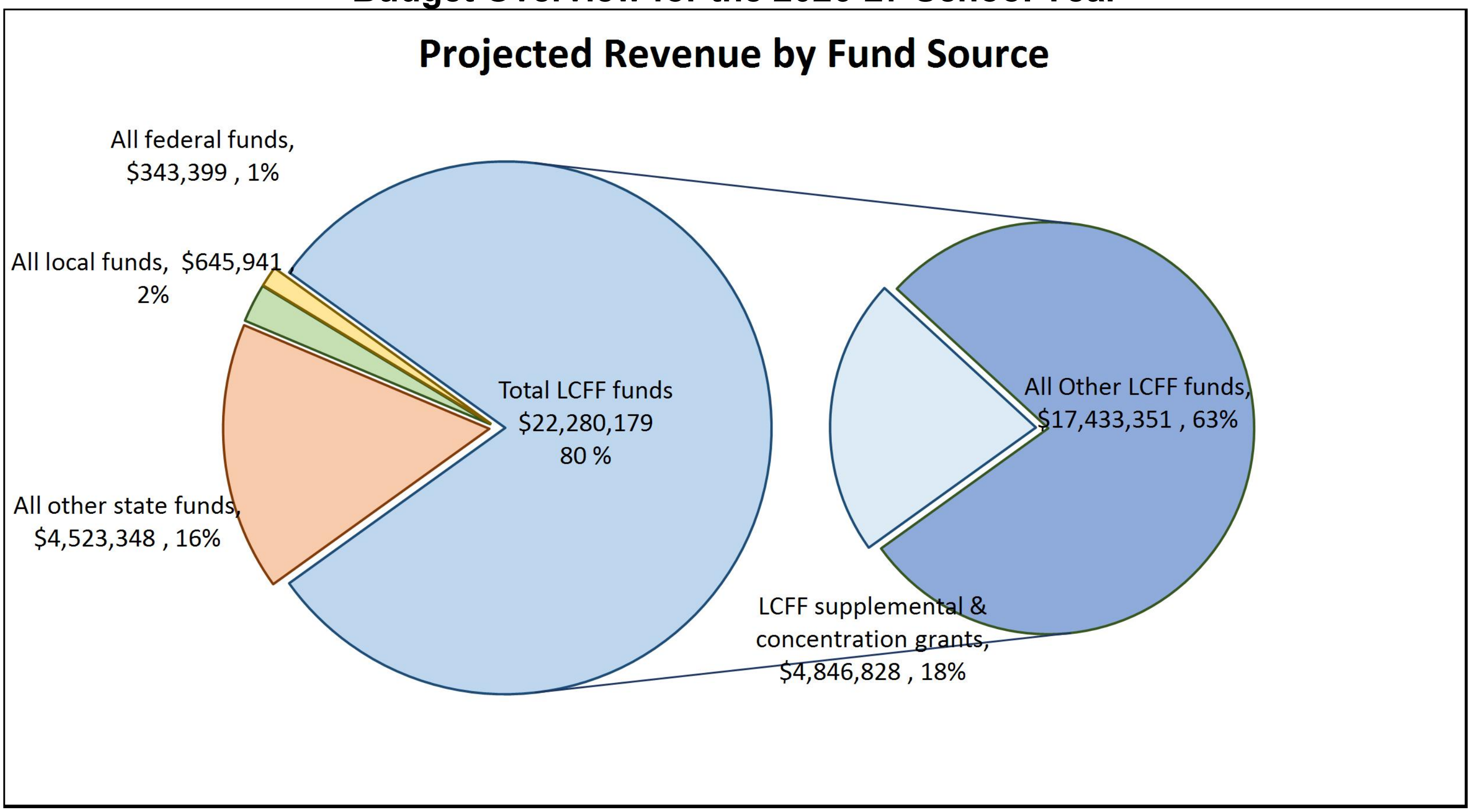
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pierce Joint Unified School District
CDS Code: 06-61614-0000000
School Year: 2026-27
LEA contact information:
Carol Geyer
Superintendent
cgeyer@pjusd.com
(530) 476-2892 ext. 13001

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

Budget Overview for the 2026-27 School Year

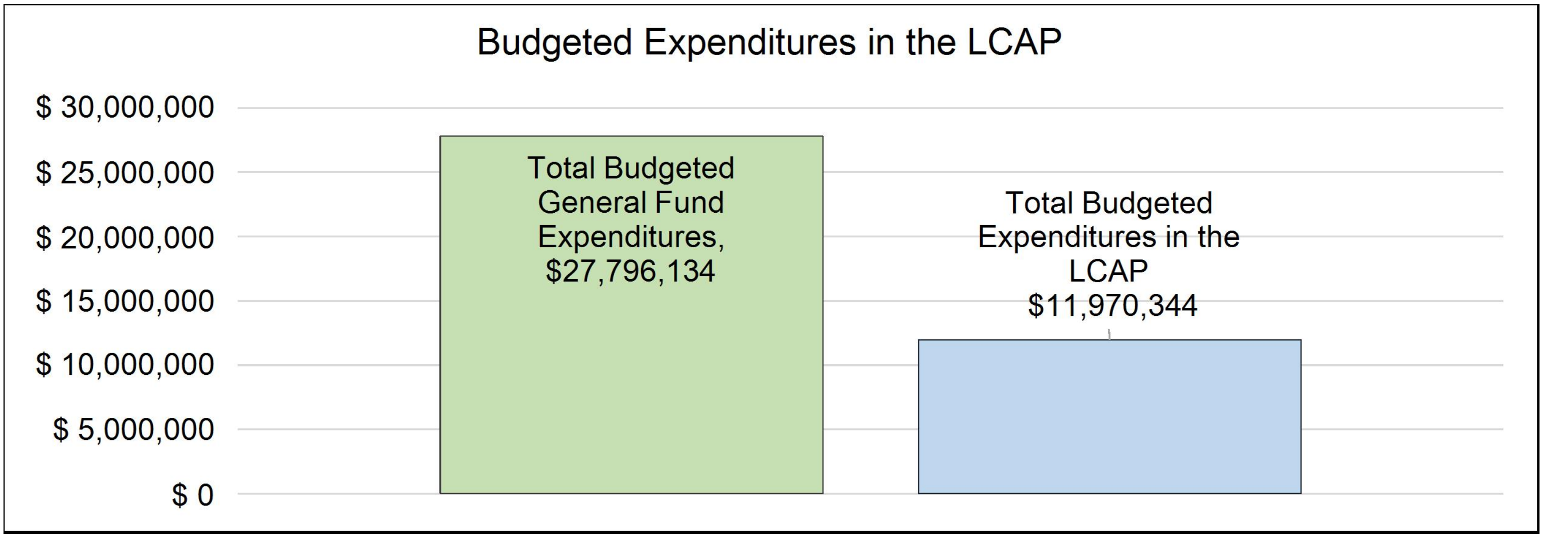


This chart shows the total general purpose revenue Pierce Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pierce Joint Unified School District is $27,792,867, of which $22,280,179 is Local Control Funding Formula (LCFF), $4,523,348 is other state funds, $645,941 is local funds, and $343,399 is federal funds. Of the $22,280,179 in LCFF Funds, $4,846,828 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 Pierce Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pierce Joint Unified School District plans to spend $27,796,134 for the 2026-27 school year. Of that amount, $11,970,344 is tied to actions/services in the LCAP and $15,825,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

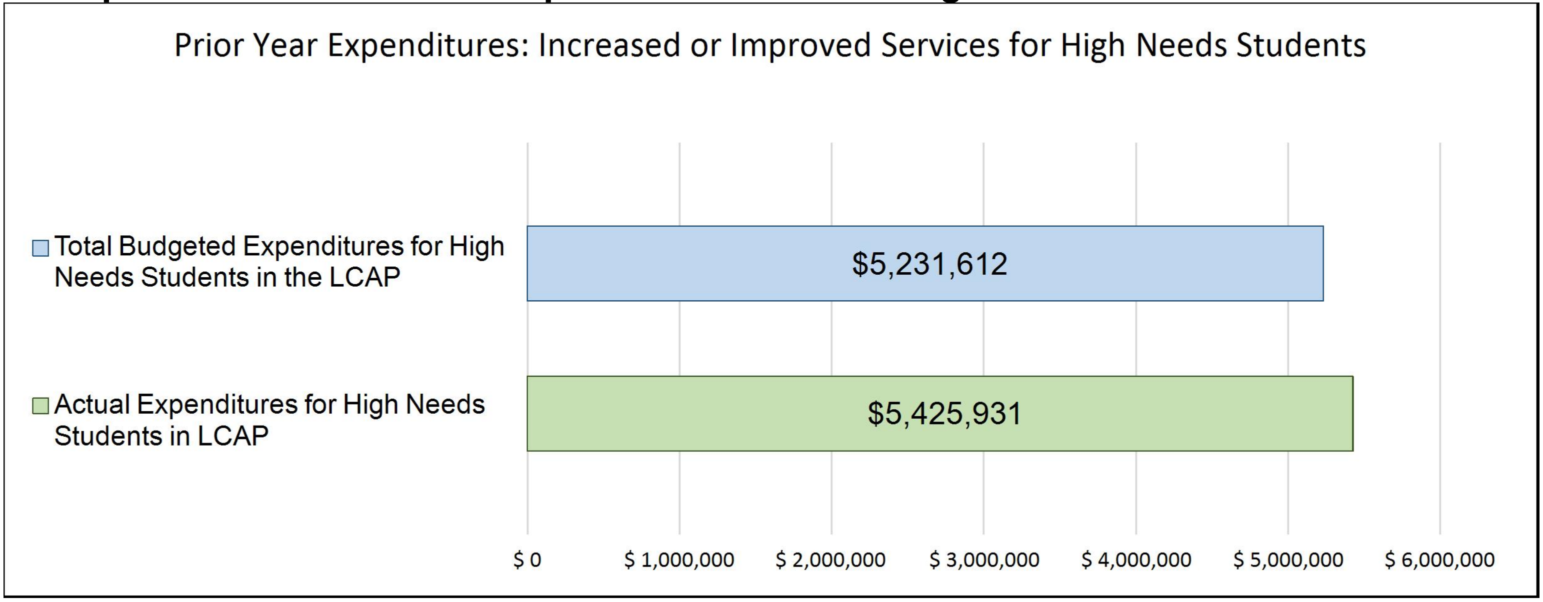
Core instructional costs for salary and benefits, textbooks, instructional materials and supplies/equipment. Health Services, Administrative Services, Transportation, Maintenance and Operations, Routine Restricted Maintenance and Facility costs.

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

In 2026-27, Pierce Joint Unified School District is projecting it will receive $4,846,828 based on the enrollment of Foster Youth, English learner, and low-income students. Pierce Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pierce Joint Unified School District plans to spend $5,580,853 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Pierce Joint Unified School District's LCAP budgeted $5,231,612 for planned actions to increase or improve services for high needs students. Pierce Joint Unified School District actually spent $5,425,931 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pierce Joint Unified School District	Carol Geyer Superintendent	cgeyer@pjusd.com (530) 476-2892 ext. 13001

Plan Summary [2026-27]

General Information

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

Pierce Joint Unified School District has an enrollment of 1423 for the 25/26 school year. The district serves the rural communities of Arbuckle, College City, Dunnigan, Grimes, and the surrounding areas that encompass approximately 435 square miles in the southern one-third of Colusa County and extending six miles into Yolo County. Pierce district is located about 50 miles to the north of Sacramento along Interstate 5. Pierce JUSD operates two elementary schools, one TK-5 grade and one TK-6th grade. Arbuckle Elementary has an enrollment of nearly 600 students and Grand Island Elementary is a Necessary Small School with an enrollment around 50 students. Lloyd G. Johnson Junior High School is the one middle school in the district, Pierce High School is the comprehensive senior high school and Arbuckle Alternative High School is an alternative high school. Agriculture in the main industry in the district including annually cultivated crops and orchards as well as a few food processing plants.

Pierce Joint Unified School District has a diverse student population that it serves as represented below for 25/26 unless otherwise listed.

Hispanic Students: 81.66%
White Students: 15.6%
English Learners: 23.05%
Long-term English Learners: 5.76%
Economically Disadvantaged: 73.44%
Homeless: 4.22%
Foster Youth: .07%

Students with Disabilities: 12.58%

Arbuckle Alternative High School will be receiving Equity Multiplier funding as part of the LCAP.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that Pierce Joint Unified School District continues to demonstrate areas of strength while also identifying persistent areas of need across student groups and school sites.

Districtwide, the district maintained strong outcomes in several areas. The graduation rate remains in the blue performance level, with gains across most student groups including English Learners, Hispanic students, and socioeconomically disadvantaged students. The College and Career Indicator also showed significant growth, reaching the blue performance level overall with notable increases for English Learners and socioeconomically disadvantaged students. Suspension rates at the district level remain in the green performance level, with most student groups also performing at green, reflecting continued effectiveness of behavior supports and school climate efforts. Additionally, the district met all local indicators, including Implementation of Academic Standards, Access to a Broad Course of Study, Parent and Family Engagement, Local Climate Survey, and Basics.

At the site level, there were notable successes. Pierce High School demonstrated strong improvement in multiple areas, including English Language Arts, where the 'all students' subgroup is now performing above standard, and significant gains were made for Hispanic and socioeconomically disadvantaged students. The College and Career Indicator at the high school increased substantially, and science performance improved to the blue level. Johnson Junior High School showed strong improvement in English Learner Progress, moving to green overall, and science performance also increased to green. Suspension rates at the junior high declined and remained in the blue performance level across all student groups. Grand Island Elementary demonstrated improvement in chronic absenteeism and maintained stable suspension rates, with continued academic growth in mathematics.

Despite these successes, several areas of challenge persist across the district. Chronic absenteeism remains a concern, with the district overall in the orange performance level at 16.5%. Students with disabilities, homeless students, and long-term English Learners are in the red performance level, indicating a need for continued targeted attendance supports. At Arbuckle Elementary and Johnson Junior High School, chronic absenteeism increased for several student groups, particularly English Learners and students with disabilities, indicating a need for more intensive intervention strategies.

Academic achievement in English Language Arts and mathematics continues to be an area of focus. Districtwide, both ELA and mathematics remain in the yellow performance level, with Students with Disabilities and Long-Term English Learners performing in the red performance level in both content areas. At the site level, Arbuckle Elementary showed overall performance in the orange range for both ELA and math, with Students with Disabilities significantly below standard. Johnson Junior High School also demonstrated declines in ELA performance for multiple student groups, including English Learners, Hispanic students, and socioeconomically disadvantaged students, while Students with Disabilities remained in the red performance level. While Pierce High School showed growth in ELA, mathematics performance remains an area of need, with all students significantly below standard despite gains.

English Learner Progress is an area of mixed results across the district. While Johnson Junior High School demonstrated strong gains moving to green and long-term English Learners showing significant improvement, the district overall declined to the red performance level. Arbuckle Elementary experienced a notable decline in English Learner Progress, indicating a need to strengthen English Language Development instruction and supports at the elementary level.

Science performance showed overall improvement at the secondary level, with Pierce High School reaching the blue performance level and Johnson Junior High School reaching green. However, districtwide science performance remains uneven, with English Learners and Students with Disabilities continuing to perform below their peers.

Analysis of the 2025 Dashboard also identifies student groups and areas requiring continued focused attention consistent with prior identification of lowest-performing groups. Students with Disabilities continue to perform at the lowest levels across multiple indicators, including English Language Arts, mathematics, and chronic absenteeism. English Learners and Long-Term English Learners also remain areas of concern, particularly in English Learner Progress and academic achievement. Homeless students continue to experience challenges in attendance and achievement.

In response to these identified needs, the district will continue to prioritize actions aligned to improving outcomes for Students with Disabilities, English Learners, and other unduplicated student groups. Key areas of focus include strengthening Tier 1 instruction through Universal Design for Learning and Explicit Direct Instruction strategies, expanding targeted intervention supports, enhancing English Language Development practices, and continuing to implement attendance interventions and family engagement strategies.

Overall, the district demonstrates a continued commitment to continuous improvement, with clear progress in several key indicators while maintaining focus on addressing persistent gaps in student achievement and engagement.

Pierce Joint Unified School District received Learning Recovery Emergency Block Grant (LREBG) funds after the adoption of the original LCAP and incorporated these funds into the program through the **mid-year LCAP report**, ensuring alignment with identified student needs and Dashboard performance indicators.

The district allocated LREBG funds to expand and sustain existing actions that directly support student learning recovery and address areas of need identified through the district’s needs assessment, particularly in English Language Arts, mathematics, and support for unduplicated student groups. Specifically, LREBG funds were added to Goal 1, Action 1.3 (Para-educators)** to increase instructional support for students through small group and one-on-one intervention. This action focuses on providing additional academic assistance to students, including English Learners, long-term English Learners, and students with disabilities, who are performing below standard based on state and local data.

The rationale for selecting this action is grounded in the district’s analysis of student performance data, which indicates ongoing achievement gaps in ELA and mathematics, particularly for Students with Disabilities and English Learners. Expanding paraeducator support increases access to targeted intervention, reinforces Tier 1 instruction, and provides immediate academic assistance aligned with evidence-based practices for improving student outcomes. This use of funds aligns with allowable uses under Education Code Section 32526(c)(2), including addressing learning loss, supporting academic interventions, and increasing instructional time and support.

The effectiveness of this LREBG-funded action is monitored through multiple district metrics already identified within the LCAP, including CAASPP performance in ELA and mathematics, NWEA growth data, and English Learner Progress indicators. Mid-year implementation data indicates that the action has been fully implemented and continues to support students across grade spans, reinforcing the district’s strategy to accelerate learning and close achievement gaps.

Overall, the integration of LREBG funds into the LCAP reflects a targeted and data-driven approach, ensuring that additional resources are directed toward high-impact strategies that address the academic and instructional needs identified through the district’s continuous improvement process.

2023 Dashboard Data: In terms of challenges, Grand Island's Chronic Absenteeism rate was in the very low performing category as was Pierce High School for English Learner Progress and English Language Arts (Action 2.20). Two student subgroups in the district, Homeless students and Students with Disabilities, performed at the very low level in English Language Arts (Actions 1.2 & 1.12). Students with Disabilities also performed in the very low range across the district in math (Actions 1.3 & 1.9). In terms of suspensions, both Students with Disabilities and the white student group were in the lowest performance, red category for that indicator (Actions 2.1 & 2.8). Each school site within the district had student subgroups performing at the lowest rating level. At Arbuckle Elementary School it was the Students with Disabilities in English Language Arts (Actions 1.2 & 1.12). At Grand Island, it was in the area of Chronic Absenteeism for English Learners, Hispanics and Students with Disabilities at the lowest rating level (Actions 2.6, 2.7,& 2.8). At Johnson Junior High School, Students with Disabilities were in the red performance area for the high percentage of suspensions and for very low performance in English Language Arts and math (Actions 1.5 & 1.18). Pierce High School's English Learners were in the very low performance areas for both suspensions and English Learner Progress according to the dashboard (Actions 1.3, 2.8 & 2.20).

Reflections: Technical Assistance

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

Pierce Joint Unified has been identified as qualifying for Differentiated Assistance based on the Students with Disabilities Subgroup in ELA, math and Chronic Absenteeism. Colusa County Office of Education has provided technical assistance for math with the six grade teachers at the middle school (Action 1.15). Universal Design for Learning (UDL) (Action 1.18) implementation began with the fifth grade teachers at Arbuckle Elementary School, and has expanded to add the 4th grade teachers at AES and 6th grade teachers at JJH, as well as 7th and 8th grade ELA and Social Science teachers facilitated by the Colusa County Office of Education and the Diagnostic Center North which is another example of Differentiated Assistance. The county office of education also provides workshops (Action 1.15) that district teachers are able to attend after school or on weekends. Topics include ELA and math Professional Learning Communities, foundations of reading, 5 pillars of literacy and behavior supports. A county-wide Student Attendance Review Board (SARB) was established in 23/24 as support for districts with high rates of Chronic Absenteeism (Action 2.20).

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.

No schools in the district are 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals/Directors/Administrators	Administrative meetings and workshops 3/24/26, 4/14/26
Teachers (including union members)/School Personnel	Staff meeting input sessions facilitated by principals Spring 2026
Parents	School Site Council meeting sessions Spring 2026
English Learner Parents	DELAC input session 2/9/26
Parent Advisory Committee	Input/feedback meetings 3/2/26 & 6/8/26
Students	LCAP Student Committee Meetings 11/14/25, 3/22/26
Students and teacher at Arbuckle Alternative High School (Equity Multiplier funded site)	Student & teacher input meetings
Parents of students at Arbuckle Alternative High School (Equity Multiplier funded site)	Parent and new student input meetings January 2026 with principal as students transferred to that site
Local Bargaining Unit - CSEA	Bargaining session 2/11/26
Special Education Local Plan Area Administrator	Input/feedback meeting 2/24/26 & 3/31/26
CTE/Ag Advisory Meeting	Input/feedback meeting 4/13/26

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

The adopted LCAP was influenced by feedback gathered from a variety of educational partner groups, including site administrators, teachers, parents, students, and the District English Learner Advisory Committee (DELAC).

Site principals identified the need for additional academic intervention opportunities during the regular school day, particularly at the middle school level. As a result, the LCAP includes support for a structured intervention period and implementation of a reading intervention program targeted toward students performing two or more grade levels below expectations in reading.

Members of DELAC emphasized the value of the Disciplina Positiva parent workshops and requested that the district continue offering the program while maintaining virtual participation options to improve accessibility for families. Based on this feedback, the LCAP includes continued parent engagement opportunities through Disciplina Positiva workshops offered in both in-person and virtual formats.

Teachers provided feedback supporting expanded peer-to-peer learning opportunities. Specifically, they recommended utilizing high school students as tutors for elementary students and expanding peer tutoring opportunities at the high school. The LCAP reflects this input by continuing to support tutoring programs that provide academic assistance while also developing leadership opportunities for student tutors.

Parents and students from Arbuckle Alternative High School expressed strong support for the district’s driver education and behind-the-wheel training programs. They indicated that these opportunities provide valuable life skills and increase access for students who may not otherwise be able to obtain driver training. As a result, the adopted LCAP continues funding for both the online driver education course and behind-the-wheel driver training opportunities.

Collectively, this feedback helped shape actions and services within the LCAP to better address student academic needs, strengthen family engagement, expand student leadership opportunities, and provide practical life-skill programs that support student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pierce Joint Unified School District Students will successfully graduate from high school prepared to enter into college, a career path or employment	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure students have the essential traits and skills they need moving into the future. It will allow them to make informed decisions and pursue their goals confidently beyond high school due to the strong foundation they received in their TK-12 schooling. It will require a combination of the actions in goal 1 to influence the variety of metrics within the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate	96.6% (22/23)	97.8% (23/24)	96.9% (24/25) Approaching Goal	97%	Increase of .3%
1.2	UC/CSU Requirements Met	37.4% (22/23)	38.4% (23/24)	38.5% (24/25) Goal Not Met	50%	Increase of 1.1%
1.3	ELA CAASPP Standards Met	All - 39.55% (22/23) Hispanic - 37.42% Socioeconomically Disadvantaged - 36.92% Students with Disabilities - 7.04% English Learners - 12.43%	All - 38.76% (23/24)) Hispanic - 36.48% Socioeconomically Disadvantaged - 36.57% Students with Disabilities - 10.35%	All - 38.76% (24/25) Goal Not Met Hispanic - 39.44% Socioeconomically Disadvantaged - 39.9% Students with Disabilities - 15.3%	All - 50% Hispanic - 47% Socioeconomically Disadvantaged - 47% Students with Disabilities - 17% English Learners - 22%	All - (-) .79% Hispanic - (+) 2.02% Socioeconomically Disadvantaged - (+) 2.98% Students with Disabilities - (+) 8.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners - 6.04%	English Learners - 10.49%		English Learners - (-) 1.94%
1.4	Math CAASPP Standards Met	All - 27.59% (22/23) Hispanic - 24.76% Socioeconomically Disadvantaged - 24.17% Students with Disabilities - 4.23% English Learners - 7.14%	All - 26.91% (23/24) Hispanic - 23.7% Socioeconomically Disadvantaged - 23.59% Students with Disabilities - 5.75% English Learners - 6.62%	All - 28.19% (24/25) Goal Not Met Hispanic - 25.25% Socioeconomically Disadvantaged - 25.74% Students with Disabilities - 8.24% English Learners - 7.32%	All - 37% Hispanic - 34% Socioeconomically Disadvantaged - 34% Students with Disabilities - 14% English Learners - 17%	All - (+) .6% Hispanic - (+) .49% Socioeconomically Disadvantaged - (+) 1.57% Students with Disabilities - (+) 4.01% English Learners - (+) .18%
1.5	Long-term English Learner Rate	23.8% (22/23)	19.7% (23/24)	8.1% (24/25) Goal Met	10%	(+) 15.7%
1.6	College & Career Indicator	All - 40.2% (22/23) Hispanic - 32.5% Socioeconomically Disadvantaged - 32.9%	All - 37.5% (23/24) Hispanic - 32.2% Socioeconomically Disadvantaged - 32.2%	All - 74.6% (24/25) Goal Met Hispanic - 72% Socioeconomically Disadvantaged - 71.1%	All - 50% Hispanic - 42% Socioeconomically Disadvantaged - 43%	All - (+) 34.4% Hispanic - (+) 39.5% Socioeconomically Disadvantaged - (+) 38.2%
1.7	LCFF Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials	Teachers without full credentials - 12 (23/24) Teachers teaching outside of subject area - 1 (23/24)	Teachers without full credentials - 12 (24/25) Teachers teaching outside of subject area - 2 (24/25)	Teachers without full credentials - 5 (25/26) Approaching Goal Teachers teaching outside of subject area - 5 (25/26)	Teachers without full credentials - 0 Teachers teaching outside of subject area - 0 Curriculum Adoption process started for math and English Language Arts (26/27)	Teachers without full credentials - -7 Teachers teaching outside of subject area - +4
1.8	LCFF Priority 2 - Implementation of State Academic Standards	Met (23/24)	Met (24/25)	Met (25/26)	Maintain Met	Maintained Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	LCFF Priority 7 - Access to a Broad Course of Study	Met (23/24)	Met (24/25)	Met (25/26)	Maintain Met	Maintained Met
1.10	ELA NWEA Conditional Growth Index of 0 or higher Fall to Winter	% of students met/exceed growth projections (23/24) 1st - 45% 2nd - 35% 3rd - 46% 4th - 34% 5th - 38% 6th - 57% 7th - 39% 8th - 58% 9th - 56% 10th - 51% 11th - 57%	% of students met/exceed growth projections (24/25) 1st - 56% 2nd - 40% 3rd - 50% 4th - 38% 5th - 49% 6th - 57% 7th - 45% 8th - 48% 9th - 70% 10th -57% 11th - 54%	% of students met/exceed growth projections (25/26) Approaching Goal 1st - 74% 2nd - 48% 3rd - 67% 4th - 43% 5th - 55% 6th - 67% 7th - 57% 8th - 59% 9th - 67% 10th - 72% 11th - 69%	% of students met/exceed growth projections 1st - 75 2nd - 75 3rd - 75 4th - 75 5th - 75 6th - 75 7th - 75 8th - 75 9th - 75 10th - 75 11th - 75	% of students met/exceed growth projections 1st - +29% 2nd - +13% 3rd - +21% 4th - +9% 5th - +17% 6th - +10% 7th - +18% 8th - +1% 9th - +11% 10th - +21% 11th - +12%
1.11	Math NWEA Conditional Growth Index of 0 or higher Fall to Winter	% of students met/exceed growth projections (23/24) 1st - 48% 2nd - 48% 3rd - 59% 4th - 21% 5th - 35% 6th - 80% 7th - 58% 8th - 68% 9th - 59% 10th - 61% 11th - 40%	% of students met/exceed growth projections (24/25) 1st - 66% 2nd - 59% 3rd - 57% 4th - 53% 5th - 40% 6th - 71% 7th - 63% 8th - 72% 9th - 61% 10th - 49% 11th - 56%	% of students met/exceed growth projections (25/26) Approaching Goal 1st - 79% 2nd - 75% 3rd - 48% 4th - 27% 5th - 45% 6th - 62% 7th - 71% 8th - 70% 9th - 55% 10th - 64% 11th - 53%	% of students met/exceed growth projections 1st - 75 2nd - 75 3rd - 75 4th - 75 5th - 75 6th - 75 7th - 75 8th - 75 9th - 75 10th - 75 11th - 75	% of students met/exceed growth projections 1st - +31% 2nd - +27% 3rd - -11% 4th - +6% 5th - +10% 6th - - 18% 7th - +13% 8th - +2% 9th - -4% 10th - +3% 11th - +13%
1.12	Advanced Placement Test	2022/23 Data	2023/24 Data English Language and Composition	2024/25 Data Goal Met and Approaching Goal	English Language and Composition	English Language and Composition - +16.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language and Composition 71.4% score 3 or above English Literature and Composition 50% score 3 or above Psychology 75% score 3 or above Spanish Language and Culture 79.2% score 3 or above United States Government and Politics 0% score 3 or above United States History 12% score 3 or above	71.4% score 3 or above English Literature and Composition 42.1% score 3 or above Psychology 75% score 3 or above Spanish Language and Culture 73.3% score 3 or above United States Government and Politics 20% score 3 or above United States History 77.8% score 3 or above	English Language and Composition 88% score 3 or above English Literature and Composition 66.7% score 3 or above Psychology 83.3% score 3 or above Spanish Language and Culture 82.7% score 3 or above United States Government and Politics 3.4% score 3 or above United States History 83.3% score 3 or above	75% score 3 or above English Literature and Composition 60% score 3 or above Psychology 80% score 3 or above Spanish Language and Culture 90% score 3 or above United States Government and Politics 15% score 3 or above United States History 25% score 3 or above	English Literature and Composition - +16.7% Psychology - +8.3% Spanish Language and Culture - + 3.5% United States Government and Politics - +3.4% United States History - +71.3%
1.13	California Science Test (CAST)	CAST data 22/23 5th grade - 31.86% 8th grade - 28.76% High School - 17.99%	CAST data 23/24 5th grade - 32.65% 8th grade - 28.97% High School - 22.31%	CAST data 24/25 Goal Not Met 5th grade - 25.24% 8th grade - 32.11% High School - 47.5%	5th grade - 41% 8th grade - 38% High School - 29%	5th grade - (-) 6.62% 8th grade - (+) 3.35% High School - (+) 29.51%
1.14	English Learner Reclassification Rate	47.8% (22/23)	26.47% (23/24)	34.1% (24/25) Approaching Goal	40%	(-) 13.7%%

Goal Analysis [2025-26]

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

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

Overall, the district implemented the actions within this goal at a high level during the 2025–2026 school year. Planned actions and services were substantially carried out as intended, with adjustments made to ensure thoughtful implementation and long-term effectiveness. The district continued to focus on improving instructional practices, expanding student opportunities, and supporting staff through professional learning and targeted programs.

One substantive difference between the planned actions and actual implementation involved the math curriculum adoption process. Rather than rushing the adoption timeline, district curriculum committees met throughout the year to review instructional materials and determine which mathematics programs should be piloted during the 2026–2027 school year. This deliberate approach allowed staff additional time to evaluate programs for alignment with state standards, instructional effectiveness, and district needs before making a final adoption recommendation.

The district also continued implementation of Universal Design for Learning (UDL) practices. UDL work expanded into grades 3, 7, and 8 while continuing the established implementation in grades 4–6. Staff participated in professional learning and collaborative planning to strengthen instructional strategies that support access and engagement for all learners.

An additional success during the year was the hiring of an art teacher serving the alternative school, middle school, and high school programs utilizing Proposition 28 funds. This expanded student access to visual and performing arts opportunities and supported enrichment experiences across multiple grade levels and school sites.

Overall, the district experienced success in carrying out the majority of the planned actions within this goal while remaining responsive to staffing, curriculum, and implementation needs throughout the year.

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

Action 1.4 - Material difference due to only employing on Instructional Coach
ACtion 1.8 - Material difference due to salary and benefit increase for credentialed staff
Action 1.14 - Material difference due to math curriculum adoption being delayed one year
Action 1.15 - Material difference due to budgeting with Colusa County Office of Education

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

Action 1.3 - Paraeducator support has been highly effective in maintaining appropriate classroom ratios in TK, in providing student support in grades K-2, and paraeducator support for English Learners at the middle and high school. English Learner Progress on the ELPAC increased for the middle and high school with scores of 11% and 29.9% respectively.
Action 1.4 - Only one instructional coach position was unfilled which created ineffectiveness in providing support for teachers in literacy instruction. Instructional Coach provided over 60 hours of direct work with teachers on math adoption in grades 6-12.
Action 1.9 - After school tutoring and intervention was effective and transportation allowed for more participation - CAASPP score increase in ELA and math for Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups.
Action 1.10 - Summer school continues to be an effective program especially in terms of students learning the life skill of swimming. Over 70% of students enrolled in summer school were unduplicated students.
Action 1.14 - Math curriculum will not be adopted. The school sites have effectively narrowed the choices of curriculum which will be piloted during the 26/27 school year.

Action 1.18 - UDL has effectively been expanded to additional grade levels and refinement is happening in the grades that are in their second or third years of implementation. CAASPP scores for students with disabilities in ELA have increased by 8.26%

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

Action 1.3 - Is an LREBG action Action 1.10 - Listing swimming as a specific activity in the description and including transportation of high school students to college courses in Williams during the summer. Action 1.19 - Brand-new action

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELD Teachers (3)	ELD teachers at the middle and elementary schools to support newcomers with language development and support classroom teachers by providing additional designated ELD support for students not meeting yearly language proficiency growth as measured on the ELPAC	$428,704.00	Yes
1.2	Reading Specialists - (2)	Reading specialists at the elementary schools to give additional reading instruction 1:1 or small group to students needing more support	$317,113.00	Yes
1.3	Para-educators *LREBG Action*	Provide instructional support to students in small group or 1:1 setting, including newcomers and long-term ELs at the middle school and high school. Provide Transitional Kindergarten para-educators to meet the 1:12 teacher/student ratio for the full day program. Hire para for 6th grade to support science labs and interventions. Provide additional para support to K-3 classrooms as necessary due to larger class sizes to meet contract language.	$621,743.00	Yes
1.4	Instructional Coaches (2)	Instructional coaches to support and build capacity of classroom teachers and provide staff development	$267,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Three additional staff development days, Professional Learning Communities (PLC) & Professional Development	Teachers have a total of 5 professional development days. Three of these days were added to the school calendar as additional or increased services to students. Professional Learning Communities work will be part of Wednesday staff development time. Professional Development includes training, coaching, instruction, standards, English Language Development strategies for ELs and LTELs for teachers, administration, paraeducators and superintendent.	$436,759.00	Yes
1.6	College and Career Technician (2)	College and Career Technician (CCT) works under the direction of the academic counselor providing direct service to students on college and career counseling. Additional College and Career Technician supports students with online credit recovery in a self-lead program. College and Career Technicians will work with classroom teachers to make parent contact if students are struggling academically or behaviorally in a classroom in a timely manner versus waiting for written progress reports.	$143,082.00	No
1.7	Teacher salary and health benefits increase	Teacher salary and health benefits increased in 2014/15 to retain experienced and qualified teachers	$487,988.00	Yes
1.8	PE Teacher at the middle school	Additional PE teacher at the middle school to balance class sizes throughout the day	$101,095.00	No
1.9	After school tutoring/intervention including transportation	Teachers offer tutoring/intervention after school for students. Tutors available after school at the high school for support. Ensure Homeless Students have transportation for these interventions.	$131,016.00	Yes
1.10	Summer School	Summer school classes for enrichment, acceleration, intervention, English Language Development and credit recovery including the TK-6 Expanded Learning of 30 9-hour days. Swimming lessons are provided during the summer sessions. High School students attending the Williams Campus of	$415,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Woodland Community College in the summer will have access to transportation from the high school.		
1.11	Technology	1:1 devices and internet access for students and staff including classroom technology needs, hot spots and Edunet connections	$510,000.00	Yes
1.12	Software licensing fees for student assessment and data & skill development	Purchase licensing for district assessments and data, including English Learner data monitoring	$173,460.00	Yes
1.13	Technology Staff & support	Technology staff to train teachers on programs, maintain equipment and repair student devices	$182,470.00	Yes
1.14	Curriculum Adoption	Science at elementary level, math at all levels, Ethnic Studies, art, music	$325,000.00	No
1.15	Special Education Services	SELPA provides services to the district for students with IEPs	$2,802,996.00	No
1.16	Library Services	Library services include librarian time and increasing book selection	$96,796.00	Yes
1.17	Testing Fees & incentives	District cover AP and PSAT student testing fees and incentives to motivate students to do their best	$24,255.00	Yes
1.18	Universal Design for Learning (UDL)	UDL training and coaching	$13,741.00	Yes
1.19	Response to Intervention (RTI)/Multi-Tier	Students will be assigned to intervention groups based on their ever-changing needs 4 days per week for 30 minute sessions during a scheduled period in the regular school day. Students two or more grade levels in reading comprehension may be assigned to a year-long reading	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	System of Support (MTSS)	intervention instruction block in a reading program purchased for this class period.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because we know that positive student connectedness and relationships in schools is of utmost importance to have established in order for students to be able to engage in the academic learning process. Students must feel safe at school in order to learn. There are many actions that play into this overarching goal of student connectedness, and need of an action varies by individual student need. Multiple measures are utilized in terms of metrics to determine if the goal has been met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	All - 4% (22/23) Students with Disabilities - 8.5% Homeless - 7.3% White - 5.2% Socioeconomically Disadvantaged - 4.1% English Learners - 4.3% Hispanic - 3.3%	All - 2.9% (23/24) Students with Disabilities - 4.9% Homeless - 2.8% White - 2.7% Socioeconomically Disadvantaged - 3% English Learners - 3.5% Hispanic - 2.8%	All - 2.5% (24/25) Goal Met Students with Disabilities - 3.8% Homeless - 3.8% White - 2.6% Socioeconomically Disadvantaged - 2.7% English Learners - 2.5% Hispanic - 2.3%	All - maintain at <3% Students with Disabilities - maintain at <3% Homeless - maintain at <3% White - maintain at <3% Socioeconomically Disadvantaged - maintain at <3% English Learners - maintain at <3% Hispanic - maintain	All - improved 1.5% Students with Disabilities - improved 4.7% Homeless - improved 3.5% White - improved 2.6% Socioeconomically Disadvantaged - improved 1.4% English Learners - improved 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					at <3%	Hispanic - improved 1%
2.2	Expulsion Rate	0% (22/23)	0% (23/24)	0% (24/25) Goal Met	Maintain at 1% or less	No difference - remains at 0
2.3	Chronic Absenteeism	All - 19.8% (22/23) Students with Disabilities - 33.3% Homeless - 22.4% Socioeconomically Disadvantaged - 20.4% White - 21.8% Hispanic - 19.7% English Learners - 18.7%	All - 16.8% (23/24) Students with Disabilities - 26.7% Homeless - 30.6% Socioeconomically Disadvantaged - 17.6% White - 15.1% Hispanic - 17.2% English Learners - 16.9%	All - 16.5% (24/25) Goal Not Met Students with Disabilities - 26.9% Homeless - 31.5% Socioeconomically Disadvantaged - 18% White - 17.3% Hispanic - 15.9% English Learners - 16%	All - <10% Students with Disabilities - <10% Homeless - <10% Socioeconomically Disadvantaged - <10% White - <10% Hispanic - <10% English Learners - <10%	All - improved 3.3% Students with Disabilities - improved 6.9% Homeless - increased 9.1% Socioeconomically Disadvantaged - improved 2.4% White - improved 4.5% Hispanic - improved 3.8% English Learners - improved 2.7%
2.4	LCFF Priority 6 - School Climate California Healthy Kids Survey (CHKS)	I feel safe in my school - % agree and strongly agree (23/24) 5th grade - 66% 6th grade - 44% 7th grade - 73% 8th grade - 63% 9th grade - 55% 10th grade - 61% 11th grade - 60% 12th grade - 62% I feel I am part of this school - % agree and strongly agree (23/24)	I feel safe in my school - % agree and strongly agree (24/25) 5th grade - 69% 6th grade - 65% 7th grade - 51% 8th grade - 61% 9th grade - 53% 10th grade - 64% 11th grade - 61% 12th grade - 48% I feel I am part of this school - % agree and strongly agree	I feel safe in my school - % agree and strongly agree Approaching Goal (25/26) 5th grade - 81% 6th grade - 79% 7th grade - 66% 8th grade - 60% 9th grade - 65% 10th grade - 54% 11th grade - 66% 12th grade - 67% I feel I am part of this school - %	I feel safe in my school - % agree and strongly agree 5th grade - 80% 6th grade - 80% 7th grade - 80% 8th grade - 80% 9th grade - 80% 10th grade - 80% 11th grade - 80% 12th grade - 80% I feel I am part of this school - % agree and strongly agree	I feel safe in my school - % agree and strongly agree 5th grade - + 15% 6th grade - +35% 7th grade - -7% 8th grade - -3% 9th grade - +10% 10th grade - -7% 11th grade - +6% 12th grade - +5% I feel I am part of this school - % agree and strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th grade - 57% 6th grade - 50% 7th grade - 60% 8th grade - 52% 9th grade - 45% 10th grade - 48% 11th grade - 57% 12th grade - 57%	(24/25) 5th grade - 56% 6th grade - 65% 7th grade - 46% 8th grade - 54% 9th grade - 50% 10th grade - 49% 11th grade - 49% 12th grade - 43%	agree and strongly agree (25/26) Approaching Goal 5th grade - 81% 6th grade - 63% 7th grade - 66% 8th grade - 51% 9th grade - 60% 10th grade - 48% 11th grade - 35% 12th grade - 55%	5th grade - 80% 6th grade - 80% 7th grade - 80% 8th grade - 80% 9th grade - 80% 10th grade - 80% 11th grade - 80% 12th grade - 80%	5th grade - +24% 6th grade - +13% 7th grade - +6% 8th grade - -1% 9th grade - +15% 10th grade - No change 11th grade - -22% 12th grade - -2%
2.5	LCFF Priority 1 - Safe, Clean and Functional School Facilities	Facility Ratings - (22/23) AES - exemplary GI - good JJH - exemplary PHS - good AAHS - exemplary	Facility Ratings - (23/24) AES - good GI - fair JJH - fair PHS - good AAHS - fair	Facility Ratings - (24/25) Approaching Goal AES - good GI - fair JJH - fair PHS - good AAHS - good	Facility Ratings - Maintain at "good" or better	Facility Ratings AES - down one level GI - down one level JJH - down two levels PHS - no change AAHS - down one level
2.6	High School Dropout Rate	PHS - <1% (22/23) AAHS - 50% (3/6 students)	PHS - <1% (23/24) AAHS - 20% (1/5 students)	PHS - <1% (24/25) Goal Met AAHS - 10% (1/10 students)	PHS - maintain at <1% AAHS - 10%	PHS - no change AAHS - improved 40%
2.7	Middle School Dropout Rate	0% (22/23)	<1% (23/24)	<1% (24/25) Goal Met	Maintain at 0%	increased by <1%
2.8	School Attendance Rate	District - 93.88% (22/23) AES - 93.66% GIE - 94.18% JJH - 93.8% PHS - 94.16%	District - 94.44% (23/24) AES - 94.2% GIE - 94.73% JJH - 94.57% PHS - 94.6%	District - 94.48% (24/25) Approaching Goal AES - 94.08% GIE - 94.47% JJH - 94.28% PHS - 95.15%	96% or higher for district and all sites	District - + .6% AES - + .42% GIE - + .29% JJH - + .48% PHS - + .99%

Goal Analysis [2025-26]

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

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

Overall, the district demonstrated a high level of implementation of the actions and services identified within this goal. Planned actions related to student safety, student support systems, facility improvements, transportation, and social-emotional supports were substantially implemented during the school year. The district continued to focus on maintaining safe and supportive learning environments while addressing both student wellness and operational needs across school sites.

At the elementary level, the purchased social-emotional learning (SEL) curriculum was fully implemented and utilized to support students' social-emotional development and behavior instruction. In addition, the district expanded behavior support capacity through Crisis Prevention Institute (CPI) trainer-of-trainer preparation involving two elementary teachers. Throughout the school year, CPI trainings were provided to both certificated and classified staff members to strengthen staff skills in responding to and supporting student behaviors in a safe and effective manner. These trainings supported increased consistency in behavior intervention practices across school sites.

The district successfully completed several deferred maintenance projects during the year, including roofing, painting, flooring, and asphalt improvements. These projects contributed to improving the condition of school facilities and supporting increased Facility Inspection Tool (FIT) scores. Safety improvements were also implemented at Grand Island Elementary School through the expansion of the video monitoring system at the front entrance, allowing the campus to maintain locked-door access while improving visitor monitoring and campus security.

The Community School program continued into its second year of implementation and operated smoothly throughout the year. The program continued to provide coordinated support for students and families through expanded services, family outreach, and connections to community resources. The continued implementation of the program has strengthened the district's ability to respond to student and family needs in a more comprehensive manner.

Student health and safety efforts also continued through the use of vape detectors at school sites. The detectors continued to generate alerts throughout the year, allowing administrators to address incidents promptly. Students identified through the system participated in educational intervention series as part of the district's progressive discipline and prevention approach.

The district also successfully implemented the Zonar bus ridership system. Student ridership tracking is fully operational, and parent monitoring access is now available, allowing families to monitor student bus activity. The implementation of the system has improved transportation oversight, student accountability, and communication with families regarding student transportation services.

While overall implementation was successful, challenges included balancing training time for staff while maintaining daily operations, managing ongoing student behavior needs, and coordinating facility improvements while minimizing disruption to school operations. Despite these challenges, the district experienced success in strengthening campus safety systems, expanding behavioral supports, improving facilities, and enhancing communication and monitoring systems for families.

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

Action 2.4 - Material difference due to salary and benefit increase for certificated staff
Action 2.10 - Material difference due to lower number of students participating in long-term Independent Study than projected
Action 2.14 - Material difference due to fewer video cameras installed at school sites

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

Action 2.9 - The actions associated with this goal have been largely effective in improving school safety, facility conditions, student supervision, and student support services. Deferred maintenance projects, including fencing, asphalt repairs, painting, and flooring improvements throughout the district, have enhanced the overall condition and appearance of school facilities while providing safer and more functional learning environments for students and staff. FIT report had 12 deficiencies.

Action 2.12 - Crisis Prevention Institute (CPI) training has proven to be an effective strategy for supporting positive student behavior and reducing disciplinary incidents. Elementary school administrators reported a noticeable improvement in staff responses to student behaviors, and discipline referrals decreased at the elementary level during the year. These outcomes indicate that staff training has strengthened behavior intervention practices and contributed to a more positive school climate. CA Healthy Kids Survey showed an increase of 15% for 5th graders feeling safe in school.

Action 2.14 - Safety and security measures have also demonstrated effectiveness. The installation of a camera system at the front entrance of Grand Island Elementary has enhanced campus security by providing additional monitoring and oversight of visitors entering the school. In addition, implementation of student bus ridership cards has improved student accountability and transportation safety by allowing staff to track student ridership in real time and quickly identify whether a student is on a bus route when questions arise. The system also provides parents with the ability to monitor their child’s bus ridership activity in real time, increasing communication, reassurance, and awareness of student transportation status. 100% of bus riders have ridership cards

Action 2.15 - Participation in the district’s meal program has remained consistently high, demonstrating the effectiveness of efforts to provide students with reliable access to nutritious meals. Continued strong participation indicates that the program remains an important support for students and families and contributes positively to student well-being and readiness to learn. School lunch participation at AES increased by 1.6%, GI increased by 6%. Breakfast participation at AES increased by 3.4%, JJH increased by 15.3%, and PHS increased by 1.5%

Action 2.19 - The installation of vape detectors at the middle school has provided valuable information regarding student behavior and campus safety. While the detectors have confirmed that student vaping does occur on campus, they have also enabled staff to identify incidents that may have otherwise gone undetected and respond with appropriate interventions and educational consequences. As a result, the detectors have proven to be an effective monitoring and prevention tool. 9 students participated in cessation classes with prevention coordinator from CCOE.

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.

Action 2.20 has been retitled to "Increasing Attendance" and the description has been updated to include Attendance Plus in Parent Square and Attendance Avoidance Alliance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intervention/Prevention Counselors	Three intervention/prevention counselors will work throughout the district. One counselor serves as the district's Homeless and Foster Youth Liaison	$448,681.00	Yes
2.2	Campus Supervisors	Campus supervisors utilized as crossing guards, parking lot monitors, and student supervision on playgrounds before, during and after school	$152,714.00	Yes
2.3	Elementary Vice Principal	Vice principal shared between the two elementary schools for student support	$175,429.00	Yes
2.4	Physical Education Teachers	Two full-time PE teachers at the elementary level that serve both elementary schools	$206,937.00	Yes
2.5	Nurse and nurse assistant	Full-time nurse and part-time nurse assistant	$191,510.00	No
2.6	Music, Art, CTE Teachers	Increase fine art offerings and hands-on learning opportunities through Career Technical Education to enrich the lives of our unduplicated pupils and students with exceptional needs.	$668,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	After School clubs, extra-curricular, & Shady Creek funding	After school clubs and extra-curricular funding to engage students. Shady Creek funding for 6th graders	$95,200.00	Yes
2.8	Social Emotional Learning (SEL)	SEL curriculum for use by classroom teachers at the elementary level and by enrichment/elective teachers at the middle school. During the 25/26 school year, exploration of SEL curriculum use for high school during advisement.	$15,192.00	Yes
2.9	Deferred Maintenance	Deferred maintenance is funded to ensure clean, safe, healthy learning environments	$310,000.00	No
2.10	Long-term Independent Study	Long-term Independent Study is available for families/students. Student has one hour per week of teacher interaction and completes assignments independently.	$46,216.00	No
2.11	Visitor Management Platform	System is used to sign visitors in and out of the schools and monitor for safety	$2,640.00	No
2.12	Staff training	Staff training (classified and certificated) on social-emotional learning, relationship building, trauma informed instructional practices, bully prevention, school climate, behavior management, and Crisis Prevention Training (CPI) including on the school bus. Training on definition and needs of Homeless students.	$25,200.00	Yes
2.13	Student Bullying and Workplace Violence Reporting through online system	Online system for reports of bullying to administration. Allows for trends to be observed.	$500.00	No
2.14	Video cameras - buses & school sites	Maintain and upgrade camera systems as needed for safety. Purchase student bus riding monitoring system for regular routes.	$108,150.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	School Meals	Free breakfast and lunch meals to all students. Increase output of scratch cooking and adding additional daily choices to the high school student menu.		No
2.16	Enrichment/Elective class period	Enrichment/Elective class period will be offered at the middle school and SEL lessons will be integrated each week	$214,560.00	Yes
2.17	After School Education & Safety Program, Expanded Learning Opportunity Program	Maintain director for ASES and ELOP program, increase TK-6 grade after school programs by enrolling at least 50% of the Unduplicated Student Population.	$544,798.00	Yes
2.18	Community School Partnership Program	Implement California Community School Partnership Program Grant	$1,075,000.00	Yes
2.19	Vape Detectors	Install vape detectors in bathrooms at Pierce High School. Add vaping devices in 4 restrooms at Johnson Junior High School.	$15,000.00	No
2.20	Increasing Attendance	Colusa County Office of Education has created a SARB process for the district to refer chronically absent students for support and resources. District utilizes Attendance Plus system in Parent Square to monitor attendance. Attendance Avoidance Alliance strategies will be utilized and attendance teams will be established lead by the Community School.	$4,200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pierce Joint Unified School District will engage families, including underrepresented subgroups, and members of the greater school community as educational partners	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The district has chosen to focus on family engagement due to the positive impact that parent involvement has on students' academic achievement. Involving the greater school community allows the district to partner with outside individuals and groups for the benefit of additional resources for students. The actions listed are all a component of engaging families and will be measured by the parent survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCFF Priority 3 - Family Engagement California Healthy Kids Parent Survey Data	Parents feel welcomed to participate at this school - % agree or strongly agree - 79% (23/24) School promptly responds to phone calls, messages or emails - % agree or strongly agree - 89% (23/24) School encourages me to be an active partner with school in educating my child - % agree or	Parents feel welcomed to participate at this school - % agree or strongly agree - 94% (24/25) School promptly responds to phone calls, messages or emails - % agree or strongly agree - 96% (24/25) School encourages me to be an active partner with school	Parents feel welcomed to participate at this school - % agree or strongly agree - 93% (25/26) Goal Met School promptly responds to phone calls, messages or emails - % agree or strongly agree - 93% (25/26) School encourages me to be an active	Parents feel welcomed to participate at this school - % agree or strongly agree - 90% School promptly responds to phone calls, messages or emails - % agree or strongly agree - 90% School encourages me to be an active partner with school	Parents feel welcomed to participate at this school - % agree or strongly agree - (+) 14% School promptly responds to phone calls, messages or emails - % agree or strongly agree - (+) 4% School encourages me to be an active partner with school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strongly agree - 85% (23/24) School keeps me informed about school activities - % agree or strongly agree - 91% (23/24)	in educating my child - % agree or strongly agree - 93% (24/25) School keeps me informed about school activities - % agree or strongly agree - 95% (24/25)	partner with school in educating my child - % agree or strongly agree - 92% (25/26) School keeps me informed about school activities - % agree or strongly agree - 94% (25/26)	in educating my child - % agree or strongly agree - 90% School keeps me informed about school activities - % agree or strongly agree - 90%	in educating my child - % agree or strongly agree - (+) 7% School keeps me informed about school activities - % agree or strongly agree - (+) 3%

Goal Analysis [2025-26]

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

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

All five actions were implemented at a high level during the year. While Parent Cafes were originally planned, the district adjusted implementation efforts through the Community School program by utilizing bilingual family support specialists to establish monthly parent groups. These meetings provided ongoing opportunities for family engagement, communication, and support services for parents and students.

The district experienced success with its attendance campaign utilizing ParentSquare data to target communication and outreach efforts with families. This approach allowed sites to provide timely reminders, promote the importance of regular attendance, and increase family awareness regarding attendance expectations.

In addition, the Disciplina Positiva parent workshops were highly successful and well received by families. Offering both in-person and online participation options increased accessibility and engagement, resulting in strong participation and positive feedback from parents. These workshops supported the district’s continued efforts to strengthen family partnerships and provide parents with practical strategies to support student behavior and success at home and at school.

One challenge experienced during implementation was ensuring that all coaches and advisors consistently utilized ParentSquare as the primary communication platform with students and parents. Continued emphasis and training on the use of a unified communication system remains important to ensure families receive consistent and timely information across all school programs and activities.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for actions in goal #3.

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

Action 3.1 -The actions implemented to support family engagement and communication have been effective in increasing consistent communication between schools and families. School sites continue to utilize ParentSquare as the primary communication platform, resulting in improved outreach and access to information for parents. However, implementation has been less effective with coaches, advisors, and some teachers, as consistent usage of ParentSquare by those groups still needs to be improved to ensure families receive timely and uniform communication across all programs and activities. 98.8% of students families are contactable through Parent Square Communication Tool.

Actions 3.2 & 3.4 - To be more effective and inclusive in engaging families, the district has found that offering both in-person and virtual access simultaneously for meetings, workshops, and events is important for improving attendance and participation. Providing multiple participation options increases accessibility for families who may have transportation, work schedule, or childcare barriers that limit their ability to attend events in person. Parent attendance at the Disciplina Positive workshops averaged 20-30 participants during the year both in-person and virtually.

Action 3.3 - While progress has been made in family engagement efforts, parent survey participation rates continue to be lower than preferred. Increasing participation in surveys remains an area of focus, as gathering meaningful family input is important for evaluating programs, identifying needs, and informing future planning and decision-making. 119 Parents responded to the CA Healthy Kids Parent Survey.

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

There are no changes to goals, metrics, target outcomes, or actions for the upcoming year for Goal #3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication Tools	District will utilize a message system to communicate with all parents, including parents of unduplicated pupils and individuals with exceptional needs, through phone, email and text messages in English and Spanish. Information will be disseminated through district website and school site	$8,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social media accounts as well. Train staff on the practice of setting up the messages to communicate with parents directly. Districtwide weekly event flyer will be posted to District Facebook account, and electronically distributed through messaging system.		
3.2	Parent trainings/workshops/support groups and information campaigns	District and school sites will offer trainings or workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, low-income, Special Education, Foster Youth, and homeless. At Back-to-School Night parents will have an opportunity to receive instruction on how to create a parent portal account to check student grades at middle and high school. Parents will also receive information on downloading Parent Square Application. These trainings will be offered in-person and virtually, when possible, to be able to increase participation. Counselors facilitate parent support groups such as the Parent Cafes. Attendance incentives and light meals may be offered to entice additional attendance. Information campaigns from the district on the importance of school attendance and parent involvement and its impact on student achievement will also take place. Invite English Learner Parents to attend one-day local CABE conference or schedule CABE presenter to come to the district to present to EL parents.	$25,000.00	Yes
3.3	CA Healthy Kids Parent Survey	Healthy Kids Parent Survey will be administered annually for feedback.	$700.00	No
3.4	Parent meetings - virtual option	Parents will have the option to attend meetings virtually if they choose. Meeting links will be available on websites. Examples of virtual meeting options would include parent conferences, Student Study Team meetings, 504 meetings, DELAC, etc.	$500.00	No
3.5	Parent Conferences at all schools including the middle and high schools	Parent conference weeks will be reestablished at the middle and high school levels early in the first semester for teachers to have the opportunity to meet with parents and students who are struggling to maintain passing grades. A spring conference week will also be scheduled.	$6,200.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	26/27 Arbuckle Alternative High School students will successfully complete their high school course of study, including gaining CTE and work experience in a welcoming, inviting classroom environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

There is no available CA Dashboard data for Arbuckle Alternative High School (AAHS) because the subgroup data numbers are less then 11 students which would create a privacy issue if listed. The goal was developed after listening sessions with parents of AAHS students, with AAHS students, and with the AAHS teacher. Students want to be able to complete their schooling requirements which could mean transferring back to the comprehensive high school to finish their studies and graduate or completing their studies at AAHS. Students want to gain job experience while in high school to prepare them for the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	50% (22/23)	50% (23/24)	66% (24/25) Approaching Goal	100%	+16%
4.2	Students Obtaining a Driver's License	0% (23/24)	0 (24/25)	(2/10) students completed Behind the Wheel Driver's Training Approaching Goal	80%	20%
4.3	Students Obtaining Work Experience	0% (23/24)	0 (24/25)	(1/10) student obtained a work	70%	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				permit Goal Not Met		
4.4	Career Technical Education Course Enrollment	0% (23/24)	0 (24/25)	0 students Goal Not Met	70%	No difference
4.5	Students Transitioned Back to Comprehensive High School	2 Students (23/24)	5 students have already graduated this year. 2 students transferred back to PHS in January 2025	2 students graduated this year. 2 students transitioned back to PHS in January 2026. Approaching Goal	6 Students	No difference

Goal Analysis [2025-26]

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

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

Implementation of the actions associated with this goal was carried out at a moderate to high level during the year. One challenge experienced was related to student participation in Career Technical Education (CTE) opportunities offered in person at the comprehensive high school. No students enrolled in or chose to participate in in-person CTE coursework, as students in the program continued to prefer the modified shortened school day structure that better met their individual needs and circumstances. Students from AAHS did participate in the CCOE cook-off in the spring that could be related to CTE. This created a substantive difference between the planned action and actual implementation of the program opportunities.

Progress was made in supporting student independence and life skills through driver education opportunities. Two students participated in behind-the-wheel driver training during the year, with one student successfully obtaining a driver’s license. In addition, seven students are currently enrolled in the online driver training course, demonstrating continued student interest in gaining transportation and independent living skills.

The district also continued implementation efforts related to the recreation and outdoor learning area project. A complete set of architectural plans has been finalized for the project, including the construction of a new basketball court, outdoor seating area, and multi-use courts. Construction is planned to begin in late fall, representing significant progress toward expanding student recreational and outdoor learning opportunities.

To support student access and attendance, the district provided transportation to Grimes at the conclusion of the modified half-day schedule at noon during the first two months of the school year. Transportation services were discontinued after the participating students left the program. Overall, the district continued to work toward implementation of the planned actions while adapting to student participation levels and program needs throughout the year.

Work experience opportunities were not provided to students during the year due to challenges in securing employers willing to participate. This was particularly difficult within the agriculture industry, where concerns related to liability and supervision of students limited employer participation and available placements for students. Students from the Alternative High School are invited to the high school campus when there are CTE or industry presentations.

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

Action 4.2 - Material difference due to no students taking the option of CTE courses at the high school
Action 4.3 - Material difference due to a lower number of participants than anticipated
Action 4.4 - Material difference due to no field trips offered for career exploration
Action 4.5 - Material difference due to the Outdoor Learning Area project not starting until the 26/27 school year
Action 4.6 - Material difference due to the students needing transportation graduated in the late fall of the first semester

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

Action 4.2 - No effect since students did not take any CTE courses on the high school campus.
Action 4.3 - Two students completed the behind-the-wheel driver's training course. One obtain his driver's license. Seven other students are enrolled in the class required before the behind-the-wheel training.
Action 4.4 - Ineffective in that no students were enrolled in work experience. One student obtained a work permit.
Action 4.5 - Ineffective this year because the project has not started.
Action 4.6 - Transportation was effectively provided when needed at the end of the school day. Two students were transported to Grimes at the beginning of the year. They graduated early and no more transportation was needed for the remainder of the year.

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

Action 4.4 - Modified to include worksite field trips and work-related information presentations to increase career exploration options.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reading/Math Acceleration/Tutoring Programs	Provide reading instruction to increase reading levels and comprehension and math instruction to increase basic skills needed	$0.00	Yes
4.2	Career Technical Education (CTE) Courses	Students will have access to hands-on CTE Courses	$25,000.00	Yes
4.3	Driver's Education	Students will be provided with an online driver's training program as well as behind the wheel instruction	$3,500.00	Yes
4.4	Work Experience	Provide work experience options for students and career related field trips and/or information presentations on career options	$5,000.00	Yes
4.5	Recreation/Outdoor Learning Area	Provide sporting apparatus and shade area for student learning and recreation time	$100,000.00	No Yes
4.6	Transportation	Provide transportation at dismissal time for students	$11,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,846,828	$536,070

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
28.274%	0.000%	$0.00	28.274%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Reading Specialists - (2) **Need:** Students reading significantly below grade level **Scope:** Schoolwide	Students given instruction based on individual reading level. It is provided schoolwide to encompass any student reading significantly below grade level even if student is not a Foster Youth, Low Income or English Learner	ELA CAASPP and/or NWEA ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Para-educators *LREBG Action* **Need:** Students below grade level **Scope:** LEA-wide	Para-educators utilized to work in small groups in classrooms to support levelized workshop time	Percentage of time para-educators are providing direct service to students
1.4	**Action:** Instructional Coaches (2) **Need:** Refine teaching practices to meet the needs of hard to accelerate students **Scope:** LEA-wide	Coaches support teachers' individual needs to meet the needs of students in their classrooms to accelerate student learning	Number of teachers coached and number of staff development hours provided
1.5	**Action:** Three additional staff development days, Professional Learning Communities (PLC) & Professional Development **Need:** English Learners, Foster Youth and Low Income students continue to be lower performing based on Dashboard data. **Scope:** LEA-wide	Staff development to address strategies to meet the specific needs of unduplicated students. This is provided LEA-wide because the unduplicated student groups are throughout the district	CA Dashboard Data including local indicators as well as topics of staff development offered

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Teacher salary and health benefits increase **Need:** Retaining teachers in district for program consistency to support academic success of unduplicated population **Scope:** LEA-wide	Districtwide the unduplicated student population is 70% or more each year	Reduction in the number of interns or teacher misassignments
1.9	**Action:** After school tutoring/intervention including transportation **Need:** Unduplicated students are lower performing on the dashboard for ELA and math and have the highest need for transportation beyond the school day **Scope:** LEA-wide	Unduplicated students will have access to after-school tutoring and intervention to accelerate their learning, and bus service will be provided through a late bus route. This service will focus on the unduplicated students but any student needing the service will be eligible to participate	Increase of CAASPP scores for unduplicated students in ELA and math
1.10	**Action:** Summer School **Need:** Unduplicated students have a higher likelihood to need to take credit recovery courses. Unduplicated students in grade TK-3 have a higher need for summer programs based on parents' work schedules. ELD needed for newcomers grades 6-12.	Summer programs will be offered to meet credit recovery and childcare needs of unduplicated students as a priority. Non-unduplicated students will be served in the summer programs as space permits.	Percentage of unduplicated student enrollment of all students enrolled in summer school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Technology **Need:** Lack of internet connectivity and devices at students' homes **Scope:** LEA-wide	All students will have devices provided to them to take home. Internet access will be provided by the district at students' home if needed. This is an LEA-wide action because of the ruralness of the geographical area to provide internet and the fact that over 70% of the students are unduplicated.	Number of students with Edunet or district provided hotspots
1.12	**Action:** Software licensing fees for student assessment and data & skill development **Need:** Unduplicated students need to be assessed for academic growth and need skill development based on those results **Scope:** LEA-wide	Students take online assessments to monitor growth and are assigned computer tasks to improve performance. This is provided on an LEA-wide basis so that all students needing growth have the opportunity whether or not they are part of the unduplicated subgroup.	NWEA Conditional Growth Index in ELA & math
1.13	**Action:** Technology Staff & support **Need:** Unduplicated students need access to software programs that promote academic acceleration.They also need internet access	Technology staff train teachers on computer programs and software that support the skill development for unduplicated students to accelerate academically. Staff also work on family engagement through technology including internet installations and access at students' homes.	Number of Edunet installations per year and the number of hotspots distributed to students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	from home for additional skill development practice and assignments **Scope:** LEA-wide		
1.16	**Action:** Library Services **Need:** Students need access to books to practice and improve reading comprehension **Scope:** Schoolwide	Library clerk will open the library for student access and continue to increase library book selection	Accelerated Reader
1.17	**Action:** Testing Fees & incentives **Need:** Increase student access to AP & PSAT testing **Scope:** Schoolwide	District will cover the costs of AP & PSAT testing. This is provided on an Schoolwide Basis so that all students in AP classes take the exams.	Percentage of unduplicated students participating in AP testing
1.18	**Action:** Universal Design for Learning (UDL) **Need:** Ensuring all students have access to grade level content from the general education teacher **Scope:**	Unduplicated students and Special Education students are heterogeneously in all classrooms. This action will support content access in the general education classroom. It is provided on an LEA-wide basis because of unduplicated students being in all classroom settings	CAASPP testing data improvement in ELA for grade levels implementing UDL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.19	**Action:** Response to Intervention (RTI)/Multi-Tier System of Support (MTSS) **Need:** Supports and intervention need to take place during the regular school day to ensure access to all students needing it. **Scope:** Schoolwide	Students needing specific content support to close the achievement gap need this to happen during the school day.	Local reading pre and post assessments
2.1	**Action:** Intervention/Prevention Counselors **Need:** Students need counseling support access for behavior and social-emotional issues **Scope:** LEA-wide	Counselors will support unduplicated student populations as a priority but any student needing support can access the service if needed	Decrease in suspension rate
2.2	**Action:** Campus Supervisors **Need:** Students come to school in the morning after possibly having had a hectic or traumatic event in their lives. Students display impulsive behavior and may be dis-regulated. **Scope:**	Campus supervisors welcome students with a smile to the campus in the mornings to start their day off in a positive manner. Campus supervisors give appropriate behavior prompts to students when they are acting up. These supports are done on a schoolwide basis for all students to set the tone for the school day.	School attendance rate & California Healthy Kids Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.3	**Action:** Elementary Vice Principal **Need:** Students need behavior guidance **Scope:** Schoolwide	Unduplicated students have seen an increase in suspensions from the previous year. This is provided on a schoolwide basis because all subgroups saw an increase in suspensions the previous year.	Decrease in suspension rate
2.4	**Action:** Physical Education Teachers **Need:** Students need smaller class sizes to understand instruction, to be able to fully participate in the lessons and to build a relationship with the teacher **Scope:** Schoolwide	Teachers are able to give clear instruction along with monitoring and providing feedback. Teachers are able to get to know students on an individual level. This is provided on a schoolwide level in order support the unduplicated students who are within each of the classes.	California Healthy Kids Survey Data
2.6	**Action:** Music, Art, CTE Teachers **Need:** Motivating course offerings beyond core content that entice students to attend school **Scope:** Schoolwide	Hands-on/CTE courses will be added to course selection to engage students beyond academics	Course enrollment numbers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** After School clubs, extra-curricular, & Shady Creek funding **Need:** Lack of after school opportunities & clubs for students in the community **Scope:** LEA-wide	District will provide club, extra-curricular and overnight camp experiences for unduplicated students groups. This is provided on an LEA-wide basis to incorporate students not matching the unduplicated student group dynamics but still needing the opportunity.	Enrollment numbers in clubs, extra-curricular activities and number of students attending the science camp
2.8	**Action:** Social Emotional Learning (SEL) **Need:** Strategies for regulating student behavior **Scope:** LEA-wide	Curriculum will be used to teach students proper responses to situations and will give students strategies on self-regulation. There is a need for this for unduplicated students; however, some non-unduplicated students can benefit from this offering as well	Decrease in suspension data at the school sites
2.12	**Action:** Staff training **Need:** Students are arriving to school with increasing needs for SEL/behavior supports especially since Covid closures **Scope:** LEA-wide	Training areas will support students in meeting their needs and increase employee capacity. This is provided on an LEA-wide basis because students needing this support may include those who are not identified as unduplicated e.g. students with disabilities	Increase in the percentage of students feeling safe at school as determined by the California Healthy Kids Survey
2.16	**Action:** Enrichment/Elective class period	Class period will be used to teach students proper responses to situations and will give students strategies on self-regulation using SEL curriculum.	Kelvin Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Strategies for regulating student behavior **Scope:** Schoolwide	There is a need for this for unduplicated students; however, some non-unduplicated students can benefit from this offering as well	
2.17	**Action:** After School Education & Safety Program, Expanded Learning Opportunity Program **Need:** Students need a safe, caring environment after school to complete homework and participate in enrichment opportunities **Scope:** LEA-wide	Unduplicated students will be prioritized for enrollment in the program. This is provided on a LEA-wide basis because non-unduplicated students may have a need for this as well e.g. working parents	Enrollment numbers in ASES/ELOP
2.18	**Action:** Community School Partnership Program **Need:** Students and families lack community resources and services **Scope:** LEA-wide	The CCSPP grant will provide resources to students and families that they may not have access to otherwise, such as: student youth center, counseling, social work support, behavior supports, medical supports, etc. The grant allows for these services to be LEA-wide due to the high population of unduplicated students.	California Community Schools Partnership Program Grant Metrics
3.1	**Action:** Communication Tools **Need:** Communication and engagement of unduplicated students' families can be difficult	The communication tool can reach families in a variety of ways and is able to be translated into the families language preference. This tool can provide two-way communication between the school and the family. This action is provided on an LEA-wide basis beings it is easily adaptable to	Communication tool data showing the percentage of families that are reached though the outreach of the tool.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	send to all students in the district when needed or to specific unduplicated subgroups as needed.	
3.2	**Action:** Parent trainings/workshops/support groups and information campaigns **Need:** Increasing participation of unduplicated students' parents **Scope:** LEA-wide	Workshop topics will focus on the needs of the unduplicated students though all parents are welcome to attend if they choose	Parent sign-in sheets at workshops/trainings
3.5	**Action:** Parent Conferences at all schools including the middle and high schools **Need:** Additional communication with parents of unduplicated students to engage as an educational partner **Scope:** LEA-wide	Scheduled parent conferences will allow for set times for parents of unduplicated students to meet with teachers to assess student progress. This is provided on an LEA-wide basis that allows for other parents to schedule a conference with a teacher if needed	Parent conference sign-in sheets

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** ELD Teachers (3) **Need:** Decrease the percentage of students classified as Long-Term English Learners **Scope:** Limited to Unduplicated Student Group(s)	Additional Designated ELD instruction	Long-term English Learner Rate
1.3	**Action:** Para-educators *LREBG Action* **Need:** English Learner Newcomers failing core content classes at middle and high school **Scope:** Limited to Unduplicated Student Group(s)	Para-educators will push-in to core content classes with newcomers	ELPAC growth
4.1	**Action:** Reading/Math Acceleration/Tutoring Programs **Need:** Students struggle with reading and math skills **Scope:** Limited to Unduplicated Student Group(s)	Students will get individualized or small group reading and/or math instruction	Individual NWEA Reading Assessment Growth
4.2	**Action:** Career Technical Education (CTE) Courses	Students will be able to enroll in a CTE course to pursue employment options and passions	Number of students taking CTE course

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students do not have access to CTE hands-on courses **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Driver's Education **Need:** Students have transportation issues which does not allow them to find a job **Scope:** Limited to Unduplicated Student Group(s)	Training will give the students an opportunity to earn their driver's license which will give them access to drive to a job	Number of students earning their license and obtaining employment
4.4	**Action:** Work Experience **Need:** Students want, but do not have, jobs **Scope:** Limited to Unduplicated Student Group(s)	District will work with employers to hire students as paid employees or interns	Number of students placed in work experience and length of placement
4.5	**Action:** Recreation/Outdoor Learning Area **Need:** Students need a defined outdoor space for learning, recreation and breaks **Scope:**	District will create or enhance the outdoor learning/recreation/break areas	Completion of outdoor learning space

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

All of the schools in the district have a high concentration of unduplicated above 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1:55
Staff-to-student ratio of certificated staff providing direct services to students	0	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17,142,320	4,846,828	28.274%	0.000%	28.274%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,482,442.00	$2,207,710.00	$0.00	$280,192.00	$11,970,344.00	$6,998,696.00	$4,971,648.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	ELD Teachers (3)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: GI, AES, JJH	Ongoing	$428,704.00	$0.00	$384,194.00			$44,510.00	$428,704.00	
1	1.2	Reading Specialists - (2)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GI, AES 1-5	Ongoing	$317,113.00	$0.00	$81,431.00			$235,682.00	$317,113.00	
1	1.3	Para-educators *LREBG Action*	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$621,743.00	$0.00	$621,743.00	$0.00			$621,743.00	
1	1.4	Instructional Coaches (2)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	Ongoing	$267,312.00	$0.00	$267,312.00				$267,312.00	
1	1.5	Three additional staff development days, Professional Learning Communities (PLC) & Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$311,759.00	$125,000.00	$436,759.00				$436,759.00	
1	1.6	College and Career Technician (2)	All	No			Specific Schools: Pierce High School	Ongoing	$143,082.00	$0.00	$143,082.00				$143,082.00	
1	1.7	Teacher salary and health benefits increase	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$487,988.00	$0.00	$487,988.00				$487,988.00	

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	1.8	PE Teacher at the middle school	All	No			Specific Schools: Johnson Junior High School	Ongoing	$101,095.00	$0.00	$101,095.00				$101,095.00	
1	1.9	After school tutoring/intervention including transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,016.00	$0.00	$131,016.00				$131,016.00	
1	1.10	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Summer	$393,412.00	$22,150.00	$22,150.00	$393,412.00			$415,562.00	
1	1.11	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$510,000.00	$510,000.00				$510,000.00	
1	1.12	Software licensing fees for student assessment and data & skill development		Yes	LEA-wide		All Schools	September of each year	$0.00	$173,460.00	$173,460.00				$173,460.00	
1	1.13	Technology Staff & support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$182,470.00	$0.00	$182,470.00				$182,470.00	
1	1.14	Curriculum Adoption	All	No			All Schools	Based on state adoption cycle	$0.00	$325,000.00	$175,000.00	$150,000.00			$325,000.00	
1	1.15	Special Education Services	Students with Disabilities	No			All Schools	Ongoing	$0.00	$2,802,996.00	$2,802,996.00				$2,802,996.00	
1	1.16	Library Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GIE, JJH	Ongoing	$61,796.00	$35,000.00	$96,796.00				$96,796.00	
1	1.17	Testing Fees & incentives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS 9-12	Ongoing	$0.00	$24,255.00	$24,255.00				$24,255.00	
1	1.18	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES, JJH	Ongoing	$13,741.00	$0.00	$13,741.00				$13,741.00	
1	1.19	Response to Intervention (RTI)/Multi-Tier System of Support (MTSS)		Yes	Schoolwide		All Schools Specific Schools: JJH	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Intervention/Prevention Counselors	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		Ongoing	$448,681.00	$0.00	$448,681.00				$448,681.00	

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
			Low Income			Low Income										
2	2.2	Campus Supervisors	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: AES, JJH, GI	Ongoing	$152,714.00	$0.00	$152,714.00				$152,714.00	
2	2.3	Elementary Vice Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GI	Ongoing	$175,429.00	$0.00	$175,429.00				$175,429.00	
2	2.4	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GIAES/Gi	Ongoing	$206,937.00	$0.00	$206,937.00				$206,937.00	
2	2.5	Nurse and nurse assistant	All	No			All Schools	Ongoing	$191,510.00	$0.00	$191,510.00				$191,510.00	
2	2.6	Music, Art, CTE Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pierce High School 9-12	Ongoing	$668,485.00	$0.00	$668,485.00				$668,485.00	
2	2.7	After School clubs, extra-curricular, & Shady Creek funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$65,200.00	$95,200.00				$95,200.00	
2	2.8	Social Emotional Learning (SEL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES/GIE/JJH TK-8	Ongoing	$0.00	$15,192.00	$15,192.00				$15,192.00	
2	2.9	Deferred Maintenance	All	No			All Schools	Ongoing	$0.00	$310,000.00	$310,000.00				$310,000.00	
2	2.10	Long-term Independent Study	All	No			All Schools	Ongoing	$46,216.00	$0.00	$46,216.00				$46,216.00	
2	2.11	Visitor Management Platform	All	No			All Schools	Ongoing	$0.00	$2,640.00	$2,640.00				$2,640.00	
2	2.12	Staff training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,200.00	$25,200.00				$25,200.00	
2	2.13	Student Bullying and Workplace Violence Reporting through online system	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.14	Video cameras - buses & school sites	All	No			All Schools	Ongoing	$0.00	$108,150.00	$108,150.00				$108,150.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.15	School Meals	All	No			All Schools	Ongoing								
2	2.16	Enrichment/Elective class period		Yes	Schoolwide		Specific Schools: JJH	Ongoing	$214,560.00	$0.00	$214,560.00				$214,560.00	
2	2.17	After School Education & Safety Program, Expanded Learning Opportunity Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES, GI, JJH	Ongoing	$488,798.00	$56,000.00		$544,798.00			$544,798.00	
2	2.18	Community School Partnership Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$905,635.00	$169,365.00		$1,075,000.00			$1,075,000.00	
2	2.19	Vape Detectors	All	No			Specific Schools: Pierce High School	24/25 School Year	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.20	Increasing Attendance	All	No			All Schools		$4,200.00	$0.00	$4,200.00				$4,200.00	
3	3.1	Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,940.00	$8,940.00				$8,940.00	
3	3.2	Parent trainings/workshops/support groups and information campaigns	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.3	CA Healthy Kids Parent Survey	All	No			All Schools	Ongoing	$700.00	$0.00	$700.00				$700.00	
3	3.4	Parent meetings - virtual option	All	No			All Schools	Ongoing	$500.00	$0.00	$500.00				$500.00	
3	3.5	Parent Conferences at all schools including the middle and high schools		Yes	LEA-wide		Specific Schools: JJH, PHS	Ongoing	$3,100.00	$3,100.00	$6,200.00				$6,200.00	
4	4.1	Reading/Math Acceleration/Tutoring Programs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High School	Ongoing	$0.00	$0.00		$0.00			$0.00	
4	4.2	Career Technical Education (CTE) Courses	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High School	Fall and Spring Semester Schedules	$0.00	$25,000.00		$25,000.00			$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)		(AAHS)									
4	4.3	Driver's Education	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: AAHS	Fall for coursework/ Winter & Spring Behind the Wheel	$0.00	$3,500.00		$3,500.00			$3,500.00	
4	4.4	Work Experience	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: AAHS	ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.5	Recreation/Outdoor Learning Area	All English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High SchoolArbuckle Alternative High School 9-12	24/25 School Year	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.6	Transportation	All	No			Specific Schools: Arbuckle Alternative High School 9-12		$0.00	$11,000.00		$11,000.00			$11,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17,142,320	4,846,828	28.274%	0.000%	28.274%	$5,580,853.00	0.000%	32.556 %	**Total:**	$5,580,853.00
								LEA-wide Total:	$3,471,052.00
								Limited Total:	$1,105,937.00
								Schoolwide Total:	$1,625,607.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	ELD Teachers (3)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: GI, AES, JJH	$384,194.00	
1	**1.2**	Reading Specialists - (2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GI, AES 1-5	$81,431.00	
1	**1.3**	Para-educators *LREBG Action*	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$621,743.00	
1	**1.4**	Instructional Coaches (2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$267,312.00	
1	**1.5**	Three additional staff development days, Professional Learning Communities (PLC) & Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,759.00	
1	**1.7**	Teacher salary and health benefits increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,988.00	

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	1.9	After school tutoring/intervention including transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,016.00	
1	1.10	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,150.00	
1	1.11	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$510,000.00	
1	1.12	Software licensing fees for student assessment and data & skill development	Yes	LEA-wide		All Schools	$173,460.00	
1	1.13	Technology Staff & support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,470.00	
1	1.16	Library Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GIE, JJH	$96,796.00	
1	1.17	Testing Fees & incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS 9-12	$24,255.00	
1	1.18	Universal Design for Learning (UDL)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES, JJH	$13,741.00	
1	1.19	Response to Intervention (RTI)/Multi-Tier System of Support (MTSS)	Yes	Schoolwide		All Schools Specific Schools: JJH	$5,000.00	
2	2.1	Intervention/Prevention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$448,681.00	
2	2.2	Campus Supervisors	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: AES, JJH, GI	$152,714.00	
2	2.3	Elementary Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GI	$175,429.00	
2	2.4	Physical Education Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AES, GI	$206,937.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Music, Art, CTE Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pierce High School 9-12	$668,485.00	
2	2.7	After School clubs, extra-curricular, & Shady Creek funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,200.00	
2	2.8	Social Emotional Learning (SEL)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES/GIE/JJH TK-8	$15,192.00	
2	2.12	Staff training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,200.00	
2	2.16	Enrichment/Elective class period	Yes	Schoolwide		Specific Schools: JJH	$214,560.00	
2	2.17	After School Education & Safety Program, Expanded Learning Opportunity Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AES, GI, JJH		
2	2.18	Community School Partnership Program	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.1	Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,940.00	
3	3.2	Parent trainings/workshops/support groups and information campaigns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
3	3.5	Parent Conferences at all schools including the middle and high schools	Yes	LEA-wide		Specific Schools: JJH, PHS	$6,200.00	
4	4.1	Reading/Math Acceleration/Tutoring Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High School		
4	4.2	Career Technical Education (CTE) Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High School (AAHS)		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	**4.3**	Driver's Education	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: AAHS		
4	**4.4**	Work Experience	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: AAHS		
4	**4.5**	Recreation/Outdoor Learning Area	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Arbuckle Alternative High School	$100,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,924,888.00	$10,762,923.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	ELD Teachers (3)	Yes	$386,000.00	$397,898.00
1	**1.2**	Reading Specialists - (2)	Yes	$291,273.00	$304,585.00
1	**1.3**	Para-educators	Yes	$468,181.00	$472,401.00
1	**1.4**	Instructional Coaches (2)	Yes	$266,982.00	$157,411.00
1	**1.5**	Three additional staff development days, Professional Learning Communities (PLC) & Professional Development	Yes	$401,217.00	$409,241.00
1	**1.6**	College and Career Technician (2)	No	$139,706.00	$139,706.00
1	**1.7**	Teacher salary and health benefits increase	Yes	$480,667.00	$480,667.00
1	**1.8**	PE Teacher at the middle school	No	$80,941.00	$97,351.00
1	**1.9**	After school tutoring/intervention including transportation	Yes	$128,447.00	$128,447.00
1	**1.10**	Summer School	Yes	$396,605.00	$396,605.00
1	**1.11**	Technology	Yes	$510,000.00	$480,500.00

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	**1.12**	Software licensing fees for student assessment and data & skill development	Yes	$165,200.00	$160,521.00
1	**1.13**	Technology Staff & support	Yes	$182,735.00	$182,735.00
1	**1.14**	Curriculum Adoption	No	$250,000.00	$13,807.00
1	**1.15**	Special Education Services	No	$2,339,856.00	$2,662,581.00
1	**1.16**	Library Services	Yes	$95,218.00	$95,218.00
1	**1.17**	Testing Fees & incentives	Yes	$23,100.00	$23,100.00
1	**1.18**	Universal Design for Learning (UDL)	Yes	$13,087.00	$13,000.00
2	**2.1**	Intervention/Prevention Counselors	Yes	$445,035.00	$438,876.00
2	**2.2**	Campus Supervisors	Yes	$136,048.00	$131,951.00
2	**2.3**	Elementary Vice Principal	Yes	$171,077.00	$173,174.00
2	**2.4**	Physical Education Teachers	Yes	$176,251.00	$198,506.00
2	**2.5**	Nurse and nurse assistant	No	$187,737.00	$189,053.00
2	**2.6**	Music, Art, CTE Teachers	Yes	$645,879.00	$665,255.00

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)
2	2.7	After School clubs, extra-curricular, & Shady Creek funding	Yes	$82,000.00	$82,000.00
2	2.8	Social Emotional Learning (SEL)	Yes	$14,469.00	$14,100.00
2	2.9	Deferred Maintenance	No	$310,000.00	$310,000.00
2	2.10	Long-term Independent Study	No	$46,216.00	$7,128.00
2	2.11	Visitor Management Platform	No	$2,640.00	$2,640.00
2	2.12	Staff training	Yes	$24,000.00	$24,000.00
2	2.13	Student Bullying and Workplace Violence Reporting through online system	No	$500.00	$500.00
2	2.14	Video cameras - buses & school sites	No	$103,000.00	$11,117.00
2	2.15	School Meals	No		
2	2.16	Enrichment/Elective class period	Yes	$207,305.00	$211,451.00
2	2.17	After School Education & Safety Program, Expanded Learning Opportunity Program	Yes	$534,116.00	$541,716.00
2	2.18	Community School Partnership Program	Yes	$1,075,000.00	$1,075,000.00
2	2.19	Vape Detectors	No	$25,000.00	$25,000.00
2	2.20	Student Attendance Review Board	No	$2,000.00	$2,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Communication Tools	Yes	$8,940.00	$8,940.00
3	3.2	Parent trainings/workshops/support groups and information campaigns	Yes	$25,000.00	$25,000.00
3	3.3	CA Healthy Kids Parent Survey	No	$700.00	$700.00
3	3.4	Parent meetings - virtual option	No	$500.00	$500.00
3	3.5	Parent Conferences at all schools including the middle and high schools	Yes	$6,200.00	$6,200.00
4	4.1	Reading/Math Acceleration/Tutoring Programs	Yes	$0.00	$0
4	4.2	Career Technical Education (CTE) Courses	Yes	$25,000.00	$0
4	4.3	Driver's Education	Yes	$3,500.00	$525.00
4	4.4	Work Experience	Yes	$2,500.00	$0
4	4.5	Recreation/Outdoor Learning Area	No Yes	$34,060.00	$0
4	4.6	Transportation	No	$11,000.00	$1,817.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,746,370.00	$5,231,612.00	$5,425,931.00	($194,319.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	ELD Teachers (3)	Yes	$347,554.00	$397,898.00		
1	**1.2**	Reading Specialists - (2)	Yes	$34,548.00	$304,585.00		
1	**1.3**	Para-educators	Yes	$468,181.00	$472,401.00		
1	**1.4**	Instructional Coaches (2)	Yes	$266,982.00	$157,411.00		
1	**1.5**	Three additional staff development days, Professional Learning Communities (PLC) & Professional Development	Yes	$401,217.00	$409,241.00		
1	**1.7**	Teacher salary and health benefits increase	Yes	$480,667.00	$480,667.00		
1	**1.9**	After school tutoring/intervention including transportation	Yes	$128,447.00	$128,447.00		
1	**1.10**	Summer School	Yes	$138,412.00	$138,412.00		
1	**1.11**	Technology	Yes	$510,000.00	$480,500.00		
1	**1.12**	Software licensing fees for student assessment and data & skill development	Yes	$165,200.00	$160,521.00		
1	**1.13**	Technology Staff & support	Yes	$182,735.00	$182,735.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Library Services	Yes	$95,218.00	$95,218.00		
1	1.17	Testing Fees & incentives	Yes	$23,100.00	$23,100.00		
1	1.18	Universal Design for Learning (UDL)	Yes	$13,087.00	$13,000.00		
2	2.1	Intervention/Prevention Counselors	Yes	$445,035.00	$438,876.00		
2	2.2	Campus Supervisors	Yes	$136,048.00	$131,951.00		
2	2.3	Elementary Vice Principal	Yes	$171,077.00	$173,174.00		
2	2.4	Physical Education Teachers	Yes	$176,251.00	$198,506.00		
2	2.6	Music, Art, CTE Teachers	Yes	$645,879.00	$665,255.00		
2	2.7	After School clubs, extra-curricular, & Shady Creek funding	Yes	$82,000.00	$82,000.00		
2	2.8	Social Emotional Learning (SEL)	Yes	$14,469.00	$14,100.00		
2	2.12	Staff training	Yes	$24,000.00	$24,000.00		
2	2.16	Enrichment/Elective class period	Yes	$207,305.00	$211,451.00		
2	2.17	After School Education & Safety Program, Expanded Learning Opportunity Program	Yes				
2	2.18	Community School Partnership Program	Yes				
3	3.1	Communication Tools	Yes	$8,940.00	$8,940.00		
3	3.2	Parent trainings/workshops/support groups and information campaigns	Yes	$25,000.00	$25,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.5**	Parent Conferences at all schools including the middle and high schools	Yes	$6,200.00	$6,200.00		
4	**4.1**	Reading/Math Acceleration/Tutoring Programs	Yes				
4	**4.2**	Career Technical Education (CTE) Courses	Yes				
4	**4.3**	Driver's Education	Yes		$525.00		
4	**4.4**	Work Experience	Yes				
4	**4.5**	Recreation/Outdoor Learning Area	Yes	$34,060.00	$1,817.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	4,746,370.00		0.000%	$5,425,931.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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