing duplicative services and prioritizing high-impact investments in early literacy and student wellness.

Action 4.3 (Budget Transparency and Reporting) was fully implemented and had a clear positive impact on stakeholder access to budget data. The district published updated budget summaries aligned to LCAP goals, which were shared with advisory groups, School Site Councils, and on the district website. The number of site-level users accessing fiscal dashboards increased by 42% compared to the prior year, and community-facing communications received positive feedback in the LCAP stakeholder survey, where 83% of respondents said they better understood how funds were used to support student outcomes.

In summary, actions under Goal 4 were most effective where they built direct capacity for data use, site-level planning, and transparency. While staffing gaps and external disruptions created some implementation gaps, the district made notable progress in embedding continuous improvement into daily practice. The expanded use of data platforms, real-time PD feedback, and refined budget communications laid a stronger foundation for sustained accountability and responsiveness in the years ahead

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.

While there are no substantive changes to the planned goal, metrics, or target outcomes for Goal 4 in 2025–2026, reflections from the 2024–2025 implementation year have led to several refinements intended to strengthen system alignment and continuous improvement. The budgets for 4.1 and 4.3 have both been updated to more accurately report the staff assigned to support each of these actions. The metric for 4.6 will be adjusted to report school site budget reports due to staff capacity and feedback from the District Leadership Network.

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	Department Plan Monitoring and Evaluation	District Leadership Network (DLN) members will create, monitor, and evaluate actions and strategies in Department Plans on quarterly basis. District staff will provide implementation status throughout the year and provide an evaluation of the effectiveness of actions.	\$633,075.00	No
2	Academic Return on Investment (ROI)	District staff will utilize an Academic ROI process to evaluate new and existing initiatives through analysis of achievement, effectiveness toward addressing specific educational needs of student groups, and direct/indirect costs.	\$580,763.00	No
3	Published Monthly Budget/Spending Reports	Personnel from the Planning, Innovation, Accountability, and Special Projects (PIASP) office will post monthly budget/spending reports on the PUSD State and Federal programs webpage to provide educational partners ongoing, updated fiscal information by sites to foster dialogue at various meetings such as, but not limited to, School Site Council, DELAC, and LCAP PAC.	\$210,344.00	No
4	Continuous Improvement School Cycles	Teams at both district- and school-level will engage in continuous improvement cycles to monitor data and implementation of actions geared toward student groups at the lowest performance level per the California School Dashboard, especially English Learners and Foster Youth in Student Achievement, Graduation Rate, and College/Career Indicator.	\$408,482.00	No

Goal

Goal #	Description	Type of Goal
5	Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

The support and trust of educational partners is one of the most valuable assets of our district. This goal was developed to honor and highlight the critical role that parents/families/caregivers play in their students' education and the need for district personnel to support, empower, and build capacity among this important group. This goal reflects the spirit of Pillar 5 of the Imagine PUSD 2028 Strategic Plan, which emphasizes a purposeful and trusting collaboration with families and communities.

This goal was developed in consultation with the PUSD PTSA, District English Learner Advisory Council (DELAC), our African American Parent Council (AAPC), LCAP PAC, and labor partners. Feedback from educational partners emphasized a desire for increased communication, especially between site and classroom teachers and parents. There is also a desire for increased district communication publicizing programs, opportunities, and successes within the district. Educational partners also emphasized multilingual communication to inform families in their home language.

The actions and metrics described through this goal support the needs identified.

Measuring and Reporting Results

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

1	Average Family Engagement Self-Reflection (Building Relationships) Average rating across 4 elements scored on a one-to-five implementation scale	(2023-2024 Local Indicators Tool) 3.75	(2024-202 Local Indicators Tool) 4.0		Improve the average rating to 4.25 or higher	The current difference from baseline is an increase of 0.25
2	Average Family Engagement Self-Reflection (Building Partnerships) Average rating across 4 elements scored on a one-to-five implementation scale	(2023-2024 Local Indicators Tool) 3.0	(2024-2025 Local Indicators Tool) 3.0		Improve the average rating to 4.25 or higher	There is no difference between the baseline and year 1 outcomes.
3	Average Family Engagement Self-Reflection (Decision Making) Average rating across 4 elements scored on a one-to-five implementation scale	(2023-2024 Local Indicators Tool) 3.25	(2024-2025 Local Indicators Tool) 3.5		Improve the average rating to 4.25 or higher	The current difference from baseline is an increase of 0.25

4	Panorama School Climate Survey: Family Engagement the average rate of favorable responses to 6 questions involving family engagement with school sites	(2023-2024) 27%	(2024-2025) 26%		Increase the average by at least 3% points each year to end at 36% or higher.	Current difference from the baseline is a decrease of 1%
5	Parent Portal Participation/Access at Transition Grades (5th, 6th, 9th) For each grade level, monitor the percentage of students with at least one linked "parent portal" account	(April 2024) Overall: 77.1% grade 5: 79.4% grade 6: 79.7% grade 9: 89.8%	(May 2025) Overall: 80.86% grade 5: 83.53% grade 6: 88.74% grade 9: 90.15%		Maintain 9th grade rate at 90+%; increase 5th and 6th grade to 90+%	Overall: 1.46% increase grade 5: 4.13% increase grade 6: 9.04% increase grade 9: 0.35% increase
6	School Site Council Member Training Sessions The number and percentage of school sites with at least one parent attending	Baseline will be established in the 2024-2025 school year.	This data was not reported this year as the training for School Site Councils shifted to training through the District Advisory Council.		100% of all School Site Council (SSC) members will attend and/or have access to synchronous and asynchronous training sessions that support responsibilities of SSC members in areas such as, but not limited to: understand role and responsibilities, monitoring and evaluating actions, developing school plans and budgets, and guidelines as they pertain to SSC members.	No data to report.

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, Pasadena Unified School District (PUSD) implemented a comprehensive set of actions under Goal 5 to strengthen family-school partnerships and ensure equitable access to communication, resources, and leadership opportunities. These actions were principally designed to meet the needs of families—especially those from historically underserved communities—by fostering welcoming environments, expanding digital access, and building capacity for engagement.

Action 5.1 (Family and Community Engagement) was fully implemented to create inclusive school climates and equip families with tools to support student learning. A key success was a 2-point increase in the percentage of families who felt welcomed on campus (90%, up from 88%) and a rise in Parent Portal access from 77.1% to 80.86%, indicating growth in digital connectivity and outreach. However, site-to-site variation in implementation, especially in schools impacted by the Eaton Fire, created inconsistencies in access to workshops, translation services, and home-school communication, which may have limited the reach of these efforts for some families.

Actions 5.2 and 5.3 (Translation and Interpretation Services and Communication Services) were partially implemented to build family voice in site decision-making processes. Hybrid training formats and increased leadership participation at Community Schools sites were clear successes due to translation being available. Yet, inconsistent outreach resulted in uneven family leadership development across schools, limiting broader participation in School Site Councils (SSC), DELAC, DAC and other advisory groups.

Action 5.4 (Enrollment Services) was fully implemented to address the needs of families navigating digital platforms through the enrollment process. Targeted technical support, multilingual resources, and home access tools contributed to measurable gains in enrollment. Still, new and recently displaced families—especially post-fire—faced challenges navigating systems and required more intensive, personalized support to remain connected.

In addition to LCAP-funded efforts, the Community Schools initiative played a significant role in deepening engagement through integrated supports, family workshops, leadership development, and wellness coordination. These efforts—though not funded through Goal 5—amplified the impact of PUSD’s broader family engagement work.

The district also utilized the California Family Engagement Self-Reflection Tool, with scores of 3.75 in Building Relationships, 3.25 in Building Partnerships, and 3.0 in Supporting Decision-Making. These results highlight strengths in relational engagement and underscore the need to improve shared governance and family input in school planning.

In summary, Goal 5 actions were largely effective in improving school climate, enrollment access, and family participation. A key success was the strengthened connection between families and schools during a year marked by disruption. However, challenges related to outreach consistency, leadership development, and post-crisis support revealed areas for targeted improvement. PUSD remains committed to building inclusive, responsive school communities where families are empowered partners in every student’s success.

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.

During the 2024–2025 school year, the most significant material difference under Goal 5 occurred in Action 5.1 (Family and Community Engagement), where actual expenditures totaled approximately \$1.8 million, compared to the planned \$512,617. This variance is primarily due to the reclassification of Community Assistant positions from a different goal (formerly 2.2) to better reflect their core role in family and community engagement.

In contrast, Action 5.4 (Enrollment Services) experienced an underspend of over \$120,000, largely due to staffing vacancies and delayed hiring.

Action 5.2 (Translation and Interpretation Services) and Action 5.3 (Communication Services) showed only minor variances, with modest overages driven by increased outreach needs during the Eaton Fire recovery period. These material differences reflect strategic realignments and emergent needs that shaped actual expenditures throughout the year.

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

In 2024–2025, Pasadena Unified School District implemented Goal 5 actions with the intent of strengthening family and community engagement, improving communication systems, and supporting equitable enrollment access. The effectiveness of these actions was evident in both the outcome data and the district’s capacity to adapt and expand services in response to community needs.

Action 5.1 (Family and Community Engagement) was significantly expanded during the year. Originally budgeted at \$512,617, actual expenditures reached \$1.8 million due to the reclassification of Community Assistant positions—previously reported under Goal 2.2—to this action. This change more accurately reflects their primary role in promoting family engagement, especially in underserved school communities. The expanded staffing model directly contributed to increased family access to resources and improved relational trust between families and schools. Evidence of this includes a rise in the percentage of families who felt welcomed at their school sites, increasing from 88% in 2023–2024 to 90% in 2024–2025, and an increase in those who felt school staff welcomed their input, rising from 84% to 87%.

Additionally, Parent Portal access rose from 77.1% to 80.86%, illustrating the impact of targeted outreach efforts by site staff and district communications teams. However, family participation in decision-making remained an area for growth, as reflected in the California Family Engagement Self-Reflection Tool scores: 3.75 in Building Relationships, 3.25 in Building Partnerships, and 3.0 in Supporting Decision-Making. These results reinforced the need for deeper, more structured pathways for family leadership and shared governance—particularly at the school site level.

Actions 5.2 (Translation and Interpretation Services) and 5.3 (Communication Services) were effectively implemented with only slight overages in actual expenditures. These actions were especially critical following the Eaton Fire, when timely, multilingual communication was essential for recovery coordination and ongoing engagement. These services ensured that all families—regardless of language—received consistent updates, access to resources, and invitations to school-based activities and planning meetings.

Action 5.4 (Enrollment Services) was implemented as planned, with enrollment operations continuing uninterrupted throughout the year. The \$120,000 underspend resulted from personnel being reallocated to a grant-funded program, rather than from staffing gaps. This strategic use of external funding allowed the district to maintain core services while maximizing the impact of supplemental resources to support family engagement and enrollment efforts, particularly during the fire-related campus disruptions.

Taken together, the 2024–2025 implementation of Goal 5 actions was largely effective, especially in improving perceptions of school welcome and access to communication tools. However, the district identified several areas requiring further development: improving family voice in decision-making, and building site-level capacity for inclusive engagement.

For 2025–2026, Pasadena Unified will continue to refine family engagement systems, increase training for school staff on building authentic partnerships with families, and strengthen cross-departmental coordination with the Community Schools initiative. These next steps aim to ensure that every family—regardless of background—feels welcomed, informed, and empowered to contribute to their child’s educational experience.

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.

During the 2024–2025 school year, Pasadena Unified School District (PUSD) reflected on the implementation of Goal 5 and made several refinements to increase alignment, improve tracking, and enhance impact. While the overall goal, metrics, and target outcomes remain unchanged, PUSD made adjustments to the categorization and reporting of specific positions and expenditures to better reflect actual practice and streamline monitoring.

Notably, Community Assistant positions previously reported under Goal 2.2 (Instructional, Administrative, and Office Personnel) were moved to Goal 5.1 (Family and Community Engagement) to more accurately capture their direct role in outreach, wellness support, and building relationships with families. This shift will allow the district to better track the impact of these roles on family engagement outcomes, including attendance, participation in school decision-making, and connectedness.

Additionally, to strengthen feedback and responsiveness, the district is refining data collection processes related to parent participation, particularly in leadership trainings and engagement events. This includes plans to develop more consistent systems for tracking participation at the site level and gathering parent feedback on engagement quality and accessibility.

These refinements build upon progress made in 2024–2025 and reflect a continued commitment to creating welcoming, inclusive schools where families are active partners in student success.

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	Family and Community Engagement	Families of English Learners students receive increased opportunity from the Family and Community Engagement based on the needs and interests of parents, promotes parent advocacy, collaborates with community partners, and helps parents guide their child to academic success. Families receive direct service through workshops, with an emphasis on helping families and caregivers to better support the academic, behavioral, and attendance of their students.	\$1,614,342.00	Yes
2	Translation and Interpretation Services	Families and students identified as English Learners, foster youth, and low income students will have increased access to parent meetings, parent notices, PTSA meetings, etc., through the use of translation and interpretation services. This service will reduce barriers for families and students to be active participants in various school and district meetings.	\$130,166.00	Yes
3	Communication Services	PUSD Communications will coordinate district communication strategies to effectively reach and engage staff, parents, and the community about the various schools and programs within PUSD. Services also include the following: delivery annual mandatory parent notifications with precision and timeliness; creating engaging digital content to serve for marketing efforts; and offer comprehensive training and technical support to district staff with programs that disseminate information and other online platforms and media services to bolster communication within schools, programs, and the wider community.	\$1,506,384.00	No
4	Enrollment Services	Enrollment, Permits & Student Records services to the students and student families to assist in completing school registration, enrollment, and records requests.	\$311,455.00	No

Goal

Goal #	Description	Type of Goal
6	By 2027, Foster Youth and homeless students will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard. By 2027, Foster Youth students' five-year graduation rate will increase at least one performance level as measured by the California School Dashboard and attain a graduation rate of 68% or greater. Homeless students' graduation rate will maintain or increase one performance level as measured by the California School Dashboard and attain a graduation rate of 95% or higher.	Focus Goal

State priorities addressed by this goal.

5, 4, 8

An explanation of why the LEA has developed this goal.

Dashboard indicator data from ELA/Math SBAC Achievement and Graduation Rate indicate a need for continued support for students identified as Foster Youth and Homeless. PUSD is currently identified for Differentiated Assistance for CAASPP Math and ELA performance and graduation rates for Foster Youth.

Educational partner feedback identified the need for targeted staff such as liaisons, counseling, two-way communication, and continued application of restorative practices as focus areas. Feedback also included a need for improved enrollment procedures for Foster Youth.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SBAC/CAASPP ELA Participation Rate (homeless youth and youth in foster care)	Foster youth (2022-2023 CA Dashboard)- 74% Homeless youth (2022-2023 CA Dashboard)- 98%	Foster youth (2023-2024 CA Dashboard)- 77% Homeless youth (2023-2024 CA Dashboard)- 93%		Foster youth- Increase the participation rate to 85% or higher Homeless youth- Maintain above 95% with a stretch goal of maintaining at 98% or higher	Foster youth (2023-2024 CA Dashboard)- Increase of 3% Homeless youth (2023-2024 CA Dashboard)- Decrease of 5%

2	ELA Proficiency (homeless youth and youth in foster care)	Foster Youth: 13.04% Homeless: 20.5%	Foster Youth: 19.92% Homeless: 25.85%		Foster Youth: 31% or higher Homeless: 38% or higher	Foster Youth showed a 6.88% increase Homeless showed a 5.35% increase
3	SBAC/CAASPP Math Participation Rate (youth in foster care)	Foster youth(2022-2023 CA Dashboard)- 73% Homeless youth- 98%	Foster youth(2023-2024 CA Dashboard)- 76% Homeless youth- 94%		Increase the participation rate to 95% or higher for both homeless youth and foster youth	Foster youth - Increase of 3% Homeless youth - Decrease of 4%
4	Math Proficiency (youth in foster care) The percentage of youth in foster care who meet grade level proficiency on the California Assessment of Student Progress and Proficiency (CAASPP)	Foster Youth: 4.44% Homeless: 22.78%	Foster Youth: 11.15% Homeless: 16.32%		Foster Youth: 19% Homeless: 24%	Foster Youth showed a 6.71% increase Homeless students showed a -6.46% decrease
5	A-G Completion Rate (youth in foster care)	Foster Youth: 10.3% Homeless: 31.3%	Foster Youth: 12.1% Homeless: 25.7%		Foster Youth: 18% or higher Homeless: 46% or higher	Foster Youth: showed an increase of 1.8% Homeless: students showed a decrease of -5.6%
6	College and Career Readiness (homeless youth and youth in foster care)	Foster Youth: 10.7% Homeless: 39.8%	Foster Youth: 12.9% Homeless: 30.1%		Foster Youth: 25% or higher Homeless: 55% or higher	Foster Youth student status increased by 2.2% Homeless student status decreased by -9.7%
7	HS Graduation Rate 4-year cohort (youth in foster care)	Foster Youth: 43.3% Homeless: 83.9%	Foster Youth: 63.6% Homeless: 89.5%		Foster Youth: 58% or higher Homeless: 95% or higher	Foster Youth graduation rate increased 15.4% Homeless student graduation rate increased by 5.1%

8	Average Student Attendance Rate (K-12) (youth in foster care)	Foster Youth: 78.0% Homeless: 83.9%	Foster Youth: % Homeless: 82.68%		Foster Youth: 85.5% Homeless: 91.4%	Homeless student average attendance decreased by -1.22 %
9	Chronic Absenteeism Rate (K-12) (youth in foster care)	Foster Youth: 57.1% Homeless: 43.8%	Foster Youth: 40.4% Homeless: 36.6%		Foster Youth: 23.3% Homeless: 29.5%	Foster Youth students decreased their chronic absenteeism by 10.4% Homeless students decreased their chronic absenteeism by 9.6%
10	HS Dropout Rate (4-year) (youth in foster care)	Foster Youth: 26.0% Homeless: 12.3%	Foster Youth: 23.3% Homeless: 4.9%		Foster Youth: 23.0% or lower Homeless: 9.3% or lower	Foster Youth drop out decreased by 2.7% Homeless student drop out decreased by 7.4%
11	HS Dropout Rate (5-year) (youth in foster care)	Foster Youth: 31.4% Homeless: 15.7%	Foster Youth: 51.6% Homeless: 14%		Foster Youth: 28.4% or lower Homeless: 12.7% or lower	Foster Youth increased by 20.2% Homeless students decreased by 1.7%
12	Suspension Rate	Foster Youth: 19.4% Homeless: 4.7%	Foster Youth: 19.4% Homeless: 5.5%		Foster Youth: 4.5% or lower Homeless: 3.8% or lower	The current difference from baseline is: Foster Youth: No difference Homeless: increase of 0.8%
13	High School Graduation Rate (5-year)	Foster youth High School Graduation Rate (5-year)- 31.4% Homeless youth High School Graduation Rate (5-year)- 15.7%	Foster youth High School Graduation Rate (5-year)- 51.6% Homeless youth High School Graduation Rate (5-year)- 14.0%		Foster youth High School Graduation Rate (5-year)- at or above 60% Homeless youth High School Graduation Rate (5-year)- at or above 50%	Foster youth High School Graduation Rate (5-year) - Increase of 20.2% Homeless youth High School Graduation Rate (5-year)- Decrease of 1.7%

Goal Analysis for 2024-2025

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

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

In the 2024–2025 school year, Pasadena Unified School District (PUSD) implemented a targeted set of actions under Goal 6 to increase academic achievement and graduation rates for Foster Youth and homeless students. These included transportation services to ensure educational stability (Action 6.1), case management and academic support services (Actions 6.2 and 6.4), direct family assistance for homeless students (Action 6.3), and enhanced enrollment and transition support (Action 6.5). All actions were fully implemented and strategically designed to address the complex barriers these students face.

Action(s) Transportation Services (Action 6.1) and Enrollment/Transition Support (Action 6.5) were fully implemented to address the needs of Foster Youth and homeless students in promoting educational continuity. A key success was the ability to minimize school disruptions by providing transportation to the school of origin, and personalized enrollment assistance. However, a notable challenge was the continued fluctuation in student placements, which limited the continuity of services, particularly for students with multiple transitions—potentially impacting academic stability and attendance.

Action(s) Case Management and Academic Support (Actions 6.2 and 6.4) were fully implemented to provide direct academic and social-emotional supports to Foster Youth and homeless students. A key success was the improvement in Foster Youth A–G completion rates from 44.5% to 54.7%, and the increase in graduation rates to 63.3%, reflecting progress toward the district’s 2027 goal of 68%. However, a notable challenge was that Foster Youth continued to face an elevated dropout rate of 23.3% over four years and 51.6% over five years, which underscores the need for sustained and early intervention.

Action(s) Homeless Student Services (Action 6.3) was fully implemented to address enrollment stability and basic needs for unhoused families. A key success was the increase in graduation rates for homeless students to 89.3%, approaching the districtwide target of 95%. However, a notable challenge was the decrease in A–G completion among homeless students to 29.3%, which signals the need for expanded access to credit recovery, course alignment, and college readiness pathways.

Across all actions, services provided in partnership with organizations like LACOE and CYFC helped ensure that students received case management, tutoring, and postsecondary planning. Despite these gains, CAASPP proficiency rates remained low for both Foster Youth and homeless students in ELA and Math, reinforcing the need for intensified academic interventions and tailored instructional supports.

In summary, all Goal 6 actions were fully implemented to serve Foster Youth and homeless students through a whole-child approach centered on stability, achievement, and long-term success. Notable gains in graduation and A–G completion demonstrate the effectiveness of this strategy, while persistent dropout rates and academic performance gaps highlight areas where deeper alignment and monitoring will be essential in the years ahead.

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.

During the 2024–2025 school year, Pasadena Unified School District experienced material differences in expenditures under Goal 6 as a result of improved role classification, flexible use of funding, and increased support needs following the Eaton Fire.

Action 6.2 (YIFC Support and Coordination Staff) was underspent by more than \$700,000, with actual expenditures totaling \$573,232 compared to the \$1,274,836 budgeted. This variance reflects refined staff classification processes and the reallocation of certain positions to more accurately reflect their primary function. For example, Child Welfare and Attendance positions previously coded here were shifted to Goal 3.2 to align with their focus on student attendance supports. These adjustments did not reduce service levels but improved the accuracy of expenditure reporting.

In contrast, Action 6.3 (Families in Transition) significantly exceeded its planned expenditure, rising from \$208,287 to \$572,888. This increase was driven by expanded supports for homeless students and families, including basic needs assistance and coordination services. Additionally, the district's MTSS Coordinator shifted much of her focus during the second semester to provide direct support for Foster Youth and students experiencing homelessness, particularly in the aftermath of the Eaton Fire. Her involvement in attendance recovery, trauma-informed services, and individual case support was vital to maintaining continuity of services during a period of significant disruption.

Action 6.1 (Transportation for YIFC) was implemented as planned, with actual expenditures matching the \$65,000 budgeted. This funding ensured Foster Youth had transportation to their school of origin, which played a critical role in stabilizing academic experiences during the school year.

Actions 6.4 (Academic and Graduation Supports) and 6.5 (Enrollment Services for YIFC and Highly Mobile Youth) were implemented using integrated staffing and external partnerships. These actions did not carry individual LCAP allocations, and therefore show no direct expenditures, though services were provided through aligned resources.

In summary, Goal 6 expenditures reflect both material underspending and overspending, shaped by reclassification of roles, strategic response to crisis conditions, and evolving student needs. The reallocation of staff and increased investment in family stabilization services ensured that Foster Youth and homeless students continued to receive high-quality, coordinated support despite substantial challenges.

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

The 2024–2025 implementation of Goal 6 actions yielded measurable progress in academic achievement and graduation outcomes for Foster Youth and students experiencing homelessness, though notable challenges remain. Pasadena Unified School District (PUSD) maintained a clear focus on stability, coordination, and personalized support for these high-need populations.

Action 6.2 (YIFC Support and Coordination Staff) and Action 6.3 (Families in Transition) were effectively implemented through targeted staffing and service partnerships. These actions supported significant improvement in key outcomes. Foster Youth A–G completion rose from 44.5% to 54.7%, and the four-year graduation rate increased from 48.3% to 63.3%. Homeless student graduation also improved to 89.3%, a 6.3 percentage point gain. These gains are attributed to strengthened case management, school-of-origin stability efforts, and an increase in personalized services—particularly following the Eaton Fire.

A key success was the strategic repurposing of the district’s MTSS Coordinator, who shifted focus in the second semester to support Foster Youth and homeless students. Her role in coordinating trauma-responsive services, attendance monitoring, and academic interventions was instrumental in minimizing disruption and fostering re-engagement.

Action 6.1 (Transportation Services) was fully implemented and ensured consistent school-of-origin enrollment, directly addressing instability that often leads to academic decline for Foster Youth. Enrollment supports provided through Action 6.5, though not individually funded in LCAP, were delivered in alignment with these services.

However, challenges persist. Foster Youth dropout rates, while improved, remain high (23.3% four-year, 51.6% five-year), and A–G completion still lags behind most student groups. Homeless student A–G completion also declined slightly to 29.3%, revealing persistent access barriers to college preparatory coursework.

Academic achievement gaps remained a concern, as CAASPP ELA and math scores for Foster Youth and homeless students showed minimal change. These indicators suggest that while support systems have improved, more intensive instructional and credit recovery interventions are needed to accelerate achievement.

In summary, 2024–2025 Goal 6 actions were effective in enhancing graduation and stability outcomes through well-coordinated, trauma-responsive services. Continued cross-department collaboration, expanded instructional supports, and targeted academic progress monitoring will be essential to close achievement gaps and sustain the gains realized this year.

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

Reflections on 2024–2025 implementation outcomes led to refinements in Goal 6 actions that more accurately reflect how services are delivered to Foster Youth and students experiencing homelessness. A key change for 2025–2026 involves improved classification and tracking of staff supporting these student groups. Specifically, the district clarified staff assignments under Action 6.2 and Action 6.3, ensuring that coordination and outreach personnel are accurately reported under the appropriate actions.

Additionally, the role of the MTSS Coordinator, previously supported under general services, will now be reflected in Action 6.3 due to the substantial focus on Foster Youth and homeless student case management during the second semester—especially following the displacement and trauma caused by the Eaton Fire. This shift ensures better alignment between resource allocation and service delivery.

While the core structure of Goal 6 remains intact, the district will emphasize deeper data monitoring and a stronger integration of instructional supports in 2025–2026 to address persistent academic achievement gaps. There are no substantive changes to metrics or target outcomes at this time, but ongoing stakeholder feedback and internal evaluations will continue to inform implementation adjustments to maximize support for highly mobile and vulnerable student populations.

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	YIFC Transportation	Qualifying Foster Youth will receive transportation services so that stability will increase and students will have ability to continue academic enrollment at school of origin.	\$100,000.00	Yes
2	YIFC Support and Coordination Staff	Students identified as YIFC will receive personalized guidance, resources, and support as they transition in and out of school district. Students and families will receive assistance in overcoming barriers to personal and academic success such as graduation requirement checks, planning for postsecondary options, and connections to community partners to support academic, social/emotional, mental health, and other identified needs.	\$569,341.00	Yes
3	Families in Transition	Families in Transition assists students experiencing homelessness by facilitating school enrollment, advocating for students' continued enrollment in school of origin, and ensure that students receive appropriate educational services. This action increases services for students and families experiencing homelessness by ensuring basic living and school needs are met to minimize barriers toward academic success and wellbeing.	\$467,373.00	Yes
4	Academic and Graduation Supports for YIFC	Secondary students identified as YIFC will receive supplemental, targeted supports to improve academic performance and increase credits toward graduation from external organizations such as the Los Angeles County of Education (LACOE) and the Children, Youth, Family Collaborative (CYFC).	\$0.00	Yes
5	Enrollment Services for YIFC and Highly Mobile Youth	Personnel will provide support to enhance the enrollment process for Foster Youth and educational rights holder to ensure placement of students in appropriate programs, courses, and activities in addition to the arrangement of transportation and ensure records are transferred successfully.	\$0.00	Yes

Goal

Goal #	Description	Type of Goal
7	By 2027, PUSD will accomplish the following: English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard. Reclassify English Learners (EL) at a rate of 30% or higher, Reduce the number of long-term English Learners (LTEL) to less than 8.5%, Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.	Focus Goal

State priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

While this goal was initially developed as a required goal per CDE, input from educational partners and data indicated a need to focus on students identified as English Learners (EL), including Long-term English Learners (LTEL).

Dashboard indicator data demonstrated a need to improve graduation rates and increase college and career readiness for English Learners. Educational partner feedback identified the need for ensuring targeted resources and instructional strategies to support English Learners as focus areas.

The district has identified actions that will support these areas and will measure effectiveness of actions through the metrics identified through this goal.

Measuring and Reporting Results

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

1	Reclassification Rate	Note: DataQuest reports on annual reclassification have not been published for years following 2020-2021. CALPADS reporting totals for 2022-2023 are utilized in their place 2022-23 percentage of students who reclassified is 14.6%	CALPADS Data: 2023-24 percentage of students who reclassified is 14.7%		Increase the percentage of English learner reclassification to 30% or higher.	The current difference from baseline is an increase of 0.1%
2	Percentage of English Learner who made progress toward English Proficiency measured by the English Learner Progress Indicator (ELPI)	(California State Dashboard, 2022-2023) 50.6%	(California State Dashboard, 2023-2024) 45.5%		Increase 5% points or more each year to end at 66% or higher	Current difference from baseline is: Decrease of 4.9%
3	% of LTELs Note: This is based on DataQuest definition of Long-Term English Learners utilizing the criteria of students identified for 6+ years as an English Learner.	(DataQuest 2022-2023 "At Risk" and Longer-Term English Learners report) 9.9%	(DataQuest 2023-2024 "At Risk" and Longer-Term English Learners report) 8.0%		Decrease the percentage by 0.5% or more each year to end at 8.5% or lower.	Current difference from baseline is: Decrease of 1.9%
4	Graduation (EL)	(Dataquest, 2022-2023) English Learners (State Cohort): 64%	(Dataquest, 2023-2024) English Learners (State Cohort): 70.8%		(Dataquest, 2023-2024) English Learners (State cohort): 76% or higher	Difference from baseline: 6.8%

5	College and Career Readiness (EL)	(California State Dashboard, 2022-2023) English Learners (State cohort): 8.5%	(California State Dashboard, 2022-2023) English Learners (State cohort): 9.0%		English Learners (State cohort): 24% or higher	English Learners (State cohort): 0.5%
6	CAASPP Math Proficiency (EL)	2023 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. English Learner (Long-Term): 1.55% English Learners (State cohort): 8.56%	2024 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. English Learner (Long-Term): 0.68% English Learners (State cohort): 8.69%		1) Math Proficiency Rates will increase 4% points each year to end at 46% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year English Learner (Long-Term): 17% English Learners (State cohort): 24%	English Learner (Long-Term): -0.87% English Learners (State cohort): 0.13%

7	CAASPP ELA Proficiency (EL)	2023 Proficiency Rates NOTE: English Learner (Long-Term) is reported based on identifying students before the implementation of California SB 141 (2023) which changed the criteria for identifying students identified as Long-Term English Learners. English Learner (Long-Term): 2.04% English Learners (State cohort): 9%	English Learner (Long-Term): .68% English Learners (State cohort): 7.87%		1) ELA Proficiency Rates will increase 5% points each year to end at 60% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year English Learner (Long-Term): 10% or higher English Learners (State cohort): 19% or higher	English Learner (Long-Term): -1.36% English Learners (State cohort): -1.13%
8	Seal of Biliteracy Rate (EL) The percentage of students identified as English Learners earning the State Seal of Biliteracy upon graduating	(2022-2023 DataQuest) 1.0%	(2023-2024 DataQuest) 1.0%		Increase by 1.5% each year to end at 5.5% or higher.	There is no current difference from baseline.

Goal Analysis for 2024-2025

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

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

In 2024–2025, Pasadena Unified School District (PUSD) made significant progress in implementing Goal 7, which focuses on improving outcomes for English Learners (ELs), including Long-Term English Learners (LTELs) and Newcomer students. The district remained committed to its plan, carrying out all five actions outlined in the LCAP, with varying degrees of implementation fidelity. These actions were structured around three strategic focus areas: instructional access and support, professional learning and data systems, and family engagement. While several components were fully implemented as planned, others were only partially realized due to staffing shifts, schedule limitations, and capacity constraints.

Instructional Access and Support (Actions 7.2 and 7.5)

Implementation in this area was a priority and largely successful. Action 7.2 (Designated ELD and Academic Supports) was implemented districtwide at the elementary level, where all sites provided daily 30-minute designated ELD instruction organized by ELPAC levels. Through Action 7.5 (EL Instructional Support Personnel) model lessons, and feedback is given for this designated ELD time. However, full implementation at the secondary level was hindered by master schedule limitations and staffing shortages, resulting in inconsistent placement for LTELs and delayed access to appropriate services.

Professional Learning and Data Systems (Actions 7.3 and 7.4)

Implementation in this area was more uneven. Action 7.3 (Professional Development for Integrated and Designated ELD) was partially implemented. The district successfully delivered PD to elementary ELD teachers using Teacher Created Materials (TCM), and secondary teachers received training in English 3D. Language Acquisition Teams (LATs) were trained at the district level. However, site-level participation varied significantly, and several sessions were condensed or rescheduled due to competing priorities, limiting depth of implementation and coherence across schools.

Action 7.4 (EL Progress Monitoring Systems) was also only partially implemented. The district piloted an EL Review Tool and began developing metrics aligned to the EL Master Plan, such as annual ELPI growth and ELPAC level transitions. However, a midyear resignation in central leadership disrupted the rollout timeline, delaying districtwide implementation. As a result, not all schools were able to use real-time data to inform instructional adjustments, and the lack of full implementation contributed to a decline in the ELPI metric from 50.6% to 45.5%.

Family Engagement (Action 7.1)

Family engagement efforts were implemented as planned and demonstrated strong impact. Action 7.1 (Family Engagement and Communication for ELs) was fully implemented, including multilingual outreach, parent meetings focused on ELPAC and reclassification, and specific support for families of dually identified students and LTELs. These implementation efforts resulted in a dramatic 22.19 % point reduction in chronic absenteeism among English Learners—one of the strongest indicators of improved student engagement and school connection. However, while outreach was successful, ensuring that family voice influences site-level decisions remains a continuing challenge.

Summary:

Pasadena Unified School District implemented all five Goal 7 actions during the 2024–2025 school year, with Actions 7.1, 7.2 (elementary), and 7.5 achieving full implementation and producing measurable outcomes. Actions 7.3 and 7.4 were only partially implemented due to logistical and staffing challenges, impacting progress monitoring and instructional alignment. Despite these challenges, the district adapted effectively by reallocating resources, pivoting coaching supports, and prioritizing student needs in the aftermath of the Eaton Fire. The emphasis on implementation fidelity—particularly in instructional services and engagement—laid a foundation for continued growth in EL reclassification, achievement, and graduation outcomes. Strategic refinements for 2025–2026 will address secondary placement practices, expand EL data system usage, and enhance professional learning to better serve ELs, LTELs, and dually identified students.

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

In the 2024–2025 school year, Pasadena Unified School District made several strategic adjustments to its investments under Goal 7 to address shifting student needs and staffing realities, especially in light of rising English Learner enrollment and the impact of the Eaton Fire.

Actions 7.1 (Support for Newcomer Students) and 7.2 (Support for English Learners) experienced modest overspending—approximately \$69,000 and \$38,000, respectively. These differences reflect the district’s increased investment in instructional supports, materials, and staffing to maintain and expand designated ELD services in schools with higher-than-anticipated numbers of EL and Newcomer students. Additional resources were also allocated midyear to support students displaced by the Eaton Fire.

Action 7.3 (Long-Term English Learner Services) was underspent by approximately \$45,000, largely because much of the LTEL-focused support was delivered through integrated staffing and broader EL instructional efforts. This approach allowed the district to serve LTELs more efficiently while concentrating expenditures under other, more active line items.

Action 7.4 (Administrative and Coordinating Services) was underspent by approximately \$83,000, primarily due to a staff resignation midyear and delayed rehiring. The pause impacted the district’s timeline for fully rolling out EL Master Plan and limited capacity for centralized EL program coordination. These responsibilities were temporarily distributed across remaining LADD staff.

Action 7.5 (EL Instructional Support Personnel) was overspent by approximately \$129,000, a result of the district’s strategic decision to add an additional English Learner Instructional Coach to expand site-level support. This investment strengthened designated ELD instruction and contributed to positive growth in EL reclassification, CAASPP scores, and graduation rates.

These material differences reflect Pasadena Unified’s adaptive use of resources to prioritize direct services, stabilize instruction, and respond to both emergent student needs and staffing shifts during a year of continued recovery and growth.

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

During the 2024–2025 school year, Pasadena Unified School District (PUSD) implemented all five actions under Goal 7 to support the success of English Learners (ELs), with a focus on improving language proficiency, academic performance, reclassification, and graduation outcomes. While some actions were more targeted in their scope, many were interwoven in their delivery, particularly through site-based supports and coaching. Overall, the actions were fully implemented and contributed to measurable improvements, though some implementation challenges and capacity gaps remained.

Actions 7.1 and 7.2, which focused on providing services to Newcomer students and general English Learner populations, were fully implemented and showed strong effectiveness. These actions funded daily designated ELD blocks at elementary sites, small group instruction tailored to ELPAC levels, and academic supports for ELs at all proficiency levels. The district also invested more than originally budgeted in both actions—\$69,000 more in Newcomer services and \$37,000 more in general EL supports—reflecting increased demand and a strategic decision to maintain momentum following disruptions from the Eaton Fire.

These efforts supported several key outcomes:

The reclassification rate increased to 14.7%, continuing a positive upward trend.

The percentage of Long-Term English Learners (LTELs) declined to 14.6%, an 11% improvement over the prior year.

High school graduation rates for ELs rose by over 13 percentage points (to 73.7%), while LTEL graduation increased to 84.5%.

Chronic absenteeism among ELs declined by over 22 percentage points, pointing to improved engagement and connection.

CAASPP results for ELs showed modest academic gains, including an 11.2-point increase in math and a 1.8-point increase in ELA. LTELs gained 3.7 points in ELA.

Actions 7.3 and 7.5, focused on supporting LTELs and providing instructional coaching and staffing, were also fully implemented but delivered through integrated site-level strategies. Underspending in 7.3 (about \$45,000) reflected a strategic shift to fold LTEL support into broader instructional services. Meanwhile, overspending in 7.5 (about \$129,000) was due to the addition of a new EL Instructional Coach midyear. These staffing investments strengthened both direct instruction and teacher capacity through coaching, targeted interventions, and ELPAC-informed grouping.

Action 7.4 (Administrative and Coordinating Services) was fully implemented but had limited reach due to a midyear resignation and delayed rehiring. This impacted the district's ability to roll out real-time EL data monitoring tools. As a result, while site teams made progress using the EL Review Tool and early elements of the EL Master Plan, full implementation of data-driven interventions was not yet achieved.

Despite these challenges, the overall impact of Goal 7 actions was evident in the positive trends for ELs and LTELs across academic, attendance, and graduation metrics. The district's growing infrastructure for English Learner supports—anchored by targeted staffing, consistent instruction, and clearer progress monitoring—is laying the groundwork for continued improvement. For 2025–2026, PUSD will prioritize operationalizing its EL data systems, refining ELD placement practices at the secondary level, and strengthening coaching and professional learning to better serve dually identified EL/SPED students and newcomers.

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

Based on the 2024–2025 implementation cycle, Pasadena Unified School District (PUSD) will maintain the overall structure and intended outcomes of Goal 7 while making key refinements to strengthen the impact of services for English Learners (ELs). These adjustments are grounded in implementation data, stakeholder feedback, and internal progress monitoring.

One significant refinement involves the reclassification of English Learner (EL) Instructional Coaches funded under Action 7.5. Beginning in 2025–2026, these staff will be designated as MTSS (Multi-Tiered System of Supports) Coaches and reported under Goal 1.1, to better reflect their cross-cutting role in supporting tiered academic interventions, including ELD strategies within general education settings. This adjustment promotes more accurate alignment of staff responsibilities and improved coherence across academic and language development initiatives.

Additionally, to address persistent challenges in student placement and course alignment—particularly for Long-Term English Learners (LTELs)—the district will continue counselor training and review master schedules to ensure appropriate ELD placement. These efforts are aligned with Action 7.3 and will help mitigate the reclassification delays noted in 2024–2025.

PUSD will also prioritize the full implementation of its EL data monitoring system under Action 7.4. Although partially launched in 2024–2025, staffing transitions delayed full districtwide usage. For 2025–2026, the district will ensure site leaders and Language Acquisition Teams are trained and supported in using real-time data to drive targeted interventions and reclassification efforts.

Learning Recovery Emergency Block Grant (LREBG) funds have been added to this goal to support Goals 7.2 and 7.5. These goals align with the outcomes of LREBG and will contribute to English Learner student outcomes.

Finally, professional development offerings under Action 7.3 will be refined to focus more intentionally on integrated ELD within core instruction, supporting teachers in addressing the needs of newcomers, LTELs, and dually identified EL/SPED students.

No substantive changes are planned for the overall goal, target outcomes, or metrics; however, these strategic refinements reflect PUSD’s commitment to improving implementation fidelity and advancing equitable outcomes for English Learners districtwide.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support and services for Newcomer Students (TK-12)	Students who are newly enrolled experiencing public education in the U.S. for the first time will receive intensive support through additional instructional personnel, access to supplemental ELD instructional materials, and resources associated with expanded learning opportunities (i.e. summer school).	\$497,221.00	Yes
2	Support and services for English Learners (TK-12)	LREBG Action Multilingual learners enrolled in PUSD whose identified home language survey is not English will continue to develop English (academic, interpersonal) fluency and proficiency through appropriate English Language Development (ELD) programming, small group academic intervention and	\$379,288.00	Yes

		support by instructional personnel, and supplemental targeted learning resources and learning opportunities (i.e. summer school, before/after school tutorials). In addition, community assistants will be supported through LRGB funds to ensure family-school partnerships that are found to improve attendance and achievement for ELs. Metrics used to monitor the action: 7.1, 7.2, 7.4, 7.6, 7.7 LRGB Spending: \$88,024 (Personnel)		
3	Support and Services for Long Term English Learners (LTEL)	Students identified as LTELs will have access to instructional supports such as summer school, tutoring, and supplemental instructional resources. Counselors and administrators will ensure students identified as LTELs in grades 4-12 will be placed in appropriate program placement based upon proficiency level. Teachers will receive professional development on implementing effective strategies to support students based on proficiency descriptors.	\$48,154.00	Yes
4	Administrative and Coordinating Services	District personnel will collaborate with site staff to ensure proper course offerings are available to students and will verify proper course placement based on EL profile, i.e. level determined by ELPAC. Staff will also support EL instructional support personnel in providing professional development and systems to monitor implementation of integrated ELD in core academic courses.	\$453,886.00	Yes
5	EL Instructional Support Personnel	LREBG Action Site-based EL instructional support personnel will provide enhanced English Language Development (ELD) support to ELs in whole group and small group settings. TOSAs (EL Coaches) will provide support to teacher learning in embedding multilingual strategies as part of ELD integration in core content areas. TOSAs will also support campuses in monitoring and assessing EL student academic progress, attendance, behavioral progress and needs via an Individualized Learning Plan (ILP). According to research we know that targeted academic scaffolding accelerates EL progress. Metrics used to monitor the action: 7.1, 7.2, 7.3 LRGB Spending: \$218,244 (Personnel – transitioning to MTSS)	\$436,488.00	Yes

Goal

Goal #	Description	Type of Goal
8	By 2027, students at Equity Multiplier school sites (RCHS, CIS) will move out of lowest performance color level and increase by at least one color level as reported in the California Schools Dashboard in the following areas: ELA and Math for all students (currently red) , especially Low Income students (currently red), as indicated by the CAASPP exams; Increase graduation rates for all students (currently red), especially Low Income students (currently red), to 68% or greater; and, increase College/Career Indicator for all students (currently red) to 35% or greater.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5, 6

An explanation of why the LEA has developed this goal.

Pursuant to California Education Code (EC) 42238.024, LEAs are required to document efforts to improve outcomes for school sites that receive Equity Multiplier funds that have a prior year nonstability rate greater than 25 percent and a prior year socioeconomically disadvantaged rate greater than 70 percent. PUSD has two sites that qualify for Equity Multiplier funds: Rose City High School and CIS.

Data from the California Dashboard indicators examining academic achievement on the CAASPP exams in Mathematics and ELA, graduation rate, college and career readiness, and English Learner progress were analyzed. Student groups All and Low Income were identified as performing at the lowest level (red) in ELA and Math at both CIS and Rose City High School. Additionally, CIS also saw Hispanic students performing at the lowest level for ELA and Math. Chronic absenteeism was a concern at CIS, and graduation rate was at the lowest levels for the following student groups at CIS: All, Hispanic, and Low Income; and for Rose City: All, English Learners, Hispanic, and Low Income.

Feedback from staff, parents, and students highlighted the need for support with chronic absenteeism, intensive tutorials, credit recovery options, and expanded course offerings aimed at increasing connectedness.

This goal and the supporting actions in this section reflect how the identified needs from student groups that have the lowest performance level on one or more state indicators on the Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ELA Proficiency	(CAASPP Reporting 2022-2023) All students (Rose City): 8.70% Socio-Econ Disadv. (Rose City): 8.89% All students (CIS): 46.07% Socio-Econ Disadv. (CIS): 43.91%	(CAASPP Reporting 2023-2024) All students (Rose City): 4.65% Socio-Econ Disadv. (Rose City): 4.76% All students (CIS): 42.53% Socio-Econ Disadv. (CIS): 35.48%		All students (Rose City): 12% or higher Socio-Econ Disadv. (Rose City): 12% or higher All students (CIS): 55% or higher Socio-Econ Disadv. (CIS): 53% or higher	The current difference from baseline is: All students (Rose City): Decrease of 4.05% Socio-Econ Disadv. (Rose City): Decrease of 4.13 % All students (CIS): Decrease of 3.54% Socio-Econ Disadv. (CIS): Decrease of 8.43%
2	Math Proficiency	(CAASPP Reporting 2022-2023) All students (Rose City): 0.00% Socio-Econ Disadv. (Rose City): 0.00% All students (CIS): 24.21% Socio-Econ Disadv. (CIS): 19.48%	(CAASPP Reporting 2023-2024) All students (Rose City): 7.5% Socio-Econ Disadv. (Rose City): 7.69% All students (CIS): 30.87% Socio-Econ Disadv. (CIS): 25.86%		All students (Rose City): 3% Socio-Econ Disadv. (Rose City): 3% All students (CIS): 30% or higher Socio-Econ Disadv. (CIS): 25% or higher	Current difference from baseline: All students (Rose City): Increase of 7.5% Socio-Econ Disadv. (Rose City): Increase of 7.69% All students (CIS): Increase of 6.7% Socio-Econ Disadv. (CIS): 6.38%

3	Graduation Rate (4-Year Cohort)	(DataQuest Reporting 2022-2023) All students (Rose City): 47.3% Socio-Econ Disadv. (Rose City): 48.0% English Learner (Rose City): 32.4% All students (CIS): 63.9% Socio-Econ Disadv. (CIS): 63.4% English Learner (CIS): **	(DataQuest Reporting 2023-2024) All students (Rose City): 70.3% Socio-Econ Disadv. (Rose City): 70% English Learner (Rose City): 55% All students (CIS): 61.8% Socio-Econ Disadv. (CIS): 60.8% English Learner (CIS): **		All students (Rose City): 55% or higher Socio-Econ Disadv. (Rose City): 55% or higher English Learner (Rose City): 40% or higher All students (CIS): 70% or higher Socio-Econ Disadv. (CIS): 70% or higher	The current difference from baseline is: All students (Rose City): Increase of 23.0% Socio-Econ Disadv. (Rose City): Increase of 22% English Learner (Rose City): Increase of 22.6% All students (CIS): Increase of -2.1% Socio-Econ Disadv. (CIS): Increase of -2.6% English Learner (CIS): **
4	Graduation Rate (5-year Cohort)	(DataQuest Reporting 2022-2023) All students (Rose City): 66.7% Socio-Econ Disadv. (Rose City): 65.5% English Learners (Rose City): 53.6% All students (CIS): 87.0% Socio-Econ Disadv. (CIS): 84.1% English Learners (CIS): **	(DataQuest Reporting 2023-2024) All students (Rose City): 55.8% Socio-Econ Disadv. (Rose City): 55.2% English Learners (Rose City): 53.8% All students (CIS): 74.5% Socio-Econ Disadv. (CIS): 75.9% English Learners (CIS): **		All students (Rose City): 70% or higher Socio-Econ Disadv. (Rose City): 70% or higher English Learners (Rose City): 60% or higher All students (CIS): 90.0% or higher Socio-Econ Disadv. (CIS): 90% or higher	Current difference from baseline is: All students (Rose City): Decrease of 10.9% Socio-Econ Disadv. (Rose City): Decrease of 10.3% English Learners (Rose City): Increase of 0.2% All students (CIS): Decrease of 12.5% Socio-Econ Disadv. (CIS): Decrease of 8.2% English Learners (CIS): **
5	Chronic Absenteeism	(DataQuest Reporting 2022-2023) All students (Rose City): 84.7% Socio-Econ Disadv. (Rose City): 84.8% All students (CIS): 64.3% Socio-Econ Disadv. (CIS): 63.7%	(DataQuest Reporting 2023-2024) All students (Rose City): 88.3% Socio-Econ Disadv. (Rose City): 88% All students (CIS): 70.5% Socio-Econ Disadv. (CIS): 71.6%		All students (Rose City): 80% or lower Socio-Econ Disadv. (Rose City): 80% or lower All students (CIS): 55% or lower Socio-Econ Disadv. (CIS): 55% or lower	Current difference from baseline is: (DataQuest Reporting 2023-2024) All students (Rose City): Increase of 3.6% Socio-Econ Disadv. (Rose City): Increase of 3.2% All students (CIS): Increase of 6.2% Socio-Econ Disadv. (CIS): Increase of 7.9%

6	Suspension Rates	(DataQuest Reporting 2022-2023) All students (Rose City): 10.7% Socio-Econ Disadv. (Rose City): 10.0% All students (CIS): 0.0% Socio-Econ Disadv. (CIS): 0.0%	(DataQuest Reporting 2023-2024) All students (Rose City): 6.7% Socio-Econ Disadv. (Rose City): 7.1 All students (CIS): 0.0% Socio-Econ Disadv. (CIS): 0.0%		All students (Rose City): 7% or lower Socio-Econ Disadv. (Rose City): 7% or lower All students (CIS): 0.0% Socio-Econ Disadv. (CIS): 0.0%	Current difference from baseline is: All students (Rose City): Decrease of 4% Socio-Econ Disadv. (Rose City): -2.9% All students (CIS): No difference Socio-Econ Disadv. (CIS): No difference
7	College/Career Readiness	(CA Dashboard Additional Reports Reporting 2022-2023) All students (Rose City): 0.0% Socio-Econ Disadv. (Rose City): 0.0% All students (CIS): 15.5% Socio-Econ Disadv. (CIS): 13.4%	(CA Dashboard Additional Reports Reporting 2023-2024) All students (Rose City): 2.0% Socio-Econ Disadv. (Rose City): 2.0% All students (CIS): 13.5% Socio-Econ Disadv. (CIS): 13.5%		All students (Rose City): 1.5% or higher Socio-Econ Disadv. (Rose City): 1.5% or higher All students (CIS): 20% Socio-Econ Disadv. (CIS): 20% or higher	The current difference from baseline is: All students (Rose City): Increase of 2.0% Socio-Econ Disadv. (Rose City): Increase of 2.0% All students (CIS): Decrease of 2.0% Socio-Econ Disadv. (CIS): Increase of 0.1%

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, Pasadena Unified School District (PUSD) implemented all planned actions under Goal 8 to support students at the district’s two Equity Multiplier schools—Rose City High School (RCHS) and the Center for Independent Study (CIS). These actions aimed to address long-standing disparities in academic achievement, graduation, and college and career readiness for students who have historically faced systemic barriers.

Action 8.1 and 8.3 (Dropout Prevention and Intensive Postsecondary Counseling Services) was also fully implemented through the strategic use of a Dropout Prevention Coordinator who provided individualized case management, postsecondary planning, and re-engagement supports. This action directly contributed to a 23 percentage point increase in the four-year graduation rate at RCHS—from 47.3% in 2022–2023 to 70.3% in 2023–2024. The improvement signals strong implementation of student-centered practices. However, CIS Academy’s graduation rate declined slightly to 61.8%, revealing continued challenges in addressing the needs of highly mobile and nontraditional students.

Action 8.2 (Career Technical Education Opportunities) was partially implemented to address postsecondary readiness. A key success was the increase in CCI “Prepared” rates at RCHS from 0% to 2%. However, a notable challenge was the limited number of students enrolled in these courses, especially at CIS, where CCI “Prepared” rates declined from 15.5% to 13.5%. This lag in postsecondary readiness reflects structural barriers including student transience, limited access to advanced coursework, and underdeveloped alignment between career pathways and student needs.

Action 8.4 (Instructional Services and Support for Math and Literacy) was fully implemented to address the needs of students at RCHS and CIS in English Language Arts (ELA) and Math. A key success was the provision of small-group instruction, targeted intervention periods, and expanded access to digital learning platforms. As a result, RCHS students improved by +19.9 points in ELA and +18.2 points in Math on the California School Dashboard. However, a notable challenge was the continued placement of both schools in the red performance level for academic indicators, which reflects persistent learning gaps and the need for more intensive instructional support.

Across all actions, PUSD’s Equity Multiplier sites continued to serve a high concentration of Socioeconomically Disadvantaged students, many of whom enter with interrupted educational histories or gaps in foundational skills. While targeted supports yielded clear gains in graduation and academic progress at RCHS, overall student performance at both schools remains in the red for ELA and Math, emphasizing the need for deeper investments in differentiated instruction, social-emotional learning, and trauma-informed practices.

Moving forward, PUSD will strengthen these actions through expanded professional development for educators, increased dual enrollment and career exploration opportunities, and continued refinement of intervention systems. The progress made in 2024–2025, particularly in graduation outcomes, reflects the potential of focused, equity-centered supports to improve trajectories for students at RCHS and CIS.

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.

During the 2024–2025 school year, Pasadena Unified significantly exceeded its originally documented expenditures for Goal 8, which supports students at Equity Multiplier schools—Rose City High School (RCHS) and the Center for Independent Study (CIS). While several interventions were implemented as part of district efforts to accelerate outcomes at these sites, most of the spending was not reflected in the 2023–2024 LCAP because the Equity Multiplier funding plan had not yet been fully incorporated at the time of adoption. As a result, all four actions under Goal 8 showed material differences between planned and actual expenditures.

Action 8.1 (Dropout Prevention) was not budgeted in the original plan but ultimately expended \$90,605 to fund a Dropout Prevention Coordinator. This role became a critical component in addressing rising graduation risks, especially at RCHS, and directly contributed to a 23-point increase in its graduation rate.

Action 8.2 (Career and Technical Education Opportunities) also had no initial budget allocation but incurred \$96,289 in expenditures to expand access to College and Career Indicator (CCI)-aligned courses and career readiness experiences. This spending responded to site-based needs and student interest in more relevant postsecondary pathways.

Action 8.3 (Intensive Postsecondary Counseling Services) similarly reflected unplanned but necessary investment, totaling \$154,675. These funds supported one-on-one guidance for students navigating FAFSA/CADAA completion, college applications, and career planning—areas particularly critical for youth at risk of disengagement.

Action 8.4 (Instructional Services for Math and Literacy) was originally budgeted at just \$19,934 but ultimately expended \$266,936. This increase covered expanded intervention staffing, digital academic tools, and targeted tutoring, particularly at RCHS, where students showed growth in CAASPP Math (+ 18.2 points) and ELA (+ 19.9 points) scores.

These material differences illustrate the district’s flexible and responsive use of Equity Multiplier funds, reallocating resources to meet the evolving needs of highly mobile and academically vulnerable students. Moving forward, Pasadena Unified will more accurately reflect these investments in the LCAP to ensure alignment between planned actions, expenditures, and performance goals.

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

The 2024–2025 implementation of Goal 8 actions was partially effective in addressing the academic and postsecondary readiness needs of students at Equity Multiplier schools—Rose City High School (RCHS) and the Center for Independent Study (CIS). These sites serve students facing significant structural barriers, including interrupted academic pathways, high mobility, and chronic underperformance on state indicators.

Action 8.1 (Dropout Prevention) was fully implemented through the hiring of a dedicated Dropout Prevention Coordinator. A key success was the dramatic increase in the graduation rate at RCHS, from 47.3% in 2022–2023 to 70.3% in 2023–2024. This role proved instrumental in providing case management, progress monitoring, and targeted student reengagement. However, CIS experienced a slight decline in graduation rate, indicating the need for stronger tiered support systems at that site.

Action 8.4 (Instructional Services for Math and Literacy at RCHS/CIS) was also fully implemented to meet urgent needs in foundational academic skill-building. Students at RCHS showed measurable gains: CAASPP scores improved by +19.9 points in ELA and +18.2 points in Math, although both scores remained over 200 points below standard. This action supported small-group instruction, targeted intervention blocks, and digital learning access. A notable challenge was that CIS saw a decline in both ELA (–6.2) and Math (–20.7) performance, which may be due to staffing shortages, inconsistent attendance, and student transience—factors that compromised the delivery of consistent, high-quality instruction.

Action 8.3 (Intensive Postsecondary Counseling Services) was fully implemented and contributed to increased engagement in FAFSA/CADAA completion and individualized college and career planning. This action supported a 2% increase in the percentage of RCHS students identified as “Prepared” on the College and Career Indicator (CCI), rising from 0% to 2%. However, overall CCI preparedness remains low at both sites, with CIS dropping from 15.5% to 13.5%. This suggests that while postsecondary counseling helped remove barriers, students continue to face challenges in completing the A–G coursework or accessing CCI-aligned options like dual enrollment or industry certifications.

Action 8.2 (CTE Opportunities) was partially implemented. Although CTE access expanded slightly through new partnerships and course offerings, limitations in staffing, facilities, and student scheduling flexibility hindered full implementation. Still, the investment laid groundwork for stronger future pathways and increased student engagement.

A major strength of Goal 8 implementation was the district’s adaptive budget response. Though Actions 8.1–8.3 had no initial budget allocations, material expenditures were made based on emergent site needs. For example, Action 8.4 was budgeted at \$19,934 but actually expended \$266,936, reflecting targeted investment in academic recovery efforts at Equity Multiplier sites. This flexibility enabled timely deployment of interventions, particularly in response to the Eaton Fire’s disruption of student learning.

Despite important gains, persistent academic gaps remain. Students at RCHS and CIS are still in the red Dashboard performance level for both ELA and Math, and the CCI rates remain well below district averages. Additionally, dropout prevention efforts at CIS need to be strengthened to reverse the slight dip in graduation rate. Site-level instructional leadership and access to differentiated instruction must be reinforced to ensure consistency.

In summary:

Action 8.1 (Dropout Prevention) – Fully implemented; effective at RCHS; needs bolstering at CIS.

Action 8.2 (CTE Opportunities) – Partially implemented; foundational work in place.

Action 8.3 (Postsecondary Counseling) – Fully implemented; some CCI progress, but limited scale.

Action 8.4 (Instructional Supports) – Fully implemented; significant gains at RCHS; losses at CIS.

These outcomes suggest that while the actions taken were directionally effective, disparities between school sites point to the need for site-specific strategies, expanded credit recovery, and intensive instructional support to accelerate progress. PUSD’s ongoing commitment to data-driven intervention, professional development, and student engagement will be critical to sustaining and deepening these early gains.

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 implementation data and outcomes from the 2024–2025 school year, Pasadena Unified School District (PUSD) is making several refinements to Goal 8 to strengthen services and improve outcomes for students at Equity Multiplier sites—Rose City High School (RCHS) and the Center for Independent Study (CIS).

A key change is the formal inclusion of high-impact strategies that were implemented but not originally captured in the 2024–2025 LCAP. These include academic interventions, dropout prevention services, and expanded postsecondary counseling and career readiness programming. For 2025–2026, these actions will be fully integrated into the LCAP with clearly defined funding, metrics, and accountability structures.

The Dropout Prevention Coordinator, whose work significantly contributed to the 23-percentage-point graduation rate increase at RCHS, will now be classified under Goal 1.4 to reflect her broader districtwide impact on academic counseling and graduation outcomes. This reclassification aligns her work with PUSD’s systemwide multi-tiered support approach.

Additionally, to deepen access to college and career readiness pathways at Equity Multiplier schools, the district will invest in a full-time art teacher and CTE opportunities under Goal 8. These additions are based on student interest and site feedback and are intended to increase engagement, expand A–G and CCI-aligned course access, and better support the whole child.

While no substantive changes were made to the overarching goal or long-term metrics, the integration of these actions reflects a more accurate alignment between planned and implemented strategies. The district’s updated approach is rooted in reflection on student performance data, stakeholder input, and a commitment to equity for high-need student populations.

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	Dropout Prevention	Low income students enrolled at Rose City HS and CIS will receive increased, targeted support from a dropout preventionist. Increased services include individualized plans for students to ensure they meet graduation requirements, ensure consistent attendance, enroll in credit recovery opportunities, and career and college readiness counseling.	\$41,452.00	No

2	Career and Technical Education (CTE) Opportunities	Low Income students will enroll in CTE courses with potential certifications taught by industry professionals to increase engagement and postsecondary readiness.	\$62,832.00	No
3	Intensive Postsecondary Counseling Services	Low income students will receive intensive postsecondary counseling services by counselors to ensure students complete and attain credit requirements for graduation and guidance on college and career options post-graduation.	\$153,104.00	No
4	Instructional Services and Support for Mathematics and Literacy (RCHS/CIS)	Low Income students will receive support in math and reading instructional by personnel such as instructional aides, program specialist, and will have access to supplemental online programs that will strengthen and accelerate learning for students.	\$351,117.00	No

Goal

Goal #	Description	Type of Goal
9	By 2027, PUSD will increase academic achievement of African American students by at least one performance level as measured by the CAASPP ELA and Math exams; Increase postsecondary readiness (prepared) to 60% or higher among African American students as measured by the College/Career indicator of the California Schools Dashboard; and, increase social-emotional wellbeing and inclusiveness for Black/African American students as measured by local climate survey such as Panorama and the California Healthy Kids Survey.	Focus Goal

State priorities addressed by this goal.

3, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

This goal was developed based upon Black student achievement academic outcomes which demonstrated historical educational disparities as well as a desire to improve student engagement and increase representation and cultural relevance through access to enrichment opportunities.

Data used to inform this goal included Dashboard Indicator data on CAASPP performance in ELA and Math; suspension rates, chronic absenteeism, graduation rates, and college and career readiness rates. Additional data included surveys and focus groups among students and parents which identified a need for a supportive environment as well as engagement and involvement opportunities for families.

Input from educational partners emphasized the importance of an inclusive and supportive environment for Black students in PUSD. Additionally, there was a desire to create spaces for affinity groups for Black students to enhance social-emotional wellbeing. Feedback also included more representation in curriculum and support in targeted, grade-specific programs.

The district has developed actions and metrics to measure the effectiveness in improving outcomes for African American/Black students in PUSD that are reflected through this goal.

Measuring and Reporting Results

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

1	ELA Proficiency (Black or African American Students)	2023 Proficiency Rates Black or African American: 28.67%	2024 Proficiency Rates: Black or African American: 28.94%		1) ELA Proficiency Rates will increase 5% points each year to end at 60% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year Black or African American: 47% or higher	Black or African American: .27%
2	Math Proficiency (Black or African American Students)	2023 Proficiency Rates: Black or African American: 14.41%	2024 Proficiency Rates: Black or African American: 14.21%		1) Math Proficiency Rates will increase 4% points each year to end at 46% or higher for all students; and 2) student groups below the district average in the baseline year will see the proficiency gap reduce by 1% point each year Black or African American: 29%	Black or African American: -0.2%
3	A-G Completion Rate (cohort) (Black or African American Students)	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023, combine 4/5 yr grads) Black or African American: 20.1%	Black or African American: 24.8%		Black or African American: 20% or higher	Black or African American: 4.7%
4	CTE Completion (Black or African American Students)	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023) Black or African American: 30.2%	Black or African American: 35.5%		Black or African American: 30% or higher	Black or African American: 5.3%

5	A-G/CTE Completion (cohort) (Black or African American Students)	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023, combine 4/5 yr grads) Black or African American: 20.1%	Black or African American: 24.8%		Black or African American: 20% or higher	Black or African American: 4.7%
6	AP Exam Pass Rate (Black or African American Students)	(California Dashboard Additional Reports: College/Career Levels and Measures Report & Data, 2022-2023) Black or African American: 3.1%	Black or African American: 20.3%		Black or African American: 3% or higher	Black or African American: 17.2%
7	College and Career Readiness (Black or African American Students)	(California State Dashboard, 2022-2023) Black or African American: 46.8%	(California State Dashboard, 2022-2023) Black or African American: 45.7%		Black or African American: 61% or higher	Black or African American: -1.1%
8	HS Graduation Rate (4-year cohort) (Black or African American Students)	(Dataquest, 2022-2023) Black or African American: 86.3%	(Dataquest, 2023-2024) Black or African American: 86.4%		Black or African American: 95% or higher	Black or African American: 0.1%
9	Chronic Absenteeism Rate (Black or African American Students)	(DataQuest) Black or African American: 32.6%	(DataQuest) Black or African American: 29.9%		1) For student groups above 10%, see a 2.5% points or greater reduction each year. 2) For student groups at 10% or below, see a 1% point or greater reduction each year Black or African American: 26.8%	Current progress from baseline: Black or African American: -2.7%

10	Suspension Rate (Black or African American Students)	(California State Dashboard, 2022-2023) Black or African American: 7%	(California State Dashboard, 2023-2024) Black or African American: 7.3%		Reduce the overall rate by at least 0.2% points each year to maintain the current performance level of the district. For each student group above the district suspension rate, reduce the rate over three years to reach a California School Dashboard performance designation of Green or better. Black or African American: 4.5% or lower	The current difference from baseline: (California State Dashboard, 2023-2024) Black or African American: 0.3%
11	School Connectedness (Black or African American Students)	(Panorama School Climate Survey, 2024) Results are reported for Elementary Secondary Black or African American: 70% 50%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Black or African American: 67% 53%		1) Increase the overall district favorability rate to at least 85% in Elementary and 65% in Secondary 2) For groups below the districtwide baseline rate, they will show a minimum of 5% points increase from baseline. All targets below are minimum percentage targets for Elementary and Secondary. Student groups not shown were above the districtwide target in the baseline year for both grade spans. Black or African American: 75% 55%	The current difference from baseline is: (Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Black or African American: -3 points ↑ 3 points
12	School Connectedness (Families) (Black or African American Students)	Panorama Spring 2024 Family School Relationship Survey 86%	Panorama Spring 2025 Family School Relationship Survey 88%		increase to 90% or higher	Difference from baseline is: Increase of 2%

13	School Safety (Students) (Black or African American Students)	(Panorama School Climate Survey, 2024) Results are reported for Elementary Secondary Black or African American: 54% 46%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary Black or African American: 48% 53%		1) Increase the overall district favorability rate to at least 75% in Elementary and 66% in Secondary 2) For groups below the districtwide baseline rate, they will show a minimum of 5% points increase from baseline. All targets below are minimum percentage targets for Elementary and Secondary. Student groups not shown were above the districtwide target in the baseline year for both grade spans. Black or African American: 59% 51%	(Panorama School Climate Survey, 2025) Results are reported for Elementary Secondary The difference from baseline for Year 1 Outcomes is: Black or African American: ↓ 6 points ↑ 7 points
14	School Safety (Families) (Black or African American Students)	Panorama Spring 2024 Family School Relationship Survey 91%	Panorama Spring 2025 Family School Relationship Survey 48%		maintain at 90% or higher	Current difference from baseline is: Decrease of 43%

Goal Analysis for 2024-2025

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

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

Overall Implementation Summary – 2024–2025

In 2024–2025, Pasadena Unified School District (PUSD) advanced Goal 9 by implementing a series of actions designed to promote equity, cultural inclusion, and improved academic outcomes for African American/Black students. The district prioritized both student-facing enrichment and adult-facing professional learning to address barriers to belonging, engagement, and academic success.

Culturally Responsive Enrichment and Adult Learning (Actions 9.1 and 9.3)

Two key initiatives—the Pan African Immersive Storytelling Academy (Action 9.1) and Professional Development on Fostering Inclusive Environments (Action 9.3)—were fully implemented in terms of planning and preparation, and effectively addressed the district’s equity priorities. For the Storytelling Academy, 2024–2025 served as a foundational planning and training year, during which curriculum was developed, partnerships were established, and staff were trained. Student participation will officially launch in summer 2025. This groundwork was supported by full budget execution (\$194,950), ensuring a strong start for student engagement. Meanwhile, Action 9.3 offered professional development sessions that helped build staff capacity to create inclusive environments, with an emphasis on identity-affirming practices and equitable learning conditions.

In parallel, professional development efforts (Action 9.3) supported school staff in applying anti-bias, culturally responsive, and trauma-informed practices in classrooms. Participants reported increased capacity to support students from historically underserved backgrounds, including African American/Black youth. Though slightly underspent (\$286,540 of the \$298,423 budget), the action was effective in building districtwide shifts in mindset and practice.

Together, these actions reinforced the dual importance of student-centered cultural relevance and adult learning, making meaningful contributions to the climate and inclusiveness of school environments.

Academic and Postsecondary Supports (Actions 9.2 and 9.4)

Implementation of Math Power Hour (Action 9.2) was partial, with select school sites able to offer small-group math tutoring focused on foundational skill-building. Despite limited reach, initial outcomes from participating students were positive, suggesting this model holds promise for broader future implementation.

Action 9.4, which aimed to increase access to the Black College Expo and enhance postsecondary readiness, was not implemented. No funds were expended, and the district plans to revisit this action as part of ongoing strategy refinement based on student interest and logistical feasibility.

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.

In the 2024–2025 school year, most Goal 9 actions aligned closely with their planned expenditures, with only minor variances.

Action 9.1 (Pan African Immersive Storytelling Academy) was implemented exactly as budgeted, with both planned and actual expenditures totaling \$194,950. This reflects strong alignment between planning and execution for this culturally responsive enrichment opportunity.

Action 9.2 (Math Power Hour) had a modest underspend, with actual expenditures totaling \$9,513, compared to a planned \$15,000. This \$5,487 difference was primarily due to less supplies being needed than originally anticipated, supplies from prior years did not need to be replaced or replenished. Despite the underspend, the program provided targeted math interventions at selected sites and was implemented with fidelity where launched.

Action 9.3 (Professional Development on Fostering Inclusive Environments) also tracked closely with expectations, with a slight underspend of \$11,883. The district spent \$286,540 of the planned \$298,423, largely due to cost efficiencies in training facilitation and fewer sessions held during peak scheduling conflicts. Nevertheless, the core content and delivery of DEI-focused professional learning were preserved.

Action 9.4 (Black College Expo and College/Career Readiness Support) was not implemented in 2024–2025 and had no planned or actual expenditures due to the timing of the Expo rith after the wildfires. Student were supported in this goal in other ways through attendance at the Black Education Expo and the Pasadena City College Black College Caravan. The district plans to revisit this action in future years based on student interest and logistical feasibility.

Overall, Goal 9 actions were implemented with a high degree of fiscal accuracy. The small material differences observed were not due to strategic shifts, but rather operational adjustments and cost savings that did not compromise program quality.

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

In the 2024–2025 school year, Pasadena Unified School District (PUSD) launched the implementation of Goal 9, a focused commitment to improving academic achievement, college and career readiness, and social-emotional wellbeing for Black/African American students across the district. This work reflects PUSD’s deep recognition of the persistent and systemic barriers Black/African American students face—and the district’s responsibility to address these inequities with urgency, intention, and care.

PUSD’s targets for Goal 9 are clear: by 2027, the district aims to increase Black/African American students’ academic achievement by at least one performance level on the CAASPP English Language Arts (ELA) and Mathematics assessments; increase the percentage of Black/African American students who are “Prepared” on the College and Career Indicator (CCI) to 60% or higher; and improve social-emotional wellbeing and inclusiveness, as measured by the California Healthy Kids Survey (CHKS) and Panorama surveys. During 2024–2025, the district began foundational work through Action 9.1, which provided professional development on culturally responsive teaching, and supported site-based equity strategies for Black/African American students. Despite these efforts, academic data reveal persistent and significant gaps. Across PUSD secondary schools, Black/African American students consistently performed in the Red or Orange performance levels. At Octavia E. Butler Magnet, Black/African American students scored 100.9 points below standard in ELA—a decline of 35.6 points from the previous year—and 143 points below standard in Math. At John Muir High School, students scored 121.2 points below standard in ELA and 152.6 points below standard in Math. Similar patterns were evident at Pasadena High, where Black/African American students scored 115.8 points below standard in Math and performed in the Orange band for ELA and Math. At Blair High, Math performance for Black/African American students was 119.5 points below

standard, while ELA performance showed some improvement in the Yellow band. Middle schools reflected comparable trends: at Eliot Middle, Black/African American students scored 113.7 points below standard in ELA and 175.8 points below standard in Math.

These data highlight the need for deeper, more targeted interventions, expanded tutoring, and culturally affirming instructional strategies—core priorities of Action 9.1. In parallel, PUSD advanced efforts under Action 9.2 to increase Black/African American students’ access to A–G coursework, Advanced Placement (AP), dual enrollment, and career pathways. Yet disparities in postsecondary readiness persist. The most recent College and Career Indicator data reveal that only 2% of African American students at Rose City High and 13.5% at CIS Academy were classified as “Prepared,” while 33.3% met the standard at Pasadena High. John Muir High showed relatively stronger performance, with African American students classified in the Blue band for CCI.

A major milestone in the district’s commitment to college and career readiness for Black/African American students was the launch of teacher and student recruitment for the new Pan-African Academy in 2024–2025. This innovative program, aligned with both Action 9.1 and Action 9.2, is designed to provide a culturally responsive, academically rigorous learning environment that centers African and African American contributions across disciplines.

The Pan-African Academy will offer students opportunities to engage in affirming, community-rooted learning, leadership development, and pathways to college and career success, creating a model for culturally sustaining education in PUSD. In preparation for the Academy’s launch, staff participated in specialized professional development on culturally responsive pedagogy, curriculum development that integrates Pan-African perspectives, and building inclusive classroom environments that honor the diverse identities of Black students. This foundational training supports teachers in designing interdisciplinary, standards-aligned units that reflect the richness of African diasporic histories, cultures, and innovations while also addressing the academic and social-emotional needs of students. Ongoing staff collaboration and community engagement will ensure the Pan-African Academy remains a vibrant, responsive space for students to thrive.

Social-emotional wellbeing remains a critical area of focus, addressed through Action 9.3. Data from the 2023–2024 California Healthy Kids Survey underscore the urgency: only 50% of Black/African American students in Grade 7, 46% in Grade 9, and 45% in Grade 11 reported feeling connected to their school, significantly lower than districtwide averages. Perceptions of safety were similarly concerning, with only 54% in Grade 7 and 9 and 47% in Grade 11 feeling their school was a safe place. Rates of harassment and bullying were disproportionately high, with 49% of Black/African American students in Grade 7, 35% in Grade 9, and 27% in Grade 11 reporting being targeted for reasons including race, gender, or other identities. Additionally, 24% of Black/African American students in Grade 7, 26% in Grade 9, and 31% in Grade 11 reported feelings of chronic sadness or hopelessness, underscoring the need for expanded mental health supports, mentorship, and culturally affirming spaces.

While the district has made important initial strides, challenges remain. Persistent academic gaps in ELA and Math, barriers to college and career readiness, and social-emotional disparities reflect the need for continued investment, system-level shifts, and accountability.

Looking ahead to 2025–2026, PUSD is committed to expanding the implementation of Action 9.1 through targeted academic interventions, culturally responsive teaching practices, and differentiated supports; deepening college and career readiness pathways through Action 9.2, including expanded access to A–G, AP, dual enrollment, and work-based learning opportunities; and strengthening school climates through Action 9.3 by creating safe, inclusive environments, training on the MTSS framework, expanding wellness programs, and offering professional learning on anti-racism and restorative practices.

PUSD’s work on Goal 9 reflects an unwavering commitment to equity, excellence, and justice—grounded in the belief that every Black/African American student in Pasadena deserves a learning environment where they are affirmed, supported, and empowered to thrive. While challenges remain, the district is determined to build a system where Black/African American students graduate ready for college, career, and life, with the confidence and skills to lead and succeed.

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 2025–2026, Pasadena Unified School District (PUSD) will maintain the current Goal 9 language, metrics, and outcome targets focused on improving the academic, cultural, and college/career experiences of African American/Black students. However, several refinements to implementation will strengthen alignment and impact based on lessons learned in 2024–2025.

Action 9.2 (Math Power Hour) will continue to provide targeted math interventions but at a reduced budget level. Much of the initial funding in 2024–2025 supported durable instructional materials and manipulatives, which will not need to be replaced annually. The action will now focus on refining instructional strategies and expanding student participation, especially at the elementary level.

Action 9.4 (College and Career Readiness Activities), while not fully implemented in 2024–2025, will expand significantly in 2025–2026. In addition to planning participation in the Black College Expo, PUSD will provide students with access to multiple events that center Black excellence and postsecondary readiness, including:

- Black Education Expo
- African American Male and Female Student Conferences
- The PUSD College Fair
- The Black College Caravan at Pasadena City College

These events will be strategically coordinated with counselors, community partners, and site teams to deepen their impact on student aspirations and pathway planning.

Learning Recovery Emergency Block Grant (LREBG) funds have been added to this goal to support Goal 9.1. This goal aligns with the outcomes of LREBG and will contribute to African American student outcomes.

Across all actions, the district will continue to prioritize culturally responsive programming, elevate student voice, and collaborate with community-based organizations to ensure that African American/Black students are supported academically, socially, and in their transitions to college and career.

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	Pan African Immersive Storytelling Academy	LREBG Action The Pan African Immersive Storytelling Academy will be developed through the 2024-2025 SY with student, staff, and educational partner feedback. While the Academy will be principally designed with the identified needs of African American students desire for enhanced cultural awareness and identity, sense of belonging and school connectedness, all students will have the opportunity to participate and strengthen digital literacy skills through the use of culturally relevant material and pedagogy. Research shows that culturally responsive experiences increase student engagement, identity development, and achievement. Metrics used to monitor the action: 9.1, 9.2, 9.10, 9.11 LRGB Spending: \$193,150 (Non-Personnel)	\$194,950.00	No

2	Math Power Hour	African American students in grades 1-2 at Altadena ARTS Magnet, Longfellow, Norma Combs, McKinley, Jackson STEM, and Willard IB School will benefit from additional support during mathematics time in the form of small group and individualized support. This action will strengthen math and early numeracy skills that will support the math achievement potential of students involved in Math Power Hour.	\$5,400.00	No
3	Professional Development on Fostering Inclusive Environments	In order to prevent disparities that exist among perceptions of belongingness of Black students and families, professional development will be provided for personnel at the site/district level through A Mondays that will build knowledge, skills, and strategies on building an inclusive, safe, and supportive environment for students.	\$287,827.00	No
4	Black College Expo and College/Career Readiness Support (repeated expenditure, Goal 1, Action 3)	Black/African American students will receive college and career counseling and will attend various events that provide information and opportunities to better understand postsecondary options such as the Black College Expo. While this action is principally designed based upon the needs of Black/African American students, all students will have access to these supports.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$34,783,322.00	\$3,244,516.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.15%	0.00%	\$0.00	23.15%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 Instructional Services and Support for Mathematics and Literacy (Site-based services)	2023 Dashboard Results for ELA and Math indicated Low Income students, including Homeless students, and Foster Youth were at the lowest performance level at the district level. Educational partner feedback from teachers expressed a desire for increased professional learning opportunities to address the need for addressing learning needs as it relates to skilled reading (language comprehension, word recognition) and strengthening mathematical practices and connecting content.	Instructional personnel will build capacity, knowledge, and provide coaching to teachers that serve Low Income and Foster Youth students to ensure instructional content is accessible, engaging, and supports student achievement. These actions are being provided on an LEA-wide basis as all students and students performing at the lowest performance level color (Red) can benefit from instructional content is accessible, engaging, and supports student achievement.	We will monitor progress for Low Income students (including Homeless) and Foster Youth students using: CAASPP ELA assessment (grades 3-8, 11) CAASPP Math assessment (grades 3-8, 11) District iReady assessments (ELA, Math)
1.2 Instructional Services and Support for Mathematics and Literacy (Central office-based services)	2023 Dashboard Results for ELA and Math indicated Low Income students, including Homeless students, and Foster Youth were at the lowest performance level at the district level. Educational partner feedback from teachers identified that low income and foster youth students needed more direct, frequent academic intervention to accelerate students to approaching and/or meeting grade level standards.	Personnel from Education Services division will design and provide professional learning for teachers to respond to needs of Low Income and Foster Youth students by provide coaching cycles that support the unique learning considerations of students with effective strategies and through high-quality, culturally-responsive instructional materials. These actions are being provided on an LEA-wide basis as all students can benefit from accessing high quality instructional materials and experiencing effective instruction delivery by teachers.	We will monitor progress by using the following metrics: CAASPP ELA and Math Assessments
1.3 College and Career Preparation and Services	Per the 2023 California Schools Dashboard College/Career Indicator, English Learners were at the lowest performance level with 8.5% of ELs "Prepared" and Foster Youth were at second lowest level with only 10.7% "Prepared". Educational partner feedback identified that foster youth and English Learners need opportunities such as CTE college and career pathways to increase engagement so that they remain on-track toward graduation and receive adequate counseling on postsecondary options.	Counselors will work with Foster Youth and ELs at the secondary level to ensure students have adequate credits, ensure students are aware and have an opportunity to take college readiness and CTE courses, and have access to additional support to understand and explore postsecondary options for college and career. These actions are being provided on a schoolwide basis as all students can benefit from CTE opportunities and counseling on postsecondary options.	We will monitor progress for: College & Career Readiness Indicator

1.4 Graduation Credit Recovery and Expanded Opportunities	2023 California Schools Dashboard shows the following groups in the lowest performance color indicator (red) for graduation rate: English Learners 66.3% Foster Youth 48.3% Educational partner feedback identified that English Learners and foster youth are in need of additional opportunities to obtain and recover credit toward high school and remain on track for graduation.	Alternative settings such as Rose City HS and CIS provide for a non-traditional format to allow students identified as English Learners and Foster Youth to recover credits toward graduation while also receiving more individualized attention. Students also receive intensive counseling and progress monitoring from site and central office personnel. These actions are being provided on a schoolwide basis as all students can benefit from additional opportunities to earn credits toward graduation as well as non-traditional schooling formats with intensive counseling and progress monitoring.	We will monitor progress for English Learners and Foster Youth using: High School Graduation Rate
1.5 Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Based on the 2023 California School Dashboard, the following needs emerged: Students identified as English Learners and Low Income at Washington Elementary and Madison Elementary were at the lowest performance level color (red) on the CAASPP ELA assessment. Students identified as Low Income at OEB and Eliot Middle Schools were at the lowest performance level color (red) on the CAASPP ELA assessment. Educational partner feedback from teachers identified and low income and English Learners need increased instructional support through reading interventions.	This action will address the identified needs as students will have supplemental instruction with reading teachers and instructional aides in small group and individual settings. Students will also have access to supplementary materials and resources to strengthen literacy skills. This action is being provided on a schoolwide basis as all students can benefit from reading intervention services.	We will monitor progress for these schools and student groups using: iReady Assessment Data CAASPP ELA Assessment
1.6 Expanded Access of Programs and Extracurricular (K-12)	District data identifies that low income students have limited access to expanded core content program enhancements such as Dual Language, Gifted and Talented Education (GATE), and International Baccalaureate programs. Additionally, educational partner feedback found a need for low income students to have access to differentiated instruction by highly, specialized-trained teachers that tap into their academic and linguistic strengths.	By participating in International Baccalaureate, GATE, and dual language programs, Low Income students will be able to receive specialized, differentiated instruction that will increase engagement, strengthen home language skills to transfer into second language, and amplify strengths of students' academic skills and knowledge. These actions are being provided on an LEA-wide basis as all students can benefit from differentiated instruction by highly, specialized-trained teachers that increase engagement and build academic language.	We will monitor progress for student progress by using the following metrics: SBAC CAASPP ELA Performance SBAC CAASPP Math Performance

1.7 Expanded Access of Arts/Music and Extracurricular Activities (K-12)	Low income students did not have consistent access to arts/music educational programming in elementary grades. Additionally, outreach to families indicated a desire for expanded access to arts/music programs. Feedback from parents supported the need for increased enrichment opportunities. Teachers also connected the need for low income students to access cross-curricular instructional opportunities to strengthen skills/knowledge of students as well as opportunity to enhance planning and support student needs in content courses.	Arts/Music personnel will provide arts/music educational programming that embeds core content skills and knowledge on a daily basis at the elementary level. Personnel at secondary schools will provide activities that support interpersonal skill development and help students remain academically eligible through structured supports such as study hall for student-athletes, student-musicians, and student-artists. These actions are being provided on an LEA-wide basis as all students can benefit from Arts/Music and extracurricular activities. Additionally, involvement in activities such as Arts, Music, and Athletics has shown a positive impact on student achievement and student attendance, as these students involved are more likely to attend school and excel academically.	We will monitor progress for students by using: Panorama Survey "Sense of Belonging/School Connectedness" Socioeconomic disadvantage is used interchangeably with low income
1.8 Site-based Supplemental Student Services and Resources	CAASPP data indicated Foster Youth and English Learners scored at the lowest performance color level per the California Schools Dashboard on CAASPP Math and ELA assessments in addition to low graduation rate and a desire to improve College and Career readiness indicator. In conducting a needs assessment, district and site staff indicated that Foster Youth and English Learners need supports that minimize chronic absenteeism, increase school belongingness, provide intensive advising, and increased academic and social/emotional support.	This action addresses these needs by providing school sites with additional personnel and resources to address the needs of Foster Youth and English Learners that will address chronic absenteeism, improve academic achievement through interventions and targeted instruction, increasing engagement through expanded enrichment opportunities and support staff. These actions are being provided on an LEA-wide basis as all students can benefit from these services and supports that mitigate absenteeism, increase school connectedness, and improve academic outcomes.	We will monitor progress for using: CAASPP ELA and Math Performance College & Career Readiness Student Perception of School Safety and Connectedness Attendance Rates
1.12 Additional Targeted Staffing for High Concentration Schools	Low income, Foster Youth, and students at schools with 55% or greater of unduplicated pupils were at the lowest performance level colors (red, orange) or behind state averages in CAASPP ELA and Math assessments per the California Schools Dashboard. Educational feedback from teachers identified that low income and foster youth need additional support at transition grades such as sixth grade and ninth grade to ensure a successful shift from elementary to middle and middle to high school, respectively.	Staffing provided to schools will provide increased opportunity for small group instructional staff, and decrease student-to-teacher ratios. The action is provided on an LEA-wide basis as all students can benefit from additional instructional support, small group instruction, and reduced class sizes.	We will monitor progress by using the following metrics: iReady Math Assessments (Local) iReady ELA Assessments (Local) Student Perception of School Safety and Connectedness

3.1 RTI Wellness and Behavior Support Staff	According to data reported in our survey on School Climate (see Local Indicators- LCFF Priority 6-School Climate), English Learners reported a lower sense of belonging (School Connectedness) of 70% at the elementary level and 51% at the secondary level. Educational partner feedback from parents and school personnel (teachers, administrators) identified that English Learners need support from trusting adults that empower and build connections to school.	This action addresses the needs of English Learners for increased school connectedness by providing small group and individual counseling, support with goal setting, and executive functioning as a way to increase engagement. This action is being provided on an LEA-wide basis as supports in counseling, executive functioning, and goal setting are beneficial to all students.	We will monitor progress by using results from the Panorama School Climate and Culture Survey section "Student Perception of School Safety and Connectedness"
3.2 Student Attendance Support	Based on the 2023 California School Dashboard for Chronic Absenteeism, 50.8% of students identified as Foster Youth were chronically absent and were at the second lowest performance level color (orange). Students identified as Low Income or English Learners were at the middle performance level color (yellow), and were both above state averages for their respective groups. Educational partner feedback from teachers and administrators identified that Foster Youth, Low Income, and English Learners need targeted supports to address chronic absenteeism including, but not limited to expanded communication, individualized outreach, and access toward engaging activities to get students to school.	District-level personnel will address the needs of low income, English Learners, and Foster youth by addressing chronic absenteeism rates by implementing attendance campaigns, providing monthly attendance data for sites, and monitoring student and student groups at risk of being chronically absent through communication to families. This action is being provided on an LEA-wide basis as all students can benefit from attendance support and communication if student and families are at risk of chronic absenteeism.	We will monitor progress for Low Income and English Learners using: Attendance Rates
3.3 Behavior Intervention Support	According to the 2023 California Schools Dashboard, 4.6% of English Learners were suspended at least one day, above both the district and state average. Educational partner feedback from school administrators and families indicate a need to minimize suspension for English Learners by offering options such as alternative to suspension and proactive support to deter behaviors that lead to suspension.	Personnel will respond to the needs of English Learners by providing small group supports such as Restorative Practices and Peer Mediation. The district will also offer an Alternative to Suspension (ATS) location for students to access core instruction while also participating in lessons that build self-efficacy and provide positive behavior supports for students. These actions are being provided on an LEA-wide basis as all students can benefit from positive behavior supports, restorative practices, and an Alternative to Suspension setting that provide proactive, positive behavior supports.	We will monitor progress for English Learners by using suspension rates and expulsion rates on the California School Dashboard

3.4 Health and Mental Health Wellness Services	Low income students often are presented with health needs and concerns that may negatively impact or provide barriers to learning. These needs stem from low rates of accessibility to preventative health care services and the costs associated with preventative screenings/exams, i.e. hearing, vision, physical, etc.	PUSD Health Clerks and other health personnel will respond to the needs of low income students by providing routine health screenings and connect students and families with services that will help mitigate any health barriers that impact learning. These actions are being provided on an LEA-wide basis as all students can benefit from routine health screenings and access to affordable health care services.	We will monitor progress using attendance data
5.1 Family and Community Engagement	Educational partner feedback from parents of English Learners identified a need for opportunities to interact with teachers and be better informed on how to best support their students. There was also a need to redirect staff efforts to support families of EL students to increase involvement and engagement through mini-workshops.	Personnel from the Family & Community Engagement will address the needs of English Learners by providing training and support of site-based community assistants to better address linguistic and cultural barriers that affect students, families, and staff. Personnel will also address the needs of English Learners by providing mini-workshops tailored to how parents can better support their students. These actions are being provided on an LEA-wide basis as all students and their families can benefit from workshops, content, and support to enhance the school-home partnership to better support student achievement.	We will monitor progress by monitoring the following metrics: Family Engagement (Panorama Survey) Parent Portal Participation / Access at Transition Grades (5th, 6th, 9th)
2.4 Instructional Services and Support for Mathematics and Literacy (Central office-based services)	2023 Dashboard Results for ELA and Math indicated Low Income students, including Homeless students, and Foster Youth were at the lowest performance level. Educational partner feedback from teachers identified that low income and foster youth students need more direct, frequent academic intervention to accelerate students to approaching and/or meeting grade level standards.	Personnel from Educational Services division will design and provide professional learning for teachers to respond to needs of Low Income and Foster Youth students by providing coaching cycles that support the unique learning considerations of students with effective strategies and through high-quality, culturally-responsive instructional materials. These actions are being provided on an LEA-wide basis as all students can benefit from accessing high quality instructional materials and experiencing effective instructional delivery by teachers.	We will monitor progress by using the following metrics: CAASPP LEA and Math Assessments

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.2 Translation and Interpretation Services	A need was identified for English Learners and their families to have access to translation and interpretation services to access school communication, parent meetings, student meetings, and other school related events.	English Learners and their families will be provided access to translation and interpretation services in their home language to ensure they are able to access school materials and participate in meetings that result in how families can support their students.	We will monitor progress by using the following metric: Family Engagement (Panorama Survey)
6.1 YIFC Transportation	Data from the 2023 California Schools Dashboard indicated that 50.8% of students identified as Foster Youth/ Youth in Foster Care (YIFC) were chronically absent. Feedback from educational partners on the Foster Youth Council identified a need for stable transportation services.	Youth in Foster Care will be provided access to transportation services to ensure they are able to attend their school or origin as well as attending alternative settings and/or opportunities such as Rose City HS, CIS, and Alternative to Suspension locations.	We will monitor progress by using the following metrics: Chronic Absenteeism Rate for Foster Youth
6.2 YIFC Support and Coordination Staff	Data from the 2023 California Schools Dashboard indicate that students identified as Foster Youth were at the lowest performance level color (red) for both CAASPP Math and ELA assessments, with 10.47% and 19.43% of Foster Youth meeting or exceeding the standard for each respective assessment. Additionally, Foster Youth were also at the lowest performance level color (red) for Graduation Rate, with only 48.3% of students graduating with a diploma within four or five years of entering ninth grade.	Youth in Foster Care will be provided with personalized guidance, access to resources, and individualized support as they transition in/out of the school district which includes connecting youth with community partners to support identified needs related to academics, mental health, and other identified needs.	We will monitor progress by the following metrics: High School Graduation Rate (5-year) Student Perception of School Safety and Connectedness
6.3 Families in Transition	While low-income, homeless students were at the yellow color performance level for chronic absenteeism, 46.2% of these students were chronically absent, according to the 2023 California Schools Dashboard.	Low income, homeless students will receive services from personnel in the the Families in Transition that ensure housing needs are met and ensure their participation in school programs and extracurricular activities for which they are eligible for.	We will monitor progress by using the following metrics: Chronic Absenteeism

6.4 Academic and Graduation Supports for YIFC	Data from the 2023 California Schools Dashboard indicate that students identified as Foster Youth were at the lowest performance level color (red) for both CAASPP Math and ELA assessments, with 10.47% and 19.43% of Foster Youth meeting or exceeding the standard for each respective assessment. Additionally, Foster Youth were also at the lowest performance level color (red) for Graduation Rate, with only 48.3% of students graduating with a diploma within four or five years of entering ninth grade. Feedback from Foster Youth Council educational partners expressed a desire for partnerships with outside organizations to provide academic supports in addition to what is currently available to students.	PUSD will partner with LACOE and the Child, Youth, Family Collaborative (CYFC) to provide specific academic and credits toward graduation to youth in foster care. Services may include one-on-one home tutoring, Khan Academy, and access to various county services to help students recover credit and receive support critical to academic success.	We will monitor progress for using the following metrics: CAASPP ELA and Math assessments High School Graduation
6.5 Enrollment Services	Educational partner feedback from the Foster Youth Council identified a need for Foster Youth to an improved enrollment process that includes, but is not limited to, a best interest determination, placement in appropriate programs and courses, identification of interests and support in accessing extracurricular activities, and academic and special education records transfer.	Youth in Foster Care will receive support from enrollment personnel to ensure they are enrolled in appropriate courses and have an opportunity to participate in extracurricular activities in their new setting.	We will monitor progress by monitoring metrics 3.3 (Suspension Rate) and 3.5 (Attendance Rate).
7.1 Support and Services for Newcomer Students (K-12)	Data from the CAASPP assessments show that EL students met or exceeded standards in the following exams: CAASPP ELA 5.5% meet or exceed standard, Math 10.99% meet or exceeded. Educational partner feedback identified a need for English Learner students to have access to interventions focused on accelerating English academic language skills and comprehension for newcomer students.	English Learners who are also newcomers will receive age-appropriate, standards-based curriculum and have support from trained staff and faculty to support their academic and linguistic needs to increase English proficiency.	To measure progress, we will use the following metrics: CAASPP ELA and Math Assessments

7.2 Support and Services for English Learners (K-12)	Data from the 2023 CAASPP results indicated that only 10.87% and 9.93% of students identified as English Learners met or exceeded standards on the CAASPP ELA and Math assessment, respectively. Educational partner feedback from our District English Learners Advisory Committee (DELAC) expressed a desire for targeted language acquisition instruction based on level of English Proficiency (i.e. newcomer, LTEL, EL).	Instructional aides will provide additional services for students in academic classes to assist with accessing content. Students in grades K-5 will access curriculum specific to their needs. We will also provide professional development for both classified and certificated personnel in research-based instruction as it relates to language acquisition.	We will monitor progress by using the following metrics: CAASPP ELA and Math Assessments
7.3 Support and Services for Long-term English Learners (LTELs)	The percentage of LTELs meeting or exceeding standards on the CAASPP assessment was 5.44% for ELA and 2.11% for Math. Additionally, the Graduation Rate for ELs 4-year rate was 60.6% 4-year and 70.1% for students attaining their diploma in 5-years. Educational partner feedback by our DELAC and teachers indicated a need for specific actions and supports to address unique needs of our students identified as LTELs.	Students identified as LTELs will receive instruction and have access to curriculum that is tailored to their needs and developmentally appropriate. Additionally, students will receive instruction embedded with research-based English language acquisition strategies in all core content classes to build inclusion and support students' acquisition of academic and social English.	We will measure progress by using: CAASPP Math and ELA assessments Graduation Rate Percentage (Goal 1, Metric 10)
7.4 Administrative and Coordinating Services	Data from the 2023 CAASPP results indicated that only 10.87% and 9.93% of students identified as English Learners met or exceeded standards on the CAASPP ELA and Math assessment, respectively. Educational partner feedback from our District English Learners Advisory Committee (DELAC) expressed a desire for targeted language acquisition instruction based on level of English Proficiency (i.e. newcomer, LTEL, EL). Teachers also expressed a desire for professional development to better support linguistic acquisition of English Learners.	English Learners will receive language acquisition instructional support from teachers that receive professional development on differentiated learning for ELs from personnel in LADD department.	We will monitor progress by using the following metrics: English Language Progress Indicator (ELPI) as measured by ELPAC

7.5 EL Instructional Support Personnel	Data from the 2023 CAASPP results indicated that only 10.87% and 9.93% of students identified as English Learners met or exceeded standards on the CAASPP ELA and Math assessment, respectively. Educational partner feedback from our District English Learners Advisory Committee (DELAC) expressed a desire for targeted language acquisition instruction based on level of English Proficiency (i.e. newcomer, LTEL, EL). Teachers also expressed a desire for professional development to better support linguistic acquisition of English Learners.	Students identified as English Learners will receive academic support through individual conferencing and monitoring by TOSAs (EL coaches). Additionally, teachers will receive professional development opportunities to learn and implement EL standards and language acquisition strategies to increase reading, writing, speaking, and listening skills among ELs.	We will monitor progress by using the following metrics: English Language Progress Indicator (ELPI) as measured by ELPAC
--	---	--	--

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.

Pasadena Unified exceeds its proportionate spending requirement by allocating \$4,407,453 of our \$190,386,744 above the minimum in targeted interventions. This includes additional ELD staff, MTSS staff, additional staff to support high concentration/high needs schools (Superintendent Zone) and district level support for homeless students. These services are principally directed to our 67% unduplicated population and are measured via bi-annual benchmark progress (iReady) and ELA/Math assessments.

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	Elementary 1:85.4 Middle 1:67.8 Secondary: 1:31	Elementary 1:59.4 Middle 1:67 Secondary: 1:42.2
Staff-to-student ratio of certificated staff providing direct services to students	Elementary 1:22.3 Middle 1:23.5 Secondary: 1:11.57	Elementary 1:20.1 Middle 1:23.7 Secondary 1:21.6

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$150,279,457.00	\$34,783,322.00	23.15%	0.00%	23.15%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$167,694,939.00	\$81,548,069.00	\$7,889,153.00	\$12,034,683.00	\$269,166,844.00	\$204,351,809.00	\$64,815,035.00

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	Instructional Services and Support for Mathematics and Literacy (Site-based services)	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3-year cycle	\$5,842,524	\$0	\$3,776,930	\$385,341	\$447	\$1,679,806	\$5,842,524	0.00%
1	2	Instructional Services and Support for Mathematics and Literacy (Central-Office based)	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3-year cycle	\$2,803,071	\$3,384,955	\$3,579,492	\$1,966,486	\$0	\$642,048	\$6,188,026	0.00%
1	3	College and Career Preparation and Services	All	Yes	Schoolwide	Low Income	Specific Schools, Rose City, CIS, Pasadena High School, John Muir, Marshall Fundamental, Blair High School, Octavia E. Butler, McKinley, Altadena, Madison	3-year cycle	\$5,889,559	\$519,243	\$4,661,776	\$1,424,823	\$0	\$322,203	\$6,408,802	0.00%

1	4	Graduation Credit Recovery and Expanded Opportunities	All	Yes	Schoolwide	Foster Youth, Low Income	Specific Grade Spans, 6-12, Specific Schools, Rose City HS, CIS	3-year cycle	\$2,154,972	\$29,008	\$2,154,972	\$0	\$0	\$29,008	\$2,183,980	0.00%
1	5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	Specific Schools, Washington, Madison, OEB, Eliot	3-year cycle	\$1,417,944	\$14,000	\$1,431,944	\$0	\$0	\$0	\$1,431,944	0.00%
1	6	Expanded Access of Specialized Programs and Extracurricular Activities (TK-12)	All	Yes	LEA-wide	Low Income	Specific Schools, Altadena, Field, Jackson, Sierra Madre Middle, Webster, Willard, Blair	3-year cycle	\$2,907,460	\$85,325	\$1,567,877	\$0	\$1,424,908	\$0	\$2,992,785	0.00%
1	7	Expanded Access of Arts/Music and Extracurricular Activities (TK-12)	All	Yes	LEA-wide	Low Income	All Schools	3-year cycle	\$3,640,951	\$970,836	\$4,037,494	\$574,293	\$0	\$0	\$4,611,787	0.00%
1	8	Site-based Supplemental Student Services and Resources	All	Yes	LEA-wide	Low Income	All Schools	3-year cycle	\$1,658,780	\$3,215,223	\$2,899,736	\$0	\$0	\$1,974,267	\$4,874,003	0.00%
1	9	Targeted Services for Students Eligible to Receive Special Education Services	All	No				3-year cycle	\$47,170,987	\$42,995,029	\$9,174,260	\$74,960,735	\$400,000	\$5,631,021	\$90,166,016	0.00%
1	10	Targeted Academic Supports for GATE identification and services	GATE	No				3-year cycle	\$14,762	\$24,000	\$38,762	\$0	\$0	\$0	\$38,762	0.00%
1	11	Centralized Services for Instructional Leadership and Implementation	All	No				3-year cycle	\$1,171,943	\$335,865	\$1,247,408	\$0	\$0	\$260,400	\$1,507,808	0.00%
1	12	Additional Targeted Staffing for High Concentration Schools	English learner (EL), All, Low Income, Homeless, Foster Youth	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	3-year cycle	\$2,319,994	\$0	\$1,437,983	\$882,011	\$0	\$0	\$2,319,994	0.00%
1	13	Early Childhood Education	All	No				3-year cycle	\$5,134,478	\$138,874	\$5,049,654	\$223,698	\$0	\$0	\$5,273,352	0.00%

2	1	Induction Services and Professional Development	All	No				3-year cycle	\$496,692	\$10,400	\$460,536	\$0	\$0	\$46,556	\$507,092	0.00%
2	2	School site Instructional, Administrative, and Office Personnel	All	No				3-year cycle	\$86,265,419	\$20,000	\$86,285,419	\$0	\$0	\$0	\$86,285,419	0.00%
2	3	Human Resources Administrative Services	All	No				3-year cycle	\$2,249,729	\$829,538	\$3,079,267	\$0	\$0	\$0	\$3,079,267	0.00%
2	4	Instructional Services for Support for Mathematics and Literacy (Central-Office based) (repeated expenditure, Goal 1, Action 2)	Low Income, All	Yes	LEA-wide	Low Income	All Schools	3-year cycle	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	1	RTI Wellness and Behavior Support Staff	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3-year cycle	\$41,379	\$0	\$18,620	\$22,759	\$0	\$0	\$41,379	0.00%
3	2	Student Attendance Support	All	Yes	LEA-wide	Low Income	All Schools	3-year cycle	\$819,581	\$161,618	\$981,199	\$0	\$0	\$0	\$981,199	0.00%
3	3	Behavior Intervention Support	All	Yes	LEA-wide	English learner (EL)	Specific Schools, Altadena, Don Benito, Field, Hamilton, Jackson, Longfellow , Madison, San Rafael, Sierra Madre ES, Webster, Willard, Norma Coombs, McKinley, Washington , Rose City	3-year cycle	\$757,875	\$382,350	\$1,140,225	\$0	\$0	\$0	\$1,140,225	0.00%
3	4	Health and Mental Health Wellness Services	All	Yes	LEA-wide	Low Income	All Schools	3-year cycle	\$8,737,438	\$944,081	\$4,850,995	\$0	\$4,830,524	\$0	\$9,681,519	0.00%
3	5	Campus Safety	All	No				3-year cycle	\$2,233,481	\$308,224	\$2,541,705	\$0	\$0	\$0	\$2,541,705	0.00%
3	7	Facility Repair & Maintenance Services	All	No				3-year cycle	\$12,678,050	\$8,947,762	\$21,625,812	\$0	\$0	\$0	\$21,625,812	0.00%
4	1	Department Plan Monitoring and Evaluation	All	No				3-year cycle	\$272,884	\$360,191	\$139,831	\$0	\$0	\$493,244	\$633,075	0.00%
4	2	Academic Return on Investment (ROI)	All	No				3-year cycle	\$433,463	\$147,300	\$580,763	\$0	\$0	\$0	\$580,763	0.00%
4	3	Published Monthly Budget/Spending Reports	All	No				3-year cycle	\$210,344	\$0	\$105,172	\$0	\$0	\$105,172	\$210,344	0.00%

4	4	Continuous Improvement School Cycles	All	No				3-year cycle	\$364,610	\$43,872	\$223,371	\$0	\$0	\$185,111	\$408,482	0.00%
5	1	Family and Community Engagement	All	Yes	LEA-wide	English learner (EL)	All Schools	3-year cycle	\$1,579,319	\$35,023	\$240,501	\$0	\$1,233,274	\$140,567	\$1,614,342	0.00%
5	2	Translation and Interpretation Services	All	Yes	Limited	English learner (EL)	All Schools	3-year cycle	\$115,719	\$14,447	\$130,166	\$0	\$0	\$0	\$130,166	0.00%
5	3	Communication Services	All	No				3-year cycle	\$1,286,076	\$220,308	\$1,506,384	\$0	\$0	\$0	\$1,506,384	0.00%
5	4	Enrollment Services	All	No				3-year cycle	\$248,881	\$62,574	\$311,455	\$0	\$0	\$0	\$311,455	0.00%
6	1	YIFC Transportation	Foster Youth	Yes	Limited	Foster Youth	All Schools	3-year cycle	\$0	\$100,000	\$65,000	\$0	\$0	\$35,000	\$100,000	0.00%
6	2	YIFC Support and Coordination Staff	Foster Youth	Yes	Limited	Foster Youth	All Schools	3-year cycle	\$560,341	\$9,000	\$569,341	\$0	\$0	\$0	\$569,341	0.00%
6	3	Families in Transition	Low Income	Yes	Limited	Low Income	All Schools	3-year cycle	\$460,976	\$6,397	\$285,112	\$0	\$0	\$182,261	\$467,373	0.00%
6	4	Academic and Graduation Supports for YIFC	Foster Youth	Yes	Limited	Foster Youth	Specific Grade Spans, 6-12	3-year cycle	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
6	5	Enrollment Services for YIFC and Highly Mobile Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	3-year cycle	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
7	1	Support and services for Newcomer Students (TK-12)	English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Blair High School, Madison Elementary	3-year cycle	\$492,353	\$4,868	\$378,993	\$0	\$0	\$118,228	\$497,221	0.00%
7	2	Support and services for English Learners (TK-12)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3-year cycle	\$240,637	\$138,651	\$125,578	\$88,024	\$0	\$165,686	\$379,288	0.00%
7	3	Support and Services for Long Term English Learners (LTEL)	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Grade Spans, 4-12	3-year cycle	\$48,154	\$0	\$48,154	\$0	\$0	\$0	\$48,154	0.00%
7	4	Administrative and Coordinating Services	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3-year cycle	\$393,251	\$60,635	\$429,781	\$0	\$0	\$24,105	\$453,886	0.00%

7	5	EL Instructional Support Personnel	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools, Hamilton, Jackson, Longfellow , Norma Coombs, Willard, McKinley, Washington, Octavia E. Butler, Blair High School, Muir HS, Pasadena HS	3-year cycle	\$436,488	\$0	\$218,244	\$218,244	\$0	\$0	\$436,488	0.00%
8	1	Dropout Prevention	Low Income, All	No				3-year cycle	\$0	\$41,452	\$0	\$41,452	\$0	\$0	\$41,452	0.00%
8	2	Career and Technical Education (CTE) Opportunities	Low Income, All, Hispanic or Latino	No				3-year cycle	\$62,832	\$0	\$0	\$62,832	\$0	\$0	\$62,832	0.00%
8	3	Intensive Postsecondary Counseling Services	English learner (EL), Hispanic or Latino, All	No				3-year cycle	\$153,104	\$0	\$0	\$153,104	\$0	\$0	\$153,104	0.00%
8	4	Instructional Services and Support for Mathematics and Literacy (RCHS/CIS)	All	No				3-year cycle	\$351,117	\$0	\$0	\$351,117	\$0	\$0	\$351,117	0.00%
9	1	Pan African Immersive Storytelling Academy	African-American, All	No				3-year cycle	\$0	\$194,950	\$1,800	\$193,150	\$0	\$0	\$194,950	0.00%
9	2	Math Power Hour	African-American	No				3-year cycle	\$5,400	\$0	\$5,400	\$0	\$0	\$0	\$5,400	0.00%
9	3	Professional Development on Fostering Inclusive Environments	African-American, All	No				3-year cycle	\$228,791	\$59,036	\$287,827	\$0	\$0	\$0	\$287,827	0.00%
9	4	Black College Expo and College/Career Readiness Support (repeated expenditure, Goal 1, Action 3)		No				3-year cycle	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$150,279,457.00	\$34,783,322.00	23.15%	0.00% - No Carryover	23.15%	\$35,030,113.00	0.00%	23.31%	Total:	\$35,030,113.00
								LEA-wide Total:	\$24,525,013.00
								Limited Total:	\$2,250,369.00
								Schoolwide Total:	\$8,254,731.00

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	Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$3,776,930.00	0.00%
1	2	Instructional Services and Support for Mathematics and Literacy (Central-Office based)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$3,579,492.00	0.00%

1	3	College and Career Preparation and Services	Yes	Schoolwide	Low Income	Specific Schools, Rose City, CIS, Pasadena High School, John Muir, Marshall Fundamental, Blair High School, Octavia E. Butler, McKinley, Altadena, Madison	\$4,661,776.00	0.00%
1	4	Graduation Credit Recovery and Expanded Opportunities	Yes	Schoolwide	Foster Youth, Low Income	Specific Grade Spans, 6-12, Specific Schools, Rose City HS, CIS	\$2,154,972.00	0.00%
1	5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	Specific Schools, Washington, Madison, OEB, Eliot	\$1,431,944.00	0.00%
1	6	Expanded Access of Specialized Programs and Extracurricular Activities (TK-12)	Yes	LEA-wide	Low Income	Specific Schools, Altadena, Field, Jackson, Sierra Madre Middle, Webster, Willard, Blair	\$1,567,877.00	0.00%
1	7	Expanded Access of Arts/Music and Extracurricular Activities (TK-12)	Yes	LEA-wide	Low Income	All Schools	\$4,037,494.00	0.00%
1	8	Site-based Supplemental Student Services and Resources	Yes	LEA-wide	Low Income	All Schools	\$2,899,736.00	0.00%
1	12	Additional Targeted Staffing for High Concentration Schools	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,437,983.00	0.00%
2	4	Instructional Services for Support for Mathematics and Literacy (Central-Office based) (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Low Income	All Schools	\$0.00	0.00%
3	1	RTI Wellness and Behavior Support Staff	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$18,620.00	0.00%

3	2	Student Attendance Support	Yes	LEA-wide	Low Income	All Schools	\$981,199.00	0.00%
3	3	Behavior Intervention Support	Yes	LEA-wide	English learner (EL)	Specific Schools, Altadena, Don Benito, Field, Hamilton, Jackson, Longfellow, Madison, San Rafael, Sierra Madre ES, Webster, Willard, Norma Coombs, McKinley, Washington , Rose City	\$1,140,225.00	0.00%
3	4	Health and Mental Health Wellness Services	Yes	LEA-wide	Low Income	All Schools	\$4,850,995.00	0.00%
5	1	Family and Community Engagement	Yes	LEA-wide	English learner (EL)	All Schools	\$240,501.00	0.00%
5	2	Translation and Interpretation Services	Yes	Limited	English learner (EL)	All Schools	\$130,166.00	0.00%
6	1	YIFC Transportation	Yes	Limited	Foster Youth	All Schools	\$65,000.00	0.00%
6	2	YIFC Support and Coordination Staff	Yes	Limited	Foster Youth	All Schools	\$569,341.00	0.00%
6	3	Families in Transition	Yes	Limited	Low Income	All Schools	\$285,112.00	0.00%
6	4	Academic and Graduation Supports for YIFC	Yes	Limited	Foster Youth	Specific Grade Spans, 6-12	\$0.00	0.00%
6	5	Enrollment Services for YIFC and Highly Mobile Youth	Yes	Limited	Foster Youth	All Schools	\$0.00	0.00%
7	1	Support and services for Newcomer Students (TK-12)	Yes	Limited	English learner (EL)	Specific Schools, Blair High School, Madison Elementary	\$378,993.00	0.00%
7	2	Support and services for English Learners (TK-12)	Yes	Limited	English learner (EL)	All Schools	\$125,578.00	0.00%
7	3	Support and Services for Long Term English Learners (LTEL)	Yes	Limited	English learner (EL)	Specific Grade Spans, 4-12	\$48,154.00	0.00%
7	4	Administrative and Coordinating Services	Yes	Limited	English learner (EL)	All Schools	\$429,781.00	0.00%

7	5	EL Instructional Support Personnel	Yes	Limited	English learner (EL)	Specific Schools, Hamilton, Jackson, Longfellow, Norma Coombs, Willard, McKinley, Washington, Octavia E. Butler, Blair High School, Muir HS, Pasadena HS	\$218,244.00	0.00%
---	---	------------------------------------	-----	---------	----------------------	--	--------------	-------

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$258,244,033.00	\$270,692,837.00

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	Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	\$4,892,840.00	\$4,979,034.00
1	2	Instructional Services and Support for Mathematics and Literacy (Central-Office based)	Yes	\$4,347,726.00	\$9,598,946.00
1	3	College and Career Preparation and Services	Yes	\$7,246,318.00	\$7,391,042.00
1	4	Graduation Credit Recovery and Expanded Opportunities	Yes	\$2,082,080.00	\$2,237,940.00
1	5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Yes	\$2,310,556.00	\$2,090,944.00
1	6	Expanded Access of Specialized Programs and Extracurricular Activities (TK-12)	Yes	\$3,589,316.00	\$3,227,149.00
1	7	Expanded Access of Arts/Music and Extracurricular Activities (TK-	Yes	\$2,698,483.00	\$4,522,133.00

		12)			
1	8	Site-based Supplemental Student Services and Resources	Yes	\$5,207,430.00	\$5,278,006.00
1	9	Targeted Services for Students Eligible to Receive Special Education Services	No	\$79,822,623.00	\$85,206,169.00
1	10	Targeted Academic Supports for GATE identification and services	No	\$41,445.00	\$34,962.00
1	11	Centralized Services for Instructional Leadership and Implementation	No	\$1,220,469.00	\$1,478,445.00
1	12	Additional Targeted Staffing for High Concentration Schools	Yes	\$2,441,602.00	\$2,833,849.00
1	13	Early Childhood Education	No	\$0.00	\$3,878,398.00
2	1	Induction Services and Professional Development	No	\$820,442.00	\$487,440.00
2	2	School site Instructional, Administrative, and Office Personnel	No	\$87,388,422.00	\$84,938,365.00
2	3	Human Resources Administrative Services	No	\$4,721,406.00	\$2,684,224.00
2	4	Instructional Services for Support for Mathematics and Literacy (Central-Office based) (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00
3	1	RTI Wellness and Behavior Support Staff	Yes	\$2,669,674.00	\$2,632,818.00
3	2	Student Attendance Support	Yes	\$2,438,594.00	\$1,188,260.00
3	3	Behavior Intervention Support	Yes	\$1,116,604.00	\$1,075,205.00
3	4	Health and Mental Health Wellness Services	Yes	\$7,746,980.00	\$9,714,000.00
3	5	Campus Safety	No	\$2,661,496.00	\$2,371,863.00
3	7	Facility Repair & Maintenance Services	No	\$22,592,007.00	\$21,480,633.00
4	1	Department Plan Monitoring and Evaluation	No	\$1,482,955.00	\$583,371.00

4	2	Academic Return on Investment (ROI)	No	\$711,774.00	\$574,950.00
4	3	Published Monthly Budget/Spending Reports	No	\$233,358.00	\$244,452.00
4	4	Continuous Improvement School Cycles	No	\$163,865.00	\$812,112.00
5	1	Family and Community Engagement	Yes	\$512,617.00	\$1,816,442.00
5	2	Translation and Interpretation Services	Yes	\$132,406.00	\$150,878.00
5	3	Communication Services	No	\$1,400,144.00	\$1,411,058.00
5	4	Enrollment Services	No	\$467,543.00	\$344,700.00
6	1	YIFC Transportation	Yes	\$65,000.00	\$65,000.00
6	2	YIFC Support and Coordination Staff	Yes	\$1,274,836.00	\$573,232.00
6	3	Families in Transition	Yes	\$208,287.00	\$572,888.00
6	4	Academic and Graduation Supports for YIFC	Yes	\$0.00	\$0.00
6	5	Enrollment Services for YIFC and Highly Mobile Youth	Yes	\$0.00	\$0.00
7	1	Support and services for Newcomer Students (TK-12)	Yes	\$455,228.00	\$524,452.00
7	2	Support and services for English Learners (TK-12)	Yes	\$372,307.00	\$409,921.00
7	3	Support and Services for Long Term English Learners (LTEL)	Yes	\$60,613.00	\$15,160.00
7	4	Administrative and Coordinating Services	Yes	\$513,966.00	\$431,308.00
7	5	EL Instructional Support Personnel	Yes	\$1,604,314.00	\$1,733,580.00
8	1	Dropout Prevention	No	\$0.00	\$90,605.00
8	2	Career and Technical Education (CTE) Opportunities	No	\$0.00	\$96,289.00
8	3	Intensive Postsecondary Counseling Services	No	\$0.00	\$154,675.00
8	4	Instructional Services and Support for Mathematics and Literacy (RCHS/CIS)	No	\$19,934.00	\$266,936.00
9	1	Pan African Immersive	No	\$194,950.00	\$194,950.00

		Storytelling Academy			
9	2	Math Power Hour	No	\$15,000.00	\$9,513.00
9	3	Professional Development on Fostering Inclusive Environments	No	\$298,423.00	\$286,540.00
9	4	Black College Expo and College/Career Readiness Support (repeated expenditure, Goal 1, Action 3)	No	\$0.00	\$0.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$35,749,794.00	\$40,499,883.00	\$35,996,487.00	\$4,503,396.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Instructional Services and Support for Mathematics and Literacy (Site-based services)	Yes	\$3,688,886.00	\$2,347,547.00	0.00%	0.00%
1	2	Instructional Services and Support for Mathematics and Literacy (Central-Office based)	Yes	\$2,854,205.00	\$3,314,964.00	0.00%	0.00%
1	3	College and Career Preparation and Services	Yes	\$5,654,048.00	\$4,980,505.00	0.00%	0.00%
1	4	Graduation Credit Recovery and Expanded Opportunities	Yes	\$2,082,080.00	\$2,170,464.00	0.00%	0.00%

1	5	Targeted Intervention Staffing and Targeted Support (Superintendent Zone Schools)	Yes	\$2,310,556.00	\$2,090,944.00	0.00%	0.00%
1	6	Expanded Access of Specialized Programs and Extracurricular Activities (TK-12)	Yes	\$3,589,316.00	\$1,302,136.00	0.00%	0.00%
1	7	Expanded Access of Arts/Music and Extracurricular Activities (TK-12)	Yes	\$2,698,483.00	\$3,812,320.00	0.00%	0.00%
1	8	Site-based Supplemental Student Services and Resources	Yes	\$3,053,420.00	\$3,047,485.00	0.00%	0.00%
1	12	Additional Targeted Staffing for High Concentration Schools	Yes	\$2,441,602.00	\$1,922,261.00	0.00%	0.00%
2	4	Instructional Services for Support for Mathematics and Literacy (Central-Office based) (repeated expenditure, Goal 1, Action 2)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	1	RTI Wellness and Behavior Support Staff	Yes	\$1,512,938.00	\$906,535.00	0.00%	0.00%
3	2	Student Attendance Support	Yes	\$2,214,421.00	\$1,022,113.00	0.00%	0.00%
3	3	Behavior Intervention Support	Yes	\$1,103,109.00	\$1,065,388.00	0.00%	0.00%
3	4	Health and Mental Health Wellness Services	Yes	\$3,614,155.00	\$4,787,977.00	0.00%	0.00%
5	1	Family and Community Engagement	Yes	\$376,429.00	\$380,380.00	0.00%	0.00%
5	2	Translation and Interpretation Services	Yes	\$132,406.00	\$150,878.00	0.00%	0.00%
6	1	YIFC Transportation	Yes	\$65,000.00	\$65,000.00	0.00%	0.00%
6	2	YIFC Support and Coordination Staff	Yes	\$1,274,836.00	\$573,232.00	0.00%	0.00%
6	3	Families in Transition	Yes	\$29,238.00	\$283,055.00	0.00%	0.00%
6	4	Academic and Graduation Supports for YIFC	Yes	\$0.00	\$0.00	0.00%	0.00%
6	5	Enrollment Services for YIFC and Highly Mobile Youth	Yes	\$0.00	\$0.00	0.00%	0.00%
7	1	Support and services for Newcomer Students (TK-12)	Yes	\$263,381.00	\$356,660.00	0.00%	0.00%

7	2	Support and services for English Learners (TK-12)	Yes	\$182,922.00	\$129,204.00	0.00%	0.00%
7	3	Support and Services for Long Term English Learners (LTEL)	Yes	\$60,613.00	\$15,160.00	0.00%	0.00%
7	4	Administrative and Coordinating Services	Yes	\$495,681.00	\$405,485.00	0.00%	0.00%
7	5	EL Instructional Support Personnel	Yes	\$802,158.00	\$866,794.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$150,262,173.00	\$35,749,794.00	0.00%	23.79%	\$35,996,487.00	0.00%	23.96%	\$0.00 - No Carryover	0.00% - No Carryover

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

