

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union Elementary School District

CDS Code: 16639900000000

School Year: 2026-27

LEA contact information:

John Raven

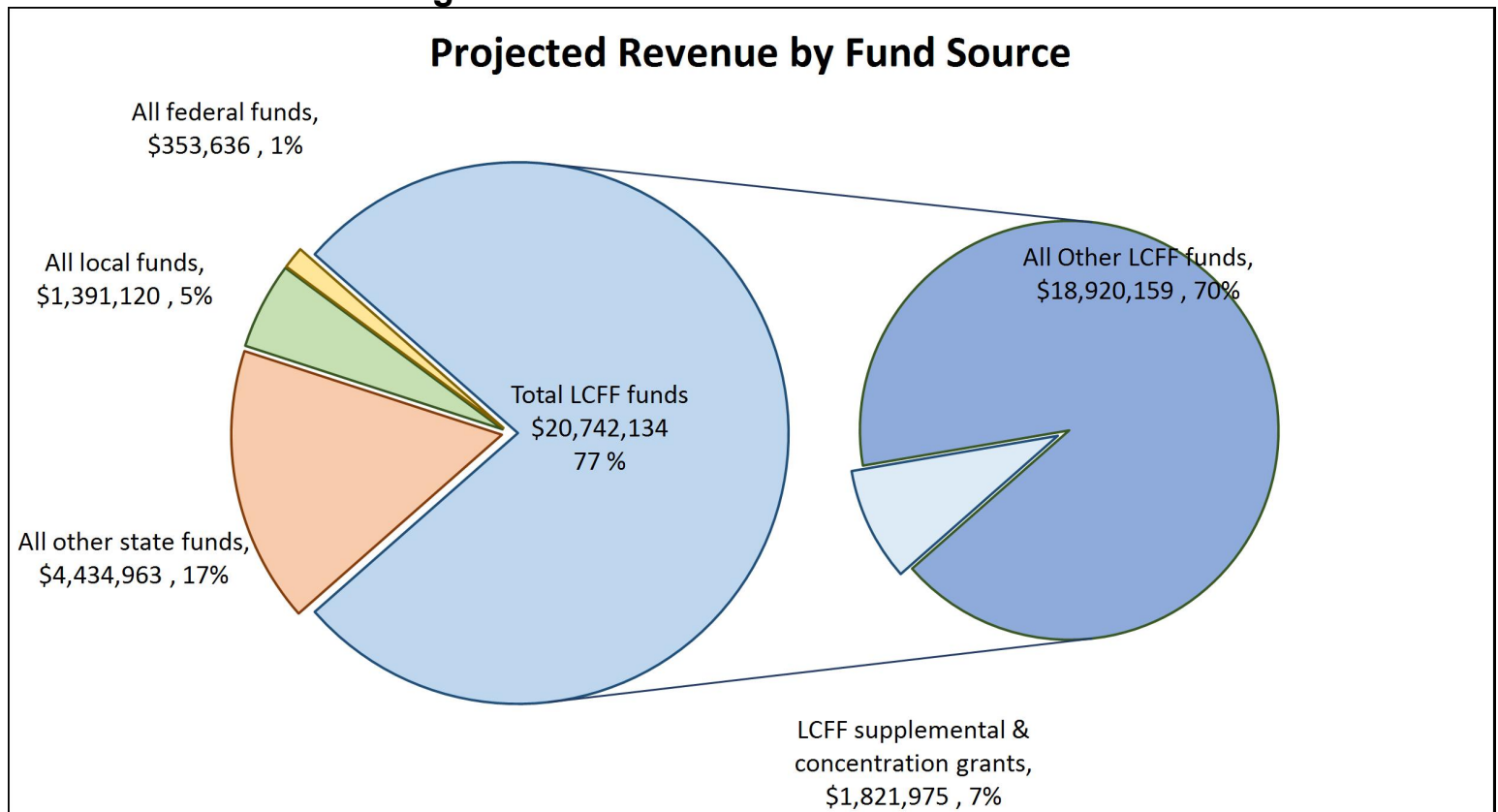
Superintendent

ravenj@puesd.net

559-585-2400

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

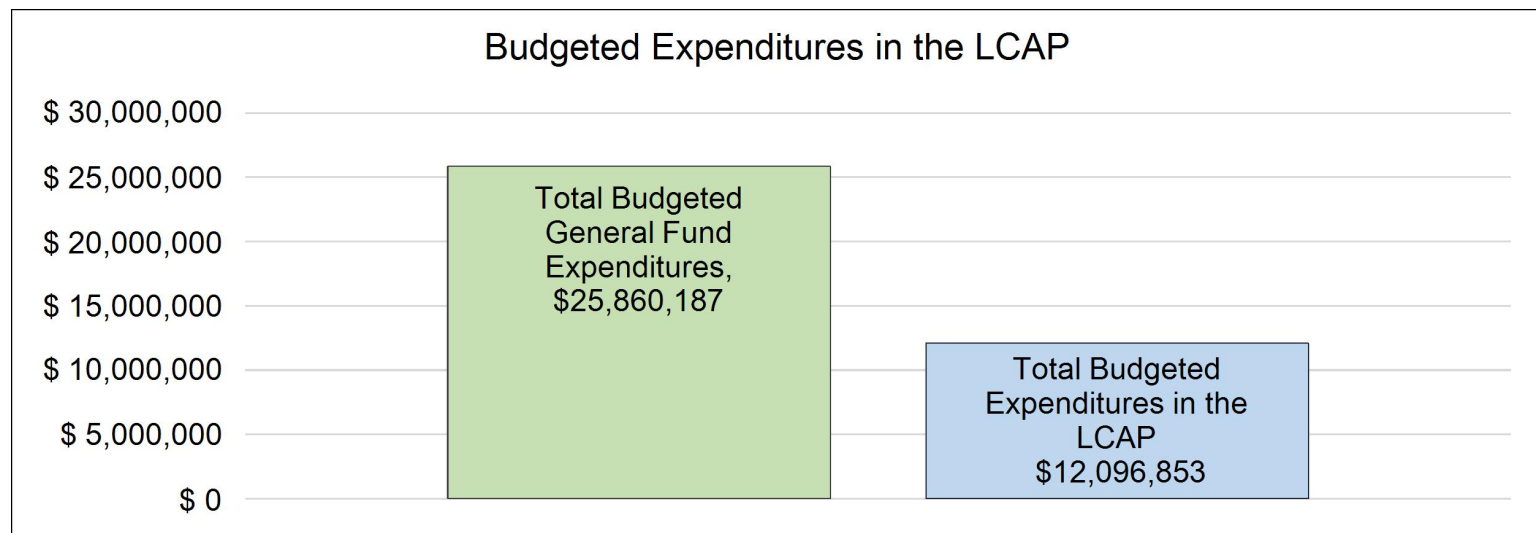


This chart shows the total general purpose revenue Pioneer Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Union Elementary School District is \$26,921,853, of which \$20,742,134 is Local Control Funding Formula (LCFF), \$4,434,963 is other state funds, \$1,391,120 is local funds, and \$353,636 is federal funds. Of the \$20,742,134 in LCFF Funds, \$1,821,975 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 Pioneer Union Elementary 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: Pioneer Union Elementary School District plans to spend \$25,860,187 for the 2026-27 school year. Of that amount, \$12,096,853 is tied to actions/services in the LCAP and \$13,763,334 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

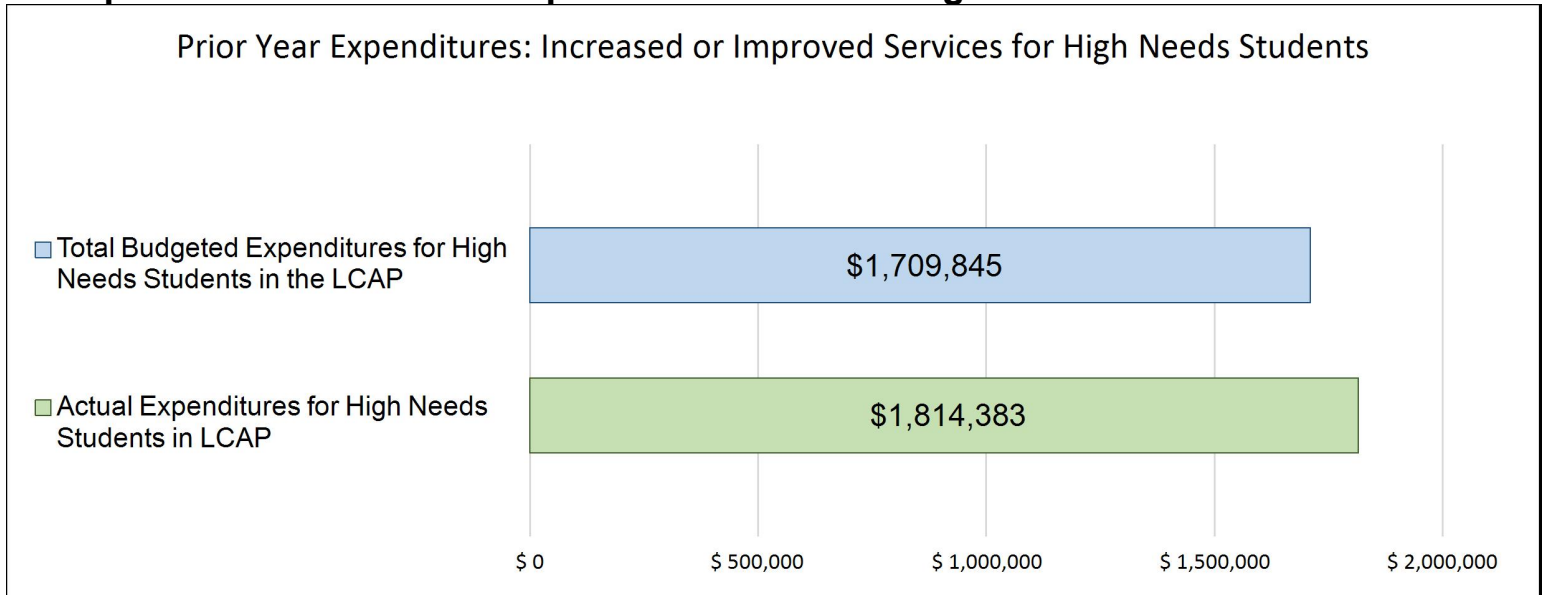
Budget expenditures not in the 2026-2027 LCAP include, but are not limited to, staffing including site and district administration, MOT staff, nursing support staff, office staff, IT staff; State teacher retirement system on behalf contributions; retiree benefits; MOT equipment, materials, and supplies; routine maintenance costs; equipment, materials, and supplies for operations and grounds; Kings County Office of Education charter oversight and special education costs; professional development for staff; school site budgets and classroom instructional supplies; utilities; transportation; cafeteria expenditures; curriculum and instructional resources; and the School Resource Officer.

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

In 2026-27, Pioneer Union Elementary School District is projecting it will receive \$1,821,975 based on the enrollment of Foster Youth, English learner, and low-income students. Pioneer Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union Elementary School District plans to spend \$1,821,975 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 Pioneer Union Elementary 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 Pioneer Union Elementary 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, Pioneer Union Elementary School District's LCAP budgeted \$1,709,845 for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District actually spent \$1,814,383 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
Pioneer Union Elementary School District	John Raven Superintendent	ravenj@puesd.net 559-585-2400

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.

Pioneer Union Elementary School District was originally established in 1870 and became the first charter school district in the State of California in 1993. Since that time, the district has experienced steady growth in enrollment and has expanded programs, services, and facilities to better serve students and families.

The District operates three schools: two elementary schools serving Transitional Kindergarten through 5th grade and one middle school serving grades 6–8. All three schools have been recognized for academic excellence, each earning the California Distinguished School Award and being named California Gold Ribbon Schools. In addition, the District’s elementary schools have received the Title I Academic Achievement Award. Pioneer schools have also been recognized by the Bonner Center at the Kremen School of Education and Human Development at California State University, Fresno for their character and civic education programs.

Pioneer Union Elementary School District serves a diverse student population, with an unduplicated pupil percentage of approximately 49.4%. The District remains committed to providing rigorous instruction, targeted support, and meaningful learning opportunities that prepare all students for success in school and beyond.

Mission

The Pioneer Union Elementary School District, in partnership with parents and the community, builds the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support, and intervention in an enriching environment.

Vision

Pioneer Union Elementary School District will develop motivated and confident students who meet or exceed grade-level standards, communicate effectively, become lifelong learners, contribute positively to their community, and are prepared for a successful future.

Reflections: Annual Performance

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

2025 California Dashboard

Successes:

English Language Arts

- All students performing 11.6 points above standard an increase of 1 point from the previous year
- Hispanic students performed at 1 point below standard improving from 1.7 points below standard in the previous year.
- Students identifies as English Learners improved from 29.1 points below standard the previous year to 24.1 points below standard this year.
- Long-Term English Learners improved from by 3.1 points
- Students identified as Two or more races increased by 8.7 points

Mathematics:

- Filipino student increased by 12.4 points
- Two or More Races increased by 16.5 points

Chronic Absenteeism:

- Rates declined 3.7 points for African American students
- Asian students declined 10.6 points

Challenges:

Mathematics:

- All Students performed 36.1 points below standard and declined 13.1 points from the prior year
- The greatest challenges are evident among Students with Disabilities at 130.1 points below standard
- Long Term English Learners at 172.6 points below standard
- English Learners at 64.6 points below standard
- Socioeconomically Disadvantaged students at 59.5 points below standard
- Hispanic students at 47.5 points below standard.

Chronic Absenteeism

- District rate increasing to 12.3 percent, an increase of 2.7 percentage points from the previous year
- Students with Disabilities at 19.6 percent
- Foster Youth at 18.8 percent
- Long Term English Learners at 19.4 percent
- English Learners at 13.6 percent

- Socioeconomically Disadvantaged students at 14.7 percent.

Suspension

- Overall suspension rate increased to 3.7 percent
- Foster Youth at 10.5 percent
- African American students at 7.9 percent
- Students with Disabilities at 6.1 percent
- Long Term English Learners at 6.5 percent

2024 California Dashboard

Successes:

The 2024 Dashboard shows that the District's actions in response to learning loss experienced from the COVID-19 pandemic are having positive effects. In comparing the 2023 to the 2024 Dashboard performance:

- Seven of nine student groups made positive growth in distance from standard. Of the two that did not, Asian students performed 21.1 above standard, and Two or More Races maintained performance.
- The District performance in ELA is 10.6 points above standard, an increase of 7.2 points
- Students with Disabilities increased performance in ELA by 8.7 points.
- English Learners increased performance in ELA by 29.1 points.
- Socioeconomically Disadvantaged students increased performance in ELA by 6.5 points.
- African American students increased performance in ELA by 24.8 points.
- In Mathematics, English Learners and African American students increased performance, increasing by 12.1 points and 25.5 points respectively.
- Chronic Absentee rate decreased 3 percentage points from 12.6 % to 9.6%. Of particular note, chronic absentee rates among foster youth was reduced by 33.3% with no foster youth being chronically absent in 2024.

Challenges:

Chronic Absentee Rates

While the District has reduced chronic absentee rates from 12.6% chronically absent in 2023 to 9.6% in 2024. The District would like to see continued improvement in this metric considering the pre-pandemic rate in 2019 was 6%. The following student groups will be a focus of the District's efforts to improve school attendance as they have greater chronic absentee rates: Asian (16.3% C. Absent), African American (12.0% C. Absent), Socio-economically Disadvantaged (11.3% C. Absent), and English Language Learners (10.5% C. Absent). Of these four student groups, three show a gap in academic performance.

Mathematics

While the District's performance in mathematics exceeds six of the nine elementary school districts in the County of Kings and that of the State, it is the academic area that has a greater number of subgroups performing at Red or Orange on the Dashboard. The following student groups will be a focus of the District's efforts to improve performance in mathematics: hispanic (Orange), two-or more races (Orange), socio-economically disadvantaged (Red), students with disabilities (Red).

2023 California Dashboard

Student Groups within the LEA that received the lowest performance rating on one or more of the state indicators on the 2023 Dashboard:

- Students with Disabilities - ELA
- Students with Disabilities - Suspension Rates

Student Groups within a school that received the lowest performance rating on one or more of the state indicators on the 2023 Dashboard:

Pioneer Elementary School

- Hispanic - Suspension Rate
- White - Suspension Rate

Learning Recovery and Emergency Block Grant

Pioneer District has unexpended LREBG funds for the 2025-26 school year.
LREBG funded actions may be found in Goal 2, Action 2.8; and in Goal 4, Action 4.4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

The LEA is in the first year of the two-year cycle for technical assistance. The district became eligible for differentiated assistance based on the performance of students with disabilities on the 2025 Dashboard which was red in ELA, Math, and suspension rates.

The District has worked in collaboration with the Kings County Office of Education (KCOE) through the differentiated assistance process. Through this process, the district has analyzed data and completed a strategic roadmap and is continuing to implement a curriculum to improve literacy skills and focus on comprehension and phonological awareness skills to provide a consistent program to support reading for students with disabilities. Special education teachers also had a collaborative PLC meetings to focus on student achievement and provide targeted support. As a result, students with disabilities increased 8.7 points from standard in ELA and had a decrease of 0.2% in suspension rates moving from Red to Orange on the 2024 Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Survey - Teachers were engaged in providing input through a districtwide survey administered via Google Forms from March 2, 2026 through March 13, 2026. Additional feedback was collected through site-level collaboration, including Professional Learning Communities (PLCs), and informal staff discussions focused on instructional practices, student needs, and professional development priorities.
Administrators	Administrators including district level directors, coordinators, and school site administrators are engaged throughout the year in scheduled district level "district cabinet" meetings. These meetings are focused on district programs and services to students which encompass many of the eight state priorities that must be addressed in the LCAP. Reflection of effectiveness current goals and actions of the LCAP addressing the eight state priorities are discussed. District cabinet meetings were held on the following dates: 8/19/2025, 9/2/2025, 10/7/2025, 11/18/2025, 1/26/2026, 2/24/2026, and 3/3/26.
Other School Personnel	Classified staff were engaged through a districtwide input survey administered from March 2, 2026 through March 13, 2026. Additional input was gathered through direct engagement with bargaining unit representatives, including an in-person meeting with CSEA leadership to discuss safety, student behavior, and operational needs.
Principals	Principals are engaged throughout the year in scheduled district level "curriculum cabinet" meetings. These meetings are focused on educational programs and outcomes such as the metrics of the California School Dashboard for all students and significant

Educational Partner(s)	Process for Engagement
	subgroups. Reflection of effectiveness current goals and actions of the LCAP are discussed. Curriculum Cabinet Meetings were held on the following dates: 11/4/2025, 12/9/2025, 2/10/2026, 3/24/2026, 4/7/2026, and 5/5/2026
Parents	Parents were engaged through a districtwide survey published on February 11, 2026 via the Infinite Campus parent portal. The survey remained open through March 13, 2026. The district communicated the survey through email, inbox messaging, and school site weekly bulletins to ensure broad participation. Additional engagement occurred through Title I parent meetings held on October 15, 2025; October 22, 2025; April 15, 2026; and April 22, 2026.
Students	Students were engaged through a districtwide survey administered via Infinite Campus from March 2, 2026 through March 13, 2026. Input was collected from students across grade levels, including English Learner students, regarding academic supports, school climate, and student engagement.
District Parent Advisory Council	The District Parent Advisory Council (DPAC), including parents of currently enrolled students with IEP's and 2 students, held five meetings during the 2025-26 school year. The meetings were held on the following dates: 10/7/2025, 11/18/2025, 2/3/2026, 3/17/2026 and 5/19/2026. During the course of the year, the DPAC reviewed the California Dashboard results, reviewed goals and actions in the current LCAP, and gave input for the development of the 2024-2027 LCAP. The draft LCAP was presented to the DPAC for review and comment on May 19, 2026.
English Learner Advisory Council/District English Learner Advisory Council	The English Learner Advisory Council (DELAC) and the District Parent English Learner Advisory Council (DELAC) met in-person on the following dates 9/18/2025, 12/4/2026, and 2/26/2026. During these meetings, the programs and services for English Language Learners were discussed. The draft LCAP was presented to the ELAC and DELAC for review and comment on May 28, 2026.
Special Education Local Plan Agency (SELPA)	The District consulted the Director of the Kings County SELPA on March 19, 2026. The consultation was an in-person meeting held at Pioneer UESD.
Pioneer Teacher's Association	The district met with a group of representatives of the Pioneer Teachers Association on March 5, 2026.

Educational Partner(s)	Process for Engagement
California School Employee Association (CSEA)	The district met in person with the president of the local chapter of the CSEA on March 2, 2026.

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

The information provided below is a summary representing the most common input provided by each educational partner group for input on the LCAP as well as the Learning Recovery Emergency Block Grant (LREBG).

TEACHERS

2025-2026

- Recognize the value at of having a counselor each school site and the impact they have on students (LREBG).
- Appreciate the support of a designated Bilingual Community Liaison.
- Increased instructional support through paraprofessionals and intervention teachers
- Expanded reading and math intervention, including support at the middle school level
- Professional development in differentiated instruction, foundational reading (Science of Reading), and strategies to support English Learners and students with disabilities
- Additional collaboration time, particularly between general education and special education staff
- Improved systems for data access and instructional planning

2024-2025

- 96.0% of responses related to connectedness were positive indicating a high degree of connectedness
- 81.9% of responses related to safety were positive. 18.1% have indicated some concern about safety.
- Smaller class sizes
- More support personnel such as instructional aides, academic coaches, Title I teachers
- Professional development in differentiated practices and UDL • Behavior specialist
- Professional Development on SEL strategies, especially for young students to help with self-regulation, motivation, and resilience
- Phonics training, Science of Reading implementation, and better support for early and struggling readers

2023-2024

- Need for increased instruction in Phonemic Awareness and related instructional materials.
- Increased instructional aide support and training, to provide targeted support to struggling students.
- Hire additional support staff such as intervention teachers, instructional aides, and counselors to provide targeted assistance to struggling students.
- Vertical aligning and articulation between grade levels.
- Smaller class sizes in the primary grades.

- Science of reading strategies and training, particularly for small group instruction.
- Social Emotional Learning support and strategies addressing behavior management.
- Increased interventions such as after school tutoring.

PRINCIPALS

2025-2026

- The importance of maintaining school counselors at all sites (LREBG)
- Continued investment in instructional aides and intervention supports
- The need for strong systems to monitor student achievement and attendance
- Ongoing support for English Learner programs and services
- The importance of fully staffed and effective special education programs
 - Continued focus on professional learning communities (PLCs) and collaboration structures at each site
 - The importance of targeted interventions to address academic and behavioral needs

2024-2025

- Keep counselors at each site
- Consider increased SRO support
- Continue support PLC process, guiding coalitions
- Continue with instructional aide support
- Continue with reading intervention program and training of all teachers in effective foundational reading strategies at the elementary sites
- Work with the site on supporting students with disabilities in general education classes
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)
- Expressed continued need for school counselors (LREBG)

2023-2024

- Maintain the support of the counselors to support student engagement and connectedness as well as parent education through venues such as "coffee with the counselor."
- Maintain or increase instructional aide support to support small group instruction for struggling students.
- Continue to support the further development of professional learning communities.
- Continue to support Tier I and tier II interventions.
- Monitor academic indicators throughout the year.

ADMINISTRATORS

2025-2026

- The importance of maintaining fully staffed programs, including special education and student support services
- Continued investment in counseling services and social-emotional supports across all sites (LREBG)
- The need for strong systems related to student safety, including emergency preparedness and communication

- Ongoing support for English Learner programs, including staffing, curriculum, and program structure
- The importance of data systems and access to support instructional decision-making
- Attendance systems and interventions, including strengthening SARB processes and early intervention strategies

2024-2025

- Provide counseling services at all three school sites
- Ensure the special education program is adequately staffed
- Implement a school emergency program for safety and communication
- Security cameras at the elementary sites
- Upgrade the District and school websites for improved functionality, and integrate a social media presence for improved parent engagement
- Discussed need for individualised individual targeted services for students with unique needs(LREBG)
- Expressed continued need for school counselors (LREBG)

2023-2024

- Continue to provide support for classroom instruction through technology.
- Continue to maintain facilities
- Provide increased support for instructional staff in teaching phonemic awareness and phonics

OTHER SCHOOL PERSONNEL

2025-2026

- The need for increased safety measures, including campus supervision and camera systems
- Training to support student behavior and de-escalation
- Adequate staffing and resources to maintain safe and clean school environments
- Support for staff working with students demonstrating high behavioral needs

2024-2025

- Training on student behaviors
- Regular and comprehensive safety training (Active shooter, health emergencies)
- More support facilities cleaning and maintenance and larger budget to complete work orders

2023-2024

Survey Responses

- 94% feel connected to their school site
- 100% feel safe
- There is a general expression of satisfaction with their supervisor, the helpfulness of their coworkers, and the culture focused on the well-being of students, staff, and families.
- There is a need for more instructional materials to support small group instruction.
- Additional support staff for students that need high levels of support.

- Provide increased professional development to instructional aides.

PARENTS/GUARDIANS

2025-2026

Parent Survey Responses

- 99.41% of parents reported that school facilities are clean and well maintained
- 100% indicated they receive progress reports and report cards informing them of their child's success
- 97.06% reported that schools seek parent participation and input
- 97.65% indicated they feel welcome to participate in school activities
- 100% reported receiving communication through one or more platforms (email, phone, text, bulletin, or website)
- 97.06% reported that their child feels safe at school
- 95.88% believe the school fosters a safe environment for all students

Summary of responses to open-ended survey questions about what their child's school does well and what it may improve upon:

- Value the strong relationships between students and staff and the overall school environment
- Appreciate communication efforts and the variety of opportunities available to students
- Would like increased classroom and campus support, including additional supervision and aides
- Identified a need for continued academic and behavioral supports to ensure all students are able to learn without disruption

2024-2025

Parent Survey Responses

- 98.29% believe their child's school is well maintained.
- 97.7 % agree that their child's school informs them of their child's progress.
- 95.43% believe their child's school seeks their participation and input.
- 100% state that they receive information about their child's school through phone calls, emails, text messages, weekly bulletin, or website.
- 97.69% believe their child feels safe at school.
- 94.8% believe their child school fosters a safe environment for all students.

Summary of responses to open-ended survey questions about what their child's school does well and what it may improve upon:

- Are pleased with the wide variety of opportunities for students including extracurricular activities, band/music, athletics, leadership, etc.
- Facilities are well maintained
- Positive student-teacher relationships, with caring teachers
- Would like to see more yard aides and classroom support
- Would like increased communication on behavioral expectations and policies

2023-2024

Parent Survey Responses:

- 99% believe their child's school is well maintained.
- 98.5% agree that their child's school informs them of their child's progress.
- 94.6% believe their child's school seeks their participation and input.
- 98.5% state that they receive information about their child's school through phone calls, emails, text messages, weekly bulletin, or website.
- 96% believe their child feels safe at school.
- 96.5% believe their child school fosters a safe environment for all students.
- 96.5% believe all cultures are treated fairly and respect at their child's school
- Parents are pleased with their child's success of children at Pioneer schools
- Parents expressed concerns about classroom management at Pioneer Middle School
- Desire for more tutoring opportunities and involvement options for parents

STUDENTS

Grades 6-8

2025-2026

96.23% of students reported feeling safe at school

89.10% indicated that teachers talk to them about their strengths and areas for improvement

96.02% reported they are able to engage in activities they enjoy at school

97.90% indicated that schools have clear rules for student behavior

96.86% reported there are clear consequences for breaking rules

82.60% reported having a trusted adult they can go to for help with non-academic concerns

86.37% indicated that their school is clean and in good condition

Student open-ended survey responses indicated:

- Value engaging instruction and opportunities to participate in activities they enjoy
- Identified a need for additional academic support, particularly in English Language Arts and mathematics, including tutoring, small group support, and clearer explanations of assignments
- Requested clearer expectations and more consistent implementation of behavior rules and consequences
- Emphasized the importance of having trusted adults on campus they can go to for support with both academic and personal concerns (LREBG)
- Indicated a desire for additional opportunities for student engagement and extracurricular activities
- Identified a need for clean and well-maintained facilities, particularly in shared areas such as restrooms

2024-2025

- 93.42% of Middle school students feel safe while at school.
- 76.22% of middle school students say there is an adult that they trust and can go to for help with problems other than school work.

Student open-ended survey responses indicated:

- the desire for more support in areas of ELA, math and science
- would like clearer instruction with more detailed explanation at a slower pace
- concerns about disruptive behaviors

2023-2024

- 94.9 % of Middle school students feel safe while at school.
- 74.4% of middle school students say there is an adult that they trust and can go to for help with problems other than school work.
- Additional academic support, particularly in subjects like math and English Language Arts (ELA). Students expressed concerns about lack of assistance, unclear explanations, and insufficient time to complete assignments.
- Maintaining a positive and engaging school environment. Some suggested stricter policies to address disruptive behavior, while others mentioned the need for more incentives to encourage student participation and good behavior.
- Students expressed concerns about the workload and time management, suggesting that there should be a balance between class work, homework, and breaks. Some advocated for more time during class to complete assignments or for fewer homework assignments to alleviate stress.

Grades 4-5

2025-2026

- 96.94% of students reported feeling safe at school
- 96.02% indicated that teachers talk to them about their strengths and areas for improvement
- 90.83% reported that they look forward to coming to school
- 98.78% indicated that teachers have clear rules for behavior
- 100% reported that there are clear consequences for breaking rules
- 84.40% reported having a trusted adult they can go to for help with non-academic concerns
- 93.88% indicated that their school is clean and in good condition

Student open-ended survey responses indicated:

- Value supportive teachers and positive relationships with staff and feel their teachers help them succeed
- Appreciate clear expectations, structure, and classroom routines
- Identified a need for additional support in mathematics, writing, and reading, including more help during instruction and opportunities to practice skills
- Benefit from additional explanations, examples, and time to complete assignments
- Expressed appreciation for school programs and activities, but would like more opportunities for enrichment and engagement
- Emphasized the importance of having trusted adults available to provide help and support (LREBG)

2024-2025

- 97.42 % of grade 4 and 5 students feel safe while at school.
- 85.10% of students say there is an adult that they trust and can go to for help with problems other than school work.

Student open-ended survey responses indicated:

- desire for more help, particularly in the areas of ELA and math
- desire for more one-on-one help, more practice, simpler explanations, and small group work.
- help in controlling emotions and behavior management.

2023-2024

- 98.2 % of grade 4 and 5 students feel safe while at school.
- 86.3% of students say there is an adult that they trust and can go to for help with problems other than school work.
- Students expressed a desire for help with specific subjects, particularly math, reading, and writing. They mentioned needing clearer explanations, more practice, and additional support.
- Students mentioned wanting more interesting and interactive lessons. They expressed a desire for fun activities, projects, and hands-on learning experiences to make education more enjoyable.
- Feedback regarding the school environment included requests more equipment for physical activities like sports.
- Some students mentioned needing help with Social emotional issues. They expressed a desire for support from counselors or teachers in managing their emotions and behavior.
- Many students indicated that they felt supported and satisfied with the help they were receiving from their teachers, aides, and principals.

DISTRICT PARENT ADVISORY COUNCIL

2025-2026

- The importance of maintaining and expanding academic intervention supports, particularly for struggling students
- Continued focus on attendance improvement strategies, including parent communication and education
- The need for consistent behavior expectations and supports across school sites
- The value of strong communication between schools and families
- Continued investment in student support services, including counseling and social-emotional learning

2024-2025

- Provide professional learning for teachers are appropriate use and instruction in Artificial Intelligence (AI)
- Maintain and update technology plan and infrastructure.
- Consider providing alternate access to breakfast meals for students who arrive late to school
- Explore opportunities for partnerships with institutions of higher learning for college and career pathways
- Keep our reading intervention supports, instructional aides, and our EL Liaison
- Find ways to target parent involvement and increase participation in the annual Parent Survey
- Consider if Independent Study would be feasible to recoup ADA
- Provide parent education around the importance of school attendance
- Be more proactive in informing parents and community on school discipline policies
- Expressed continued need for school counselors (LREBG)

2023-2024

- Recognized the significant growth in mathematics
- Recognized that chronic absentee rates, while the district made significant progress, in this area was still an area of concern.
- The council expressed interest in expanding arts and music district wide.
- Consider home- economics class.
- Consider expanding STEM course offerings
- Provide instructional aide support to SWD and other students who need additional support.
- Educate parents by having a "key" to the student report card explaining what the rubric score reflect.

ELAC/DELAC

2025-2026

- Expressed support for current English Learner services and programs
- Emphasized the importance of maintaining instructional rigor and continued academic support for English Learners

2024-2025

- Supports current services and programs in the district.
- Appreciates the efforts and abilities of the Bilingual Liaison

2023-2024

- 100% of survey responses stated that their child's school provides them with the necessary progress and reports to monitor their child's academic performance.
- 100% of survey respondents state that they feel welcomed at their child's school.
- 94% believe their child's school fosters a safe environment for all students.
- They believe that the instruction their children are receiving in English Language Development is benefitting their child and did not have suggestions for change or improvement but wished to maintain the level of

instructional rigor.

SELPA

2025-2026

- Ensuring students with disabilities have access to general education curriculum and supports
- Continued alignment of services and programs to meet the needs of students with disabilities
- Best practices related to program implementation, including extended school year services

2024-2025

- Continue to ensure that Student with Disabilities have access to the programs and supports offered at each school.
- Suggested if offering general education summer school, it is a best practice to hold ESY concurrently to support integration opportunities.

2023-2024

- Monitor suspension rates for students on Individualized Education Plans (IEP)
- Provide de-escalation training to new staff

PIONEER TEACHERS ASSOCIATION

2025-2026

- The need for expanded academic supports and intervention programs, particularly at the middle school level
- Continued investment in instructional support staff, including paraprofessionals
- Ongoing professional development, including training to support English Learners and differentiated instruction
- The importance of consistent behavior expectations and supports
- Increased support for English Learners and students with disabilities in accessing core instruction

2024-2025

- Students with disabilities struggle to access general education curriculum at the middle school level. Teachers need support in accommodations for SWD in their general education classes.
- Would benefit from a writing curriculum
- Middle School needs three 7th and 8th grade ELA teachers AND three 7th and 8th grade Social Studies teachers.
- Need an additional Prop. 28 Art Teacher.
- Consider furniture replacement schedule at the middle school.
- Middle School would benefit from a designated ELD and Reading Intervention teacher.
- Continue training for 3rd-5th grade teachers in foundational reading skills including phonics and phonemics
- Request a Teacher on Special Assignment to support new teachers
- Continue to provide online instructional programs to supplement student learning.
- Provide school safety training for all staff including teachers, admin, classified, and support personnel
- Continue to support reading intervention program at the elementary sites.
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)

2023-2024

- Consider dedicated ELD teacher at the Middle School
- Consider increasing the Bilingual Liaison's hours
- Instructional Aides - Increase training and training in small group instruction, teacher time with aides without students so that they may plan and direct their work to a greater degree.
- Maintain reading intervention academic supports
- Grade 3-5-reading training and materials in Phonemics/Phonics.
- Consider administering more interim assessments to prepare students better for the CAASPP
- Increase parent participation by replacing Open House with academic nights
- Monthly parent education opportunities possibly from outside organizations.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

2025-2026

- Student and staff safety, including campus supervision and facilities concerns
- Behavioral supports for students
- The importance of maintaining safe working conditions for staff
- Interest in additional supports such as counseling services (LREBG)

2024-2025

- Concerns about student behaviors at sites. Suggest that more staff receive de-escalation training.
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)
- Consider installing cameras at elementary sites for safety.

2023-2024

- Evaluate staffing levels in the MOT department
- Consider equipment purchases that could reduce the amount of labor
- Consider expanding security cameras at the elementary school campuses

The following action within the LCAP were influenced by the input of educational partners. Additionally, a needs assessment based on educational partner input informed the actions in the LCAP for the Learning Recovery Emergency Block Grant (LREBG), namely Actions 2.8 and 4.4. Specifically, the LCAP's LREBG actions were developed to meet the needs and requests for supplemental funding that were outlined by educational partners below:

Action 2.1 - Academic Supports

This action was supported by input from teachers, principals, other school personnel, District Parent Advisory Council, Pioneer Teachers Association, and students in grades 4–8. These groups expressed the importance of providing instructional support and interventions such as those provided by instructional aides and intervention teachers. They identified the need to support struggling students and student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students with targeted academic supports to close the achievement gap.

Action 2.4 - Professional Development for Teachers in English Language Acquisition

This action was supported by the input of ELAC/DELAC, teachers, and administrators, who emphasized the importance of maintaining strong instructional practices for English Learners. Educational partners expressed the need to continue professional development in English

Language Development (ELD) and differentiated instruction to support continued academic growth.

Action 2.5 - Data Analyst

This action was supported by the input of principals and administrators, who expressed the importance of continuing to monitor academic indicators throughout the school year through data. Educational partners emphasized the need for improved access to data to inform instruction and support student achievement.

Action 2.6 - Student Support Position

This action was supported by the input of principals, administrators, and other school personnel who expressed the importance of providing additional staffing and professional development to implement supports and teaching strategies proven effective for underperforming groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students who may lack resources and supports outside of school.

Action 2.8 - Additional Student Services (LREBG)

This action is supported through input from a wide variety of educational partners, including teachers, administrators, and advisory groups, who acknowledged the need for targeted supports for students with unique needs. Educational partners emphasized the importance of providing academic and behavioral interventions to ensure student success.

Action 4.2 - Chronic Absenteeism

This action is supported by input from parents, principals, administrators, and DPAC, who expressed the importance of improving school attendance. Educational partners discussed the need for increased communication with families, monitoring of attendance, and early intervention strategies to reduce chronic absenteeism.

Action 4.4 - SEL Supports (LREBG)

This action is supported by input from principals, administrators, teachers, students, and DPAC, who expressed the importance of providing access to school counselors at each site to address students' social-emotional needs and support attendance, behavior, and academic achievement. Educational partners emphasized the need to support students in crisis intervention, building resilience, developing coping strategies, and managing emotions.

This action was also supported by the input of students in grades 4–8 and the SELPA, who identified the importance of having trusted adults on campus and addressing the social-emotional needs of students with disabilities and other students whose behaviors may impact learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district has developed this goal to sustain past performance and ensure students have the essential elements contained in State Priorities 1, 2, and 7 which provide conditions of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DISCONTINUED Teachers appropriately assigned and fully credentialed: School Accountability Report Card (SARC) (Priority1a)	DISCONTINUED 2021-22 Teachers appropriately assigned and fully credentialed = 89.76%	DISCONTINUED 2022-2023 Teachers appropriately assigned and fully credentialed = 88.5% (24-25 SARC) DISCONTINUED	DISCONTINUED	DISCONTINUED Teachers appropriately assigned and fully credentialed = 92.0%	DISCONTINUED -1.26% difference from baseline.
1.2	Sufficient standards based instructional materials for each student: District inventory or subscription (Priority 1b)	2023 Dashboard: 100% of students have sufficient access to standards aligned instructional materials.	2024 Dashboard 100% of students have sufficient access to standards aligned instructional materials.	2025 Dashboard: 100% of students have sufficient access to standards aligned instructional materials.	100% of students have sufficient access to standards aligned instructional materials.	0% difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities in good repair:California School Dashboard (Priority1c)	2023 Dashboard: Instances where facilities do not meet the "Good Repair" standard = 0	2024-25 Instances where facilities do not meet the "Good Repair" standard = 0	2025 Dashboard: Instances where facilities do not meet the "Good Repair" standard = 0	Instances where facilities do not meet the "Good Repair" standard = 0	No difference from baseline.
1.4	Implementation of academic and performance standards including EL access to CCSS and the English Language Development Standards. Callifornia School Dashboard (Priority 2a and 2b)	2023 Dashboard: Standard Met rating for Local Indicator, Implementation of Academic Standards.	2024 Dashboard Standard Met rating for Local Indicator, Implementation of Academic Standards.	2025 Dashboard: Standard Met rating for Local Indicator, Implementation of Academic Standards.	Dashboard: Maintain Standard Met rating for Local Indicator, Implementation of Academic Standards.	No difference from baseline.
1.5	Access to a broad course of study for all students including unduplicated students and students with disabilities. Rating on the California School Dashboard (Priority 7)	2023 Dashboard: Standard Met for Local Indicator, Access to a Broad Course of Study.	2024 Dashboard Standard Met for Local Indicator, Access to a Broad Course of Study.	2025 Dashboard: Standard Met for Local Indicator, Access to a Broad Course of Study.	Dashboard: Maintain Standard Met rating for Local Indicator, Access to a Broad Course of Study	No difference from baseline.
1.6	Credential Data: School Accountability Report Card (SARC) (Priority1a)	2021-22 99.99% (71.2/72) of teachers were appropriately assigned 100% (72/72) of teachers were fully credentialed	2022-23 99.99% (73.9/74) of teachers were appropriately assigned 95.95% (71/74) of teachers were fully credentialed	2023-24 97.72% (73.3/75) of teachers were appropriately assigned 83.62% (62.7/75) of teachers were fully credentialed	100% of teachers were appropriately assigned 95.95% of teachers were fully credentialed	Teachers appropriately assigned = -2.27% Teachers fully credentialed = -16.28%

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.

The district implemented the action of goal 1 to a high degree maintaining the integrity of the goal of providing conditions of learning for student success. There were no substantive differences in planned action and that implemented during the 2025-26 year. The district had success in achieving the intended metric outcomes metrics 1.2 - 1.5 of the goal. However, Action 1.1 presented a challenge as the district experienced a slight decline of 16.38% in fully credentialed teachers. This may be attributable to the statewide teacher shortage and a decline of 2.27% in appropriately assigned teachers.

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 is no material difference in expenditures as well as no planned percentage of improved services attached to this goal.

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

Action 1.1

The percentage of appropriately assigned teachers remained very high at 97.72%. The percentage of fully credentialed teacher dropped slightly from 100% in 2021-22 to 83.62% in 2023-24. This percentage is slightly lower (above 80%) especially considering the challenges with in regard to the statewide teacher shortage. The current year data reflects a substantial increase in this area. Therefore, the district has determined this action to be effective.

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

Based on reflection of prior practice and the effectiveness of the action of Goal 1, the district will not be making any changes to the planned goal, metrics, target outcomes, or actions. However, based on the small decline in the metric outcome and known challenges of recruiting fully credentialed teachers in the midst of a general shortage of fully credentialed teachers, the district will work to increase teacher recruitment efforts to make progress toward the goal.

There is an increase to the planned Total Estimated Actual Expenditures to account for the increase in employee compensation and benefits negotiated through collective bargaining process during the 2025-26 school year and staff movement on the salary schedule.

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	Certificated Staff	The district will provide certificated staff who are appropriately assigned and credentialed for the subject area and students they teach.	\$9,132,227.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will make progress in meeting or exceeding grade level standards as measured by the California Assessment of Student Performance and Progress (CAASPP).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Pioneer District has developed this goal to provide actions to address student academic achievement and outcomes as measured by the metrics included within this goal. Data indicates that pupil achievement outcomes within the district, as well as at the state level, have not returned to prepandemic levels. Considering this, it is widely believed by educational partners that students need academic supports to the greatest extent feasible to continue to ensure continued academic improvement.

The services and actions within this goal provide additional supports to address the needs of students. The metrics provide baseline data that will allow the district to monitor the progress and effectiveness of the actions associated with this goal and to measure the progress toward reducing or eliminating achievement gaps among groups. Grouped together, the actions and metrics are directly associated with the goal of academic progress for all students, student groups, and unduplicated students and, therefore, will help achieve progress in reaching this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard: English Language Arts (ELA) (Priority 4)	2023 Dashboard All Students 3.5 points above standard Hispanic 9.3 points below standard	2024 Dashboard All Students 10.6 points above standard Hispanic 1.7 points below standard	2025 Dashboard All Students 11.6 points above standard Hispanic 1 points below standard	All Students 12.5 points above standard or higher Hispanic 0.7 points below standard or better English Learners	2025 Dashboard All Students +8.1 points difference from baseline Hispanic +8.3 points difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 45.7 points below standard Socio-economically Disadvantaged 20.3 points below standard Students with Disabilities 81.3 points below standard	English Learners 29.1 points below standard Socio-economically Disadvantaged 13.8 points below standard Students with Disabilities 72.6 points below standard	English Learners 24.1 points below standard Socio-economically Disadvantaged 13.7 points below standard Students with Disabilities 98.4 points below standard	36.7 points below standard or better Socio-economically Disadvantaged 11.3 points below standard or better Students with Disabilities 72.3 points below standard or better	English Learners +21.6 points difference from baseline Socio-economically Disadvantaged +6.6 points difference from baseline Students with Disabilities -17.1 points difference from baseline
2.2	California Dashboard: Mathematics (Priority 4)	2023 Dashboard All Students 18.1 points below standard African American 87.9 points below standard English Learners 69.9 points below standard Socio-economically Disadvantaged 41.6 points below standard	2024 Dashboard All Students 23 points below standard African American 62.4 points below standard English Learners 57.8 points below standard Socio-economically Disadvantaged 45.7 points below standard	2025 Dashboard All Students 36.1 points below standard African American 86.2 points below standard English Learners 64.6 points below standard Socio-economically Disadvantaged 59.5 points below standard	All Students 9.1 points below standard or better African American 78.9 points below standard or better English Learners 60.9 points below standard or better Socio-economically Disadvantaged 32.6 points below standard or better Students with Disabilities	2025 Dashabord All Students -18 point difference from baseline African American +1.7 point difference from baseline English Learners +5.3 point difference from baseline Socio-economically Disadvantaged -17.9 point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 98.7 points below standard	Students with Disabilities 114.2 points below standard	Students with Disabilities 130.1 points below standard	99.7 points below standard or better	difference from baseline Students with Disabilities -31.4 point difference from baseline
2.3	California Science Test, Dataquest (Priority 4)	2022-23 34.06% met or exceeded standard	2023-2024 CAST Assessment 33.07% of students met or exceeded the standard	2024-25 CAST Assessment 32.66% of students met or exceeded the standard	36.0% met or exceed standard.	2024-2025 CAST Assessment - 1.4% difference from baseline
2.4	Performance on the English Language Proficiency Summative Assessment for California (ELPAC) (Priority 4)	2023-24 Summative ELPAC Assessment Results 60.64% of EL students scoring at a Level 3 or 4	2023-24 Summative ELPAC Assessment Results 61.11% of EL students scoring at a Level 3 or 4	2024-25 Summative ELPAC Assessment Results 56.83% of EL students scoring at a Level 3 or 4	60% or more of EL students scoring at a Level 3 or 4	2024-2025 Summative ELPAC Assessment Results -3.81% difference from baseline
2.5	English Learner Reclassification Rate: Student Information System (Priority 4)	2023-2024 Reclassification Rate = 13.48%	2024-2025 Reclassification rate = 13.1%	2025-2026 Reclassification rate = 13.53%	Maintain a Reclassification Rate of 7.5% or higher	2025-2026 +0.05% difference from baseline
2.6	Pupil Outcomes in Subject Areas: Participation rate, Student Information System (Priority 8)	2023-2024 Student participation in P.E., health, and/or visual and performing arts = 100%	2024-2025 Student participation in P.E., health, and/or visual and performing arts = 100%	2025-2026 Student participation in P.E., health, and/or visual and performing arts = 100%	Maintain student participation rate in P.E., health, and/or visual and performing arts at 100%	2025-2026 0% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Local measure (Survey): Educational Partner support (Priority 4)	2023-2024 45% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	2024-2025 55% of Educational Partner groups provided feedback advocating for Academic Supports	2025-2026 83% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	At least 50% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	2025-2026 +38% difference from baseline
2.8	Local Measure: Student performance on local measure for Long Term English Learners (Priority 4)	2023-2024 68.75% of students performing at the lowest level on local measure in English language skills at the Middle School	2024-2025 75.55% of students performed at the lowest level on local measure in English language skills at the Middle School.	2025-2026 89.29% of students performed at the lowest level on local measure in English language skills at the Middle School.	58.75% of students or less performing at the lowest level on local measure in English language skills at the Middle School	2025-2026 +20.54% increase in the number of students performing at the lowest level as compared from baseline.
2.9	Local Measure: Parent Survey results on a sense of connectedness for families of English Learner students (Priority 3)	2023-2024 98.82% of parents of EL students families responded positively on the 2024 Parent Survey for a sense of connectedness.	2024-2025 96.36% of parents of EL students families responded positively on the 2025 Parent Survey for a sense of connectedness.	2025-2026 100% of parents of EL students families responded positively on the 2026 Parent Survey for a sense of connectedness.	At least 90% of parents of EL students families respond positively on the Parent Survey for a sense of connectedness.	2025-2026 +1.18% increase in positive responses on the Parent Survey for a sense of connectedness from baseline.
2.10	Local Measure: English Learner Advisory Council (ELAC) and District English Learner Advisory Council (DELAC) meetings held (Priority 3)	2023-24 English Learner Advisory Council Mtgs. = 4	2024-2025 English Learner Advisory Council Mtgs. = 4	2025-2026 English Learner Advisory Council Mtgs. = 4	Maintain number of meetings for ELAC and DELAC English Learner Advisory Council Mtgs. = 4	2025-2026 is the same as baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	

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.

The District was highly effective in fully implementing all of the actions for Goal 2 including academic supports, a bilingual community liaison, English Language Development at the middle school, professional development for teachers in English Language Acquisition, a data analyst, student support positions, and a special education community of practice. The successes in implementing these actions was commendable and strongly supported the overall goal of supporting all students to make progress at meeting or exceeding grade level standards. There is the ongoing challenge of hiring and retaining paraprofessionals which Pioneer District works diligently to fill all needed positions and retain staff.

Action 2.8 is the LREBG action in Goal 2. The District was highly effective in implementing Action 2.8, Additional Student Services.

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

The material difference in Actions 2.4 between the Budgeted Expenditures and Estimated Actual Expenditures occurred because there were no supplies or materials needed to purchase for the English Language acquisition professional learning held during the 2025-26 school year.

The material difference in Actions 2.8 between the Budgeted Expenditures and Estimated Actual Expenditures occurred because the District was unable to fill one staff position budgetted in this action for the 2025-26 school year.

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

The District was highly effective in fully implementing all of the actions for Goal 2 and determined them to be effective in making successful progress toward the goal.

Action 2.1 Academic Supports (Metric 2.1, 2.2, 2.7)

Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.7, 83% of Educational Partner groups advocate for continuing the academic supports included in Action 2.1. The majority of the metrics show effectiveness of this action.

Action 2.2 Bilingual Liaison (Metric 2.4, 2.5)

Effectiveness: Metric 2.4 is below the target outcome. Metric 2.5 above the target outcome. This action is determined to be effective.

Action 2.3 English Language Development (Metric 2.8)

Effectiveness: LTEL student performance on the local measure showed an approximate 20% increase in students performing at the lowest level on the local measure. It should be noted that this is a small student group, which makes it difficult to determine a statistical significance in determining the effectiveness of the action. However, given the data, the District is reviewing instructional materials to better support LTEL students.

Action 2.4 Professional Development for Teacher in English Language Acquisition (Metric 2.1, 2.2)

Effectiveness: For Metric 2.1, four of the five student groups, including English Learner, showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. One of the student groups who demonstrated growth in mathematics was English Learners. This demonstrated the effectiveness of this action.

Action 2.5 Data Analyst and Action 2.6 Student Support Positions (Metric 2.1, 2.2, 2.4)

Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. Metric 2.4 is below the target outcome. The metrics for this action demonstrate marginal effectiveness of the action. The District is investigating additional supports to assist with the effectiveness of this action.

Action 2.7 Special Education Community of Practice (Metric 2.1, 2.2)

Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. However, in both metrics, students with disabilities were a student group who declined in their CAASPP results. The District will provide additional supports to the Special Education Community of Practice next year and continue to monitor for effectiveness.

Action 2.8 (LREBG) Additional Student Services (Metric 2.1, 2.2 for SWD)

Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. However, in both metrics, students with disabilities were a student group who declined in their CAASPP results. The District will continue to monitor the effectiveness of this Action and adjust as appropriate at the end of the three-year LCAP cycle. This action was funded through LREBG funds which will be greatly depleted for next school year. The District will continue to support students, but this action will be minimized due to the spending down of LREBG funding.

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.

After reflection on prior practices, and progress towards the goal, the District is planning the following changes for the 2026-27 LCAP for Goal 2.

The District plans to continue with the Goal 2 and target outcomes as planned.

State Priority 3 was added to the priorities addressed in Goal 2 as Metirc 2.9 and 2.10 were added for 2026-27 to measure effectiveness of the the parent outreach and parent support functions within Action 2.2.

Metrics 2.9 and 2.10 were added for the 2026-27 LCAP as they measure the parent outreach and support portion of Action 2.2 which supports English Learner progress.

There is an increase to the planned Total Planned Expenditures for Actions 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. There is a decrease in Total Planned Expenditures for 2.1 and 2.8.

For Action 2.2, Metrics 2.9 and 2.10 were added as they monitor the effectiveness of the parent outreach and participation area of the Action.

For Action 2.4, funds were increased to support professional development in English Language Development for potential professional learning plans in 2026-27.

For Action 2.6, the District is adding part-time position to this Action to provide additional supports to student services. Additionally, Metrics 2.6 and 2.7 were added as additional metrics to monitor effectiveness of student support and support of the action by Educational Partners.

Action 2.8 (LREBG) was added to Goal 2 for the remainder of the LCAP in 2024-25 because of the new requirement to include Learning Recovery Emergency Block Grant (LREBG) funds. For the 2026-27 school year, Pioneer District LREBG funds are greatly diminished and will primary be used to support Action 4.4 in Goal 4. The remaining funds in Action 2.8 will continue to provide some supports directed toward students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Supports	The District will continue to provide paraprofessionals and reading intervention teachers to allow for increased differentiation of instruction and lower student to adult ratios principally directed at unduplicated students.	\$1,181,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Bilingual Community Liaison	The District will continue to provide a Bilingual Community Liaison, and administrative support and oversight, to monitor the progress of English Learners, provide supplemental support services in English language acquisition for English Learner students, and conduct outreach for parent participation and input. For elementary EL students, the Liaison will work with student groups of EL students to support their classroom instruction in core subject areas.	\$83,557.00	Yes
2.3	English Language Development	The District will increase the number of sections for English Language Development at the middle school, reducing the class size to better meet the needs of EL students at various levels of proficiency including Long-Term English Learners (LTEL). One of the courses will be dedicated to long-term English Learners focusing on their greatest area of need based on ELPAC results.	\$26,989.00	Yes
2.4	Professional Development for Teachers in English Language Acquisition	The District will provide annual professional development for teachers in English language acquisition.	\$662.00	Yes
2.5	Data Analyst	The District will provide a data analyst to provide performance data of unduplicated students on State and local assessments to inform the instructional program and improve outcomes for unduplicated students.	\$46,019.00	Yes
2.6	Student Support Positions	The District will provide Student Support positions to analyze data, identify areas of need, and coordinate research based instructional professional development focused on underperforming student groups principally directed toward unduplicated students.	\$329,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Special Education Community of Practice	Establish a community of practice among certificated staff serving students with disabilities to enhance acquisition of state standards through the implementation of model instructional practices. In ELA, Students with Disabilities had a performance of red on the 2023 Dashboard. This action was identified to address the needs of SWD related to ELA and the District's identification for Differentiated Assistance.	\$799,738.00	No
2.8	Additional Student Services	LREBG Action: Provide students with individualized additional targeted services based on unique needs. Based on the 2024 California Schools Dashboard, students with disabilities is a student group that performs in the Orange in Academic Performance in English Language Arts, and in the Red in Academic Performance in Mathematics. Furthermore, the District considered the input from teachers, administrators, classified staff, and community in substantiating the need for targeted services for students. This action directly addresses the need to provide academic and behavior support to students in building resilience, developing coping strategies, managing their emotions appropriately, and attending to instruction. It will provide continuity of instruction for students with the desired outcome being fewer disruptions to classrooms and the instructional process. These actions align to allowable uses of funds in the areas of increasing the number of instructional days for students with disabilities to stabilize their instruction over the extended summer holiday, and decrease the staff-to-pupil ratios based on individualized learning needs of targeted students. Research indicates that pupil supports to improve emotional well-being enhance academic outcomes for students. The Center on Positive Behavior Intervention and Support emphasizes the systems needed to provide Tier Three supports on an individualized basis (Tier 3 Student-level Systems Guide Center on Positive Behavioral Interventions and Supports U. S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education January 2022 www.pbis.org). Solely funded through LREBG, Metric 2.1 for Students with Disabilities and Metric 2.2 for Students with Disabilities	\$49,615.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District and each school will promote opportunities for parental input and engagement.	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 developed this goal to sustain its efforts in communicating with and engaging our parents/and guardians. The District values and actively seeks parental input in the decision making process and to inform programs such as those for unduplicated students and students with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Parent Advisory Council Meetings, Local Measure (Priority 3)	2023-24 5 meetings	2024-25 5 meetings	2025-26 5 meetings	Maintain 5 meetings of the District Parent Advisory Council annually.	No difference from baseline
3.2	English Learner Advisory Council and District English Language Advisory Council meetings, Local Measure (Priority 3)	2023-24 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	2024-25 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	2025-26 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	Maintain the following number of meetings: English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs. = 4	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Title I parent meetings, Local Measure (Priority 3)	2023-24 Title I parent meetings = 4	2024-25 Title I parent meetings = 4	2025-26 Title I parent meetings = 4	Maintain 4 Title I parent meetings.	No difference from baseline.
3.4	School Site Council meetings, Local Measure (Priority 3)	2023-24 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	2024-25 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	2025-26 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	Maintain the following number of School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	No difference from baseline.
3.5	Individualized Education Program (IEP) meetings, Local Measure (Priority 3)	2023-24 Held 100% of annual and triennial IEP meetings	2024-25 Held 100% of annual and triennial IEP meetings	2025-26 Held 100% of annual and Triennial IEP meetings	Maintain holding 100% of annual and triennial IEP meetings.	No difference from baseline.
3.6	6th grade orientation parent meeting, Local Measure (Priority 3)	2023-24 Number of meetings = 1	2024-25 Number of meetings = 1	2025-26 Number of meetings = 1	Maintain holding 1 sixth grade parent orientation meeting.	No difference from baseline.
3.7	Back to School Night, Local Measure (Priority 3)	2023-24 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	2024-25 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	2025-26 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Maintain the following number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	No difference from baseline.
3.8	Open House, Local Measure (Priority 3)	2023-24	2024-25	2025-26	Maintain the following number	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	of Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	

Goal Analysis [2025-26]

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

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

The district implemented the action of Goal 3 to a very high degree. The district had great success in implementing the action of this goal and, thereby, engaged parents and community to a high degree. This engagement allowed for input on programs and services for all students including unduplicated students and students with special needs. There were no substantive differences in the planned actions and actual implementation of the actions. Additionally, the district did not experience any challenges in the implementation of the actions.

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 is no material difference in expenditures as well as no planned percentage of improved services attached to this goal.

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

The district implemented the action of Goal 3 to a very high degree and determined it to be effective in making successful progress toward the goal.

Action 3.1 Educational Partner Engagement

The district's use of its website and student information system as a tool for communication, education, and opportunities for meaningful input is evaluated based on the metrics associated with this action. The district website serves as a central hub for important documents, meeting minutes, and school policies. Parents of English Learners, Title I students, and students with IEPs can access resources online, making it easier to stay informed.

The effectiveness of action 3.1 is demonstrated by the district meeting its intended outcomes based on the metrics as follows:

Metric 3.1 District Parent Advisory Council Meetings (Metric 3.1)

Effectiveness: The district has consistently held five meetings annually, maintaining the opportunity for parental input.

Metric 3.2 English Learner Advisory Council and District English Learner Advisory Council Meetings

Effectiveness: Meetings have been maintained at four annually, ensuring ongoing input opportunities for parents of English Learners.

Metric 3.3 Title I Parent Meetings

Effectiveness: The district has consistently held four meetings per year, ensuring continued parental involvement for Title I programs.

Metric 3.4 School Site Council Meetings

Effectiveness: Schools have maintained four meetings annually at Frontier Elementary and Pioneer Elementary, providing a platform for parent input.

Metric 3.5 Individualized Education Program (IEP) Meetings

Effectiveness: The district has successfully ensured that 100% of required annual and triennial IEP meetings are held, which is critical parent engagement and input for student support.

Metric 3.6 6th Grade Orientation Parent Meeting

Effectiveness: The meeting has been consistently held, providing key transition support for parents and students.

Metric 3.7 Back to School Night

Effectiveness: Events have been maintained at each school, ensuring parents have an opportunity to engage with teachers and staff.

Metric 3.8 Open House

Effectiveness: Open House events have been consistently held at each school, allowing parents to engage with staff and learn about opportunities to be further involved in their child's education and partner with the school for increased student outcomes.

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

Based on reflection of prior practice and the effectiveness of the action of Goal 3, the district will not be making any changes to the planned goal, metrics, target outcomes, or actions. There is a small increase to the Planned Total Expenditure for Action 3.1.

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	Educational Partner Engagement	The district will continue to use the district website and student information system as a means to engage its stakeholders through communication, education, and opportunities for meaningful input.	\$45,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District, and each school, will promote positive student engagement and school climate which advances student social and academic success.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pupil engagement and school climate are integral in the academic and social success of students. The District developed this goal because the data related to chronic absenteeism and suspension rates for all students, and a number of student groups, are below the expected outcomes falling in the orange and red performance levels. The actions and metrics of this goal were developed and identified as they, grouped together, directly impact and measure students engagement and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates - Student Information System (Priority 5)	2022-2023 Attendance Rate 94.75%	2023-2024 Attendance Rate 95.19%	2024-25 Attendance Rate 94.93%.	Maintain a target Attendance Rate of 94% or better.	2024-2025 Attendance Rate +0.18% difference from baseline
4.2	Chronic Absenteeism Rates - California Dashboard (Priority 5)	2023 California Dashboard All Students 12.6% chronically absent African American 13.1% chronically absent English Learners	2024 California Dashboard All Students 9.6% chronically absent African American 12% chronically absent English Learners	2025 California Dashboard All Students 12.3% chronically absent African American 8.3% chronically absent English Learners	All Students 7.6% or less chronically absent African American 8.1% or less chronically absent English Learners 8.7% or less chronically absent	2025 California Dashboard All Students - 0.03% difference from baseline African American - 4.8% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.7% chronically absent	10.5% chronically absent	13.6% chronically absent	Hispanic 8.2% or less chronically absent	English Learners - 0.1% difference from baseline
		Hispanic 13.2% Chronically absent	Hispanic 9.6% Chronically absent	Hispanic 13.7% Chronically absent	Socioeconomically Disadvantaged 10.6% or less chronically absent	Hispanic +0.5% difference from baseline
		Socioeconomically Disadvantaged 15.6% chronically absent	Socioeconomically Disadvantaged 11.3% chronically absent	Socioeconomically Disadvantaged 19.6% chronically absent	White 7.5% or less chronically absent	Socioeconomically Disadvantaged +4.0% difference from baseline
		White 12.5% chronically absent	White 8.8% chronically absent	White 9.1% chronically absent	Students with Disabilities 12.8% or less chronically absent	White -3.4% difference from baseline
		Students with Disabilities 17.8% chronically absent	Students with Disabilities 19.5% chronically absent	Students with Disabilities 19.5% chronically absent	Asian 5.9% or less chronically absent	Students with Disabilities +1.7% difference from baseline
		Asian 10.9% chronically absent	Asian 16.3% chronically absent	Asian 5.7% chronically absent	Filipino Maintain 2.0% or less chronically absent	Asian -5.2% difference from baseline
		Filipino 2.0% chronically absent.	Filipino 6.3% chronically absent.	Filipino 15.9% chronically absent.	Two or More Races 6.8% or less chronically absent	Filipino +13.9% difference from baseline
		Two or More Races 11.8% chronically absent	Two or More Races 8.5% chronically absent	Two or More Races 14.5% chronically absent		Two or More Race +2.7% difference from baseline
4.3	Middle School Dropout Rates - Dataquest (Priority 5)	2022-2023 Middle School 0.0%	2023-2024 Middle School 0.0%	2024-25 Middle School 0.0%	Maintain a Middle School Dropout Rate of less than 0.3%	2024-2025 0% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Suspension Rates, California Dashboard (Priority 6)	2023 California Dashboard All Students 2.9% suspended at least once English Learners 2.7% suspended at least once Hispanic 2.8% suspended at least once Socioeconomically Disadvantaged 4.1% suspended at least once White 3.2% suspended at least once Students with Disabilities 5.5% suspended at least once Pioneer Elementary: Hispanic 3.2% suspended at least once White	2024 California Dashboard All Students 2.8% suspended at least once English Learners 1.9% suspended at least once Hispanic 2.9% suspended at least once Socioeconomically Disadvantaged 4% suspended at least once White 2.2% suspended at least once Students with Disabilities 5.5% suspended at least once Pioneer Elementary: Hispanic 2.1% suspended at least once	2025 California Dashboard All Students 3.7% suspended at least once English Learners 3.2% suspended at least once Hispanic 3.7% suspended at least once Socioeconomically Disadvantaged 4.8% suspended at least once White 2.2% suspended at least once Students with Disabilities 6.1% suspended at least once Pioneer Elementary: Hispanic 2.6% suspended at least once	All Students 1.9% or less suspended at least once English Learners 1.7% or less suspended at least once Hispanic 1.8% or less suspended at least once Socioeconomically Disadvantaged 3.1% or less suspended at least once White 2.2% or less suspended at least once Students with Disabilities 4.5% or less suspended at least once Pioneer Elementary: Hispanic	2025 California Dashboard All Student +0.8% difference from baseline English Learner +0.5% difference from baseline Hispanic +0.9% difference from baseline Socioeconomically Disadvantaged +0.7% difference from baseline White -1.0% difference from baseline Students with Disabilities +0.6% difference from baseline Pioneer Elementary: Hispanic -0.6% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.9% suspended at least once	White 2% suspended at least once	White 1.4% suspended at least once	2.2% suspended at least once White 3.9% suspended at least once	White -3.5% difference from baseline
4.5	Expulsion Rates - Dataquest (Priority 6)	2022-2023 Expulsion Rate 0.0%	2023-2024 Expulsion rate 0.0%	2024-25 Expulsion rate 0.0%	Maintain Expulsion Rate of 0.2% or lower	2024-2025 0% difference from baseline
4.6	Sense of Safety and School Connectedness Metric: Local Survey (Priority 6)	Spring 2024 Students Elementary 97.2% of elementary students with positive responses to a sense of safety. 92.0% of elementary students with positive responses to school connectedness. Middle School 91.7% of middle school students with positive responses to a sense of safety. 84.5% of middle school students with positive	Spring Survey 2025 Students Elementary 96.13% of elementary students with positive responses to a sense of safety. 89.49% of elementary students with positive responses to school connectedness. Middle School 92.94% of middle school students with positive	Spring Survey 2026 Students Elementary 97.40% of elementary students with positive responses to a sense of safety. 90.42% of elementary students with positive responses to school connectedness. Middle School 94.34% of middle school students with positive	Students Elementary At least 98% of elementary students with positive responses to a sense of safety. At least 95% of elementary students with positive responses to school connectedness. Middle School At least 94.7% of middle school students with positive responses to a sense of safety.	Spring Survey 2026 Students Elementary +0.2% difference from baseline for elementary students with positive responses to a sense of safety. -1.58% difference from baseline for elementary students with positive responses to school connectedness. Middle School +2.64% difference from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responses to school connectedness.	responses to a sense of safety.	responses to a sense of safety.	At least 87.5% of middle school students with positive responses to school connectedness.	middle school students with positive responses to a sense of safety.
	Parents	97.2% of parents with positive responses to a sense of safety for their children.	85.63% of middle school students with positive responses to school connectedness.	89.24% of middle school students with positive responses to school connectedness.	Parents	+4.74% difference from baseline for middle school students with positive responses to school connectedness.
		96.2% of parents with positive responses to school connectedness.	Parents	Parents	At least 98% of parents with positive responses to a sense of safety for their children.	Parents
	Parents of Socioeconomically disadvantaged Students:	95.9% of parents with positive responses to a sense of safety for their children.	96.93% of parents with positive responses to a sense of safety for their children.	97.45% of parents with positive responses to a sense of safety for their children.	At least 98% of parents with positive responses to school connectedness.	+0.25% difference from baseline for parents with positive responses to a sense of safety for their children.
		93.9% of parents with positive responses to school connectedness.	97.71% of parents with positive responses to school connectedness.	98.00% of parents with positive responses to school connectedness.	Parents of Socioeconomically disadvantaged Students:	+1.80% difference from baseline for parents with positive responses to school connectedness.
	Teachers	99.0% of teachers with positive responses to a sense of safety for their children.	96.22% of parents with positive responses to a sense of safety for their children.	96.24% of parents with positive responses to a sense of safety for their children.	Maintain 95.9% of parents with positive responses to a sense of safety for their children.	Parents of Socioeconomically disadvantaged Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		96.4% of teachers with positive responses to school connectedness.	96.42% of parents with positive responses to school connectedness.	97.18% of parents with positive responses to school connectedness.	At least 95% of parents with positive responses to school connectedness.	+0.34% difference from baseline for parents with positive responses to a sense of safety for their children.
			Teachers	Teachers	Teachers	
			81.92% of teachers with positive responses to a sense of safety for their children.	81.05% of teachers with positive responses to a sense of safety for their children.	At least 98% of teachers with positive responses to a sense of safety for their children.	+3.28% difference from baseline for parents with positive responses to school connectedness.
			96.05% of teachers with positive responses to school connectedness.	94.77% of teachers with positive responses to school connectedness.	At least 98% of teachers with positive responses to school connectedness.	Teachers -17.95% difference from the baseline for teachers with positive responses to a sense of safety for their children. -1.63% difference from baseline for teachers with positive responses to school connectedness.

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.

The District was highly effective in fully implementing all of the actions for Goal 4 including the Community Support Liaison, Suspension Rates and prioritize school counselor time for students with behaviors needing support for school success, and monitoring Attendance Rates. There were no relevant challenges in the implementation of the actions.

Action 4.4 is the LREBG action in Goal 4. The District was highly effective in implementing Action 4.4, SEL Supports. Action 4.4 funds counseling positions at each school site. The counselors work with students, staff, and families to decrease suspension rates and chronic absenteeism rates. There were no relevant challenges in the implementation of the actions. It was fully executed as planned.

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 is no material difference in expenditures as well as no planned percentaged of improved services.

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

The district implemented the actions of Goal 4 to a high degree. The effectiveness is moderate, but does show a positive trend over the two years of outcomes. The District will continue to monitor over the next school year and consider changes for the next three-year LCAP cycle.

Action 4.1 Community Support Liaison (Metric 4.2)

Effectiveness: For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California Dashboard demonstrating the some degree of effectiveness of this action.

Action 4.2 Suspension Rates (Metric 4.4)

Effectiveness: Action 4.2 was discontinued after 2024-2025 because of the change in funding sources. To comply with the LREBG requirements, a similar action, Action 4.4, was added.

Action 4.3 Attendance Rates (Metric 4.2)

Effectiveness: For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California Dashboard demonstrating the some degree of effectiveness of this action. For the groups who did not show growth in chronic absenteeism, support staff will focus additional effector and servies to support these student groups. Additionally, overall attendance rates in Metric 4.1 are above the targeted outcome lending further support to the effectiveness.

Action 4.4 SEL Supports (Metrics 4.1, 4.2, 4.4)

Effectiveness: For Metric 4.1, attendance rates are above the Year 3 Target Outcome showing effectiveness of the SEL Supports. For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California

Dashboard demonstrating the some degree of effectiveness of this action. For Metirc 4.4, one of the six student groups showed an improvement in suspension rates from baselines as reported on the California Dashbboard demonstrating a need to focus on SEL supports for student behaviors. Pioneer Elementary School suspension rates show improvements for both identified student groups demonstrating effectiveness at the school site.

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.

After reflection on prior practices, and progress towards the goal, the District is planning the following changes for the 2026-27 LCAP for Goal 4.

The District plans to continue with the Goal 4, metrics, and target outcomes as planned.

There are increases to the planned Total Planned Expenditures for Actions 4.1 and 4.3 to account for the increase in employee compensation and benefits negotiated through collective bargaining process during the 2026-27 school year and staff movement on the salary schedule.

For Action 4.1, Metric 4.1 attendance rates and Metric 4.6 for parents of socio-economically disadvantaged students was added to the action.

For Action 4.3, Metric 4.1, attendance rates, was added to the action.

For Action 4.4 (LREBG), SEL Supports is deemed as effective overall for the 25-26 school year. Supplemental funds will be added to this action in 2026-27 to help support the intent of this action as Unduplicated students groups show higher rates of Chronic Absenteeism than All Students. Additionally Suspension rates are higher for Socio-Economically Disadvantaged Students than All Students. Metric 4.6 was added to the Action as a measure of Educational Partner effectiveness for Action 4.4. This support from Supplemental LCFF funding is required due to the spending down of LREBG funds. Overall there is a decrease in the Planned Total Expenditure for 26-27. The overall intent of the Action remains the same, to provide SEL Supports for students principally directed toward unduplicated student groups. Metric 4.1 was removed from the Action Metrics as it does not include specific data for Undupliated Students.

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	Community Support Liaison	The District will provide services to socio-economically disadvantaged youth to address their unique circumstances and promote academic and social success.	\$36,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Discontinued Suspension Rates	For Students with Disabilities district-wide, the District will prioritize school counselor time for students demonstrating behaviors that may lead to suspension. Districtwide, students with disabilities performed red on the 2023 Dashboard. This action was identified to address the needs of SWD related to suspensions and the district identification for Differentiated Assistance. At Pioneer Elementary School for Hispanic and White students, who had a performance of red on the 2023 Dashboard, the School will have the school counselor monitor student behavior data and meet with students demonstrating behaviors that may lead to suspension.	\$0.00	No
4.3	Attendance Rates	The District will monitor attendance rates, identify students at risk of being chronically absent, and facilitate interventions aimed at increasing attendance particularly for unduplicated students who demonstrate a higher rate of chronic absenteeism.	\$38,013.00	Yes
4.4	SEL Supports	LREBG and Differentiated Assistance Action: Support students with school counseling services. The needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism and suspension rates. This action directly addresses other barriers to learning in the form of the need to provide accessible counseling and crisis intervention to support students in building resilience, developing coping strategies, and managing their emotions appropriately, addressing pupil trauma, and social-emotional learning primarily direct toward Unduplicated student population to reduce barriers to learning. These actions align to allowable uses of funds in the areas of mental health support services. For Students with Disabilities district-wide, the District will prioritize school counselor time for students demonstrating behaviors that may lead to suspension. Districtwide, students with disabilities performed red on the 2023 Dashboard. This action was identified to address the needs of SWD	\$327,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
		related to suspensions and the district identification for Differentiated Assistance. At Pioneer Elementary School for Hispanic and White students, who had a performance of red on the 2023 Dashboard, the School will have the school counselor monitor student behavior data and meet with students demonstrating behaviors that may lead to suspension. Mental health supports such as counseling have been shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Research also indicate that mental health supports improve emotional well-being, and reduce bullying. "Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school" (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling, 16 (2), 108-116. doi: 10.1177/2156759X0001600207). Furthermore, "The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school" (Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. Professional School Counseling, 16 (2), 125-135. doi: 10.1177/2156759X001600205). In 2013 Goodman-Scott concluded, "School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems" (Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. Professional School Counseling, 17 (1), 111-119. doi: 10.1177/2156759X0001700106). And finally, "School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students" (Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students. Professional School Counseling, 18 (1), 28-37. doi: 10.1177/2156759X0001800116).		

Action #	Title	Description	Total Funds	Contributing
		Based on the overwhelming amount of research supporting the effectiveness of school counselors and their positive impact of attendance, school behaviors, and social-emotional wellbeing. the District concluded this was the best action to support students based on the needs assessment and allowable uses of funds for the LREBG. Funded through LREBG (\$247,698) and Supplemental funds (\$79,183), Metric 4.2, 4.4, 4.6 (survey responses from parents of socioeconomically disadvantaged students)		

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
\$1,821,975	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.624%	0.000%	\$0.00	9.624%

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
2.1	Action: Academic Supports Need: Pupil achievement on State assessments is an LEA-wide need principally directed toward students in unduplicated subgroups. On the California Dashboard for English Language Arts (ELA) and Math, unduplicated students are performing below All Students. Based on the Dashboard for ELA, All Students are	Paraprofessionals at all sites are principally directed toward unduplicated students, including English Learner (EL) students and students from low income families, to work with students in the classroom which then allows the teacher to target instruction for students who need additional support. This action is effective in that paraprofessionals reduce the student to adult ratio in the classroom allowing more support, including targeted small group instruction, for unduplicated students. The needs of unduplicated students	Metrics 2.1 California Dashobard ELA performance and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard; Metric 2.7 specific feedback from at least 50% of educational partner

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
	performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. Scope: LEA-wide	were considered first in that their performance on State assessments is below the performance of all students indicating that they have a greater need for increased support. Furthermore, the increased adult to student ratios increases the application of the English language for English Learners via increased verbal interaction and prompting to engage with grade level peers through the use of engagement strategies initiated by the teacher and/or paraprofessional. Research published by the American Educational Research Association in 2021 confirms the effectiveness of Teaching Assistants (TA) in a study article titled, "Do Teaching Assistants Improve Student Outcomes? Evidence from School Funding Cutbacks in North Carolina." (https://doi.org/10.3102/01623737219903) The research article summarizes the findings substantiating the benefit of teaching assistants which include: having positive effects in mathematics and reading, with the largest, consistent, and most robust effects in reading; the effects of having Teaching Assistants is sufficiently large to show that hiring TAs can be a cost effective way to improve test scores in reading. Additionally, the research found that having TAs have a larger positive effect on the academic performance of students of color and suggestive evidence that the effects are higher in high-poverty districts/schools than in other types of districts/schools. Further findings were that TAs boost school proficiency rates, particularly among non-white students and those in high-poverty districts.	groups supporting the academic supports in this action.

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
		Small group reading intervention teachers at the elementary sites are principally directed toward supporting unduplicated students. This action is effective in small group reading intervention provides targeted support for struggling students in foundational and essential skill for student success. The needs of unduplicated students were considered first in that their performance on State assessments is below the performance of all students indicating that they have a greater need for increased support. In an article titled "Small Group Reading Instruction and Mastery Learning: The Missing Practices for Effective and Equitable Foundational Skills Instruction" by Linda Diamond on the Collaborative Classroom website, she concludes that small group, mastery-based instruction is important in accelerating student learning. "Vaughn et al. (2001) referred to a meta-analytic study that found small groups provided the highest effect sizes, especially for struggling readers. This finding was substantiated by a meta-analysis of small-group instruction for students without disabilities (Lou et al., 1996). The researchers found that students instructed in small groups learned much more than students who were not instructed in small groups. Multiple research studies have also concluded that whole-class instruction does not afford students sufficient engaged reading opportunities (Gelzheiser and Meyers, 1991; O'Sullivan, Ysseldyke, Christenson, and Thurlow, 1990; Simmons, Fuchs, Fuchs, Mathes, and Hodge, 1995). In school effectiveness research, Foorman and Torgesen (2001) cited the	

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
		finding that the strongest student outcomes resulted from increased engagement and time on academic tasks and a greater number of teacher-student interactions (Soar, 1973; Stallings, et al., 1986). Small groups enable more teacher-student interactions and therefore more engaged academic time. Furthermore, Foorman and Torgesen (2001) reiterated the National Reading Panel findings that for students with reading difficulties, phonemic awareness and phonics instruction conducted in small groups was most effective." Additional pull out supports/interventions were considered. However, the district has many supports/interventions in place and had concerns of reducing a student's exposure to the core curriculum. Furthermore, based on the strong advocacy of educational partners and the amount of research supporting these actions. The District determined these services are the most effective use of the funds to meet the LEA's goals for its unduplicated student groups.	
2.5	Action: Data Analyst Need: The needs, conditions, and circumstances of unduplicated students, including English Learner students, Foster youth, and students from low income families, were considered first in this action as unduplicated students perform below all students on District and State assessments. On the California Dashboard for English Language Arts (ELA) and Math, unduplicated students are not performing	This action addresses the needs, conditions, and circumstances of unduplicated students in that data will be used to inform the design of the additional supports and actions for unduplicated students to meet their needs. The action will be effective and assist in meeting providing data specific about the performance and progress of unduplicated students in order to inform instructional delivery and supports to this student population. The action provides for data collection and monitoring of unduplicated students in order to oversee and review the effects of programs, actions, changes, interventions, and instruction on	Metrics 2.1 California Dashobard ELA performance, and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard Metrics 2.4 English Learner Reclassification Rate, maintain an annual reclassification rate of 7.5% or higher

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
	below All Students. Based on the Dashboard for ELA, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. Foster youth are not a significant subgroup for the District. Scope: LEA-wide	student achievement. It allows for the timely adjustment of instruction to respond to the data as well. Alternatives considered: Have teachers and site administrators generate data to guide instruction. This action was not adopted as it does not meet the needs of school wide and district wide needs for data collection to make systemic decisions and develop actions to address the larger organizational needs. Additionally, teachers and administrators have limited time take "deep dives" into the data and, therefore, a staff member assigned to do such work can provide the teachers and administrators with high quality and relevant student information/data they need to respond appropriately. Research supports the use of effective data collection in improved student outcomes: Southwest Educational Development Laboratory: "Using Data to Guide Instruction and Improve Student Learning" (https://sedl.org/pubs/sedl-letter/v22n02/using-data.html) American Institute for Research: Using Student Data To Improve Learning Outcomes. (https://precisioncampus.com/blog/student-data-improve-teaching-learning/) Therefore, based on the research, the district determined that the data analyst was the most effective use of funds to meet goal 2, increasing	

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
		the percentage of students meeting or exceeding grade level standard.	
2.6	Action: Student Support Positions Need: This action is continued from the 2020-23 LCAP and has been determined as effective based on the increased performance of unduplicated students, including English Learner students, Foster youth, and students from low income families. Based on the California Dashboard for English Language Arts, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the California Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. Foster Youth are not a significant subgroup for Pioneer District, therefore there is no Dashboard data related to this population. Additionally, the districts wants to ensure that unduplicated students have access to a broad course of study. Educational Partner feedback also demonstrates continued support for academic support and student support services. Scope:	The needs, conditions, and circumstances of unduplicated students were considered first in this action as unduplicated students perform below all students on State assessments. Furthermore, it is found that the lasting impacts of school closures due to the COVID-19 pandemic disproportionately impacted unduplicated students, including English Learner students, Foster youth, and students from low income families. The Student Support position addresses these considerations by providing curricular and instructional guidance based on data and identified needs as well as organizing professional development to enhance the effectiveness of instructional practices to meet the specific needs of unduplicated students. Alternatives considered: Have site administrators independently guide professional development and instructional guidance for their sites. This direction was not adopted as it does not meet the needs of school-wide and district-wide needs for cohesive and systematic decision-making and focus to address the larger organizational needs. Additionally, site administrators have limited time to take a "deep dive" into the data, thoroughly conduct a review of needs, and develop and implement systematic plans. Research demonstrates the importance of school leadership in, "influencing the motivations and capacities of teachers, as well as school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling" (Improving School Leadership by Pont,	Metrics 2.1 California Dashobard ELA performance, and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard Metrics 2.4 English Learner Reclassification Rate, maintain an annual reclassification rate of 7.5% or higher Metric 2.6 Maintain student participation rate in a broad course of study at 100% Metirc 2.7 50% or more of Ed. Partners provided feedback advocating for Academic Supports and Student Support Services

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	B.; Nusche, D.; and Moorman, H., OECD 2008, https://www.oecd.org/education/school/Improving-school-leadership.pdf). In an extensive, international study of school leadership, Pont, Nusche, and Moorman argue that school leadership plays a key role in improving classroom practices. They also argue that, "Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school (page 18)." Furthermore, in an article dated March 13, 2023 on Edutopia, "4 Practical Ways Administrators Can Support Teachers," by Jill Fletcher states that focusing on high impact strategies distilled into manageable priorities and giving purpose to data collection are two of the four ways school leaders can support teachers. Therefore, based on the research, the district determined that the Student Support Services position was the most effective use of funds to meet goal 2, increasing the percentage of students meeting or exceeding grade level standard.	
4.3	Action: Attendance Rates Need: Unduplicated student populations for low income and English learners have a higher rate of Chronic Absenteeism than All Students on the California Dashboard for 2023. Chronic Absenteeism Rates: All Students = 12.6% English Learners = 13.7%	LEA-wide there is a need to monitor student attendance rates particularly for low income and English Learner students. The District will monitor, meet with parents /guardian, identify barriers to school attendance and work with the family to address them to improve student attendance. Research supports a student centered approach to addressing chronic absenteeism where the school works with parents/guardians to track attendance, create an environment that is collaborative in identifying barriers to attendance, and works to implement strategies to address those barriers.	Metric 4.1 maintain an attendance rate of 94% or better Metric 4.2 Chronic Absenteeism All Students Decrease by 5% over three years English Learners

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
	Socioeconomically Disadvantaged = 15.6% Scope: LEA-wide	(Research: Making the Case for Results-Based Accountability as an Intervention for Chronic Absenteeism in Schools to Improve Performance. https://doi.org/10.1177/2153368718816500). Additionally, it is widely understood that school attendance is a correlate of student achievement. Addressing chronic absenteeism of English Learners and Socio-Economically Disadvantaged students will enhance their academic performance. Based on educational partner input, alternative actions considered to this action were expanding attendance incentive programs for school attendance and providing educational information and massaging to parents/guardians about the importance of regular school attendance. These action are currently undertaken by the district and its schools, experience has shown that these strategies work to improve attendance for many but not for all students and families. The district and its schools will continue providing attendance incentives and educating parents, but something additional is needed to address those that the aforementioned strategies do not influence. Based on the research and the correlation of absenteeism to students achievement, the district found this action to be the most effective use of funds primarily focused on unduplicated students who have higher absentee rates and lower ELA and Math performance on the Dashboard than all students and other significant student groups.	Decrease by 5% over three years Socioeconomically Disadvantaged Decrease by 5% over three years
4.4	Action: SEL Supports Need:	Mental health supports such as counseling have been shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Research also indicate that mental health supports	Metric 4.2 Chronic Absenteeism: All 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
	The needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism and suspension rates. This action directly addresses other barriers to learning in the form of the need to provide accessible counseling and crisis intervention to support students in building resilience, developing coping strategies, and managing their emotions appropriately, addressing pupil trauma, and social-emotional learning primarily direct toward Unduplicated student population to reduce barriers to learning. These actions align to allowable uses of funds in the areas of mental health support services. Unduplicated students show a need for targeted support principally directed toward these groups as they are not currently on track to meet their Year 3 Targeted Outcome. Metric 4.2 Chronic Absenteeism Rates Baseline: All Students = 12.6% English Learners = 13.7% Socioeconomically Disadvantaged = 15.6% Metric 4.4 Suspension Rates Baseline: All Students = 2.9% English Learners = 2.7% Socioeconomically Disadvantaged = 4.1% Matric 4.6 Sense of Safety and School Connectedness on Surveys for Parents of Socioeconomically Disadvantaged Students Baseline: Sense of Safety = 95.9% responded positively	improve emotional well-being, and reduce bullying. "Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school" (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling, 16 (2), 108-116. doi: 10.1177/2156759X0001600207). Furthermore, "The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school" (Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. Professional School Counseling, 16 (2), 125-135. doi: 10.1177/2156759X001600205). In 2013 Goodman-Scott concluded, "School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems" (Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. Professional School Counseling, 17 (1), 111-119. doi: 10.1177/2156759X0001700106). And finally, "School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students" (Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students.	7.6% or less chronically absent English Learners 8.7% or less chronically absent Socioeconomically Disadvantaged 10.6% or less chronically absent Metric 4.4 Suspension Rates: All Students 1.9% or less suspended at least once English Learners 1.7% or less suspended at least once Socioeconomically Disadvantaged 3.1% or less suspended at least once Metric 4.6 Sense of Safety and School Connectedness on Surveys for Parents of Socioeconomically Disadvantaged Students Baseline:

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
	Sense of School Connectedness = 93.9% responded positively Scope: LEA-wide	Professional School Counseling, 18 (1), 28-37. doi: 10.1177/2156759X0001800116). The district considered a range of appropriate student supports to address the need. Based on the research and the correlation of mental health supports such as counseling to students achievement both academically and behaviorally, the district determines this action to be the most effective use of funds primarily focused on unduplicated students who have higher absentee rates and higher suspension rates than all students.	Sense of Safety = +0.34% difference from baseline for parents with positive responses to a sense of safety for their children. Sense of School Connectedness = +3.28% difference from baseline for parents with positive responses to school connectedness.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	Action: Bilingual Community Liaison Need: After assessing the needs, conditions, and circumstances of our English Learner (EL) students and their families. On the California Dashboard for English Language Arts (ELA) and Math, English Learner students are performing below All Students. Based on the Dashboard for ELA, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners	The District determined that families and students would benefit from a designated staff member who worked directly with EL students and families. The Bilingual Community Liaison works with families for Spanish to English translation support, encourages families to participate in opportunities to engage as an educational partner, and helps them navigate assessments, instructional activities, and other program information. For elementary students, the Bilingual Community Liaison provides additional in-school support with English Language acquisition to support them with their English language skills and to better access	Metric 2.4 Performance on the ELPAC assessment 60% or more of students performing in Level 3 or 4 on ELPAC assessment Metric 2.5 Reclassification rates maintain a reclassification rate of 7.5% or better Metric 2.9 Maintain a positive response rate of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	are at 45.7 points below standard. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard. Additionally, educational partners representing EL families report appreciating having a contact to support their meaningful engagement with the District. On the parent survey in the Spring of 2024, responses representing families of EL students were 90.48% positive in regards to a sense of school connectedness. Whereas 96.2% of all responses reported a senses of school connectedness. Metric 2.9 Parent Sense of Connectedness for Parents of English Language Learner Students Baseline = 98.82% Metric 2.10 English Language Learner Advisory Council and District English Learner Advisory Council Baseline meetings = 4 per year Scope: Limited to Unduplicated Student Group(s)	the in-class learning. A variety of research supports fostering positive relationships with families; providing support for accessing school, engaging as an educational partner; and increased, accessible communication support for EL students and their families in schools https://journals.sagepub.com/doi/10.1177/2158244020973024 and https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf). This work toward positive family-school connections can be supported by a Bilingual Community Liaison https://files.eric.ed.gov/fulltext/EJ1228019.pdf). Furthermore, research shows that positively impacts student outcomes in school https://youth.gov/youth-topics/impact-family-engagement).	90% or better on the parent survey for EL families in the area of a sense of school connectedness. Metric 2.10 Maintain four ELAC and four DELAC meetings annually.
2.3	Action: English Language Development Need: After assessing the needs, conditions, and circumstances of our English Learner students, the District found that our long-term EL (LTEL) students are predominately served	The District identified the unique needs of LTELs and, based on data and input, initiated this action to address the students' needs prior to transitioning to high school. The District created a second section of the English Language Development course at the middle school to reduce class sizes and allow for more individualized instruction and student support. This	Metrics 2.8 Local Measure, decrease the percentage of students performing at the lowest level on the local measure by 5%.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	at our middle school due to the length of time that is required to be identified as an LTEL. Scope: Limited to Unduplicated Student Group(s)	is the most effective use of funds because educational theory and a variety of research over many years has shown that multiple factors positively improve outcomes for EL students such as, but not limited to, assessment of student language performance, the quality and quantity of student/teacher interaction, and differentiation (article from ACTFL actfl.org/list/position-statement/class-size-factor-language-learning).	
2.4	Action: Professional Development for Teachers in English Language Acquisition Need: The District is required to provide professional development for teachers to support English Language Learners. Scope: Limited to Unduplicated Student Group(s)	Providing ongoing professional learning for teachers helps support students through professional growth, teacher knowledge of best practices, and supporting student with current data, knowledge, and effect instructional techniques.	Metrics 2.1 California Dashboard for ELA performance for EL students, annual growth of three points toward standard Metric 2.2 California Dashboard performance for EL students, annual growth of three points toward standard
4.1	Action: Community Support Liaison Need: Socio-economically disadvantaged students have a higher rates of chronic absenteeism with a rate of 15.6% this rate is higher than all students and student groups with the exception of SWD. After assessing the needs, conditions and circumstances of socio-economically disadvantaged families, the District determined that students and families benefit from having a designated liaison to help them maintain stability in education for the students, access resources for related	The liaison will work to ensure the students and their families have access to their education and feel connected to the school community by providing the resources needed to support their learning.	Metric 4.1 maintain an attendance rate of 94% or better Metric 4.2 Chronic absenteeism rate, California Dashboard. Results: reduce chronic absentee rates by 1.6% annually Metric 4.6 maintain a percentage of positive responses on the annual Parent Survey for families

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs, and have a contact for communication, questions, and engagement with the District. Educational partners representing these families report appreciating having a contact to support their meaningful engagement with the District. Metric 4.1 Attendance Rates Baseline = 94.75% Matric 4.6 Sense of Safety and School Connectedness on Surveys for Parents of Socioeconomically Disadvantaged Students Baseline Sense of Safety = 95.9% responded positively Sense of School Connectedness = 93.9% responded positively Scope: Limited to Unduplicated Student Group(s)		of socio-economically disadvantaged students for a sence of safety at 95.9% and connectedness at 95%

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.

The total expenditures for limited actions contributing to meeting the increased or improved services requirement in the 2026-27 LCAP is \$147,984. This contributes to the total \$1,796,762 for increased and improved services which is 9.621% which is the required expenditure for services to unduplicated students. These expenditures were determined to be necessary for the unique needs for the English Learner students, Foster Youth, and students from low income families. These actions are designed to address their identified needs, and will be measured by metrics for their specific target groups.

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,930,804	1,821,975	9.624%	0.000%	9.624%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,999,202.00	\$297,913.00	\$740,964.00	\$58,774.00	\$12,096,853.00	\$11,967,866.00	\$128,987.00

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	Certificated Staff	All	No			All Schools		\$9,132,227.00	\$0.00	\$9,132,227.00				\$9,132,227.00	
2	2.1	Academic Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,132,488.00	\$48,529.00	\$1,181,017.00	\$0.00	\$0.00	\$0.00	\$1,181,017.00	
2	2.2	Bilingual Community Liaison	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$82,677.00	\$880.00	\$83,557.00	\$0.00	\$0.00	\$0.00	\$83,557.00	
2	2.3	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pioneer Middle School		\$26,989.00	\$0.00	\$26,989.00	\$0.00	\$0.00	\$0.00	\$26,989.00	
2	2.4	Professional Development for Teachers in English Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$662.00	\$662.00	\$0.00	\$0.00	\$0.00	\$662.00	
2	2.5	Data Analyst	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$46,019.00	\$0.00	\$46,019.00	\$0.00	\$0.00	\$0.00	\$46,019.00	
2	2.6	Student Support Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$329,117.00	\$642.00	\$329,759.00	\$0.00	\$0.00	\$0.00	\$329,759.00	
2	2.7	Special Education Community of Practice	Students with Disabilities	No			All Schools		\$799,738.00	\$0.00			\$740,964.00	\$58,774.00	\$799,738.00	
2	2.8	Additional Student Services	All	No			All Schools		\$16,941.00	\$32,674.00		\$49,615.00			\$49,615.00	

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
3	3.1	Educational Partner Engagement	All	No			All Schools		\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
4	4.1	Community Support Liaison	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$36,776.00	\$0.00	\$36,776.00	\$0.00	\$0.00	\$0.00	\$36,776.00	
4	4.2	Discontinued Suspension Rates	Students with Disabilities Hispanic students and White students at Pioneer Elementary	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Attendance Rates	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$38,013.00	\$0.00	\$38,013.00	\$0.00	\$0.00	\$0.00	\$38,013.00	
4	4.4	SEL Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$326,881.00	\$600.00	\$79,183.00	\$248,298.00			\$327,481.00	

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
18,930,804	1,821,975	9.624%	0.000%	9.624%	\$1,821,975.00	0.000%	9.624 %	Total:	\$1,821,975.00
								LEA-wide Total:	\$1,673,991.00
								Limited Total:	\$147,984.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Academic Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,181,017.00	
2	2.2	Bilingual Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$83,557.00	
2	2.3	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pioneer Middle School	\$26,989.00	
2	2.4	Professional Development for Teachers in English Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$662.00	
2	2.5	Data Analyst	Yes	LEA-wide	English Learners Low Income	All Schools	\$46,019.00	
2	2.6	Student Support Positions	Yes	LEA-wide	English Learners Low Income	All Schools	\$329,759.00	
4	4.1	Community Support Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$36,776.00	
4	4.3	Attendance Rates	Yes	LEA-wide	English Learners Low Income	All Schools	\$38,013.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	SEL Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$79,183.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,225,435.81	\$12,603,657.90

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	Certificated Staff	No	\$9,083,941.68	\$9,402,277.05
2	2.1	Academic Supports	Yes	\$1,205,282.23	\$1,301,692.56
2	2.2	Bilingual Community Liaison	Yes	\$78,877.51	\$80,496.92
2	2.3	English Language Development	Yes	\$26,427.84	\$26,841.84
2	2.4	Professional Development for Teachers in English Language Acquisition	Yes	\$500.00	\$0.00
2	2.5	Data Analyst	Yes	\$45,336.45	\$46,131.84
2	2.6	Student Support Positions	Yes	\$280,803.18	\$285,453.76
2	2.7	Special Education Community of Practice	No	\$785,848.61	\$783,916.62
2	2.8	Additional Student Services	No	\$114,615.50	\$58,306.15
3	3.1	Educational Partner Engagement	No	\$44,000.00	\$40,134.05
4	4.1	Community Support Liaison	Yes	\$36,193.89	\$36,767.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Discontinued Suspension Rates	No	\$0.00	\$0.00
4	4.3	Attendance Rates	Yes	\$36,423.90	\$36,998.17
4	4.4	SEL Supports	No	\$487,185.02	\$504,641.52

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)
1,754,450.00	\$1,709,845.00	\$1,814,382.51	(\$104,537.51)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Academic Supports	Yes	\$1,205,282.23	1,301,030.41		
2	2.2	Bilingual Community Liaison	Yes	\$78,877.51	80,496.92		
2	2.3	English Language Development	Yes	\$26,427.84	26,841.84		
2	2.4	Professional Development for Teachers in English Language Acquisition	Yes	\$500.00	662.15		
2	2.5	Data Analyst	Yes	\$45,336.45	46,131.84		
2	2.6	Student Support Positions	Yes	\$280,803.18	285,453.76		
4	4.1	Community Support Liaison	Yes	\$36,193.89	36,767.42		
4	4.3	Attendance Rates	Yes	\$36,423.90	36,998.17		

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)
18,576,580.00	1,754,450.00	0	9.444%	\$1,814,382.51	0.000%	9.767%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 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:

- 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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