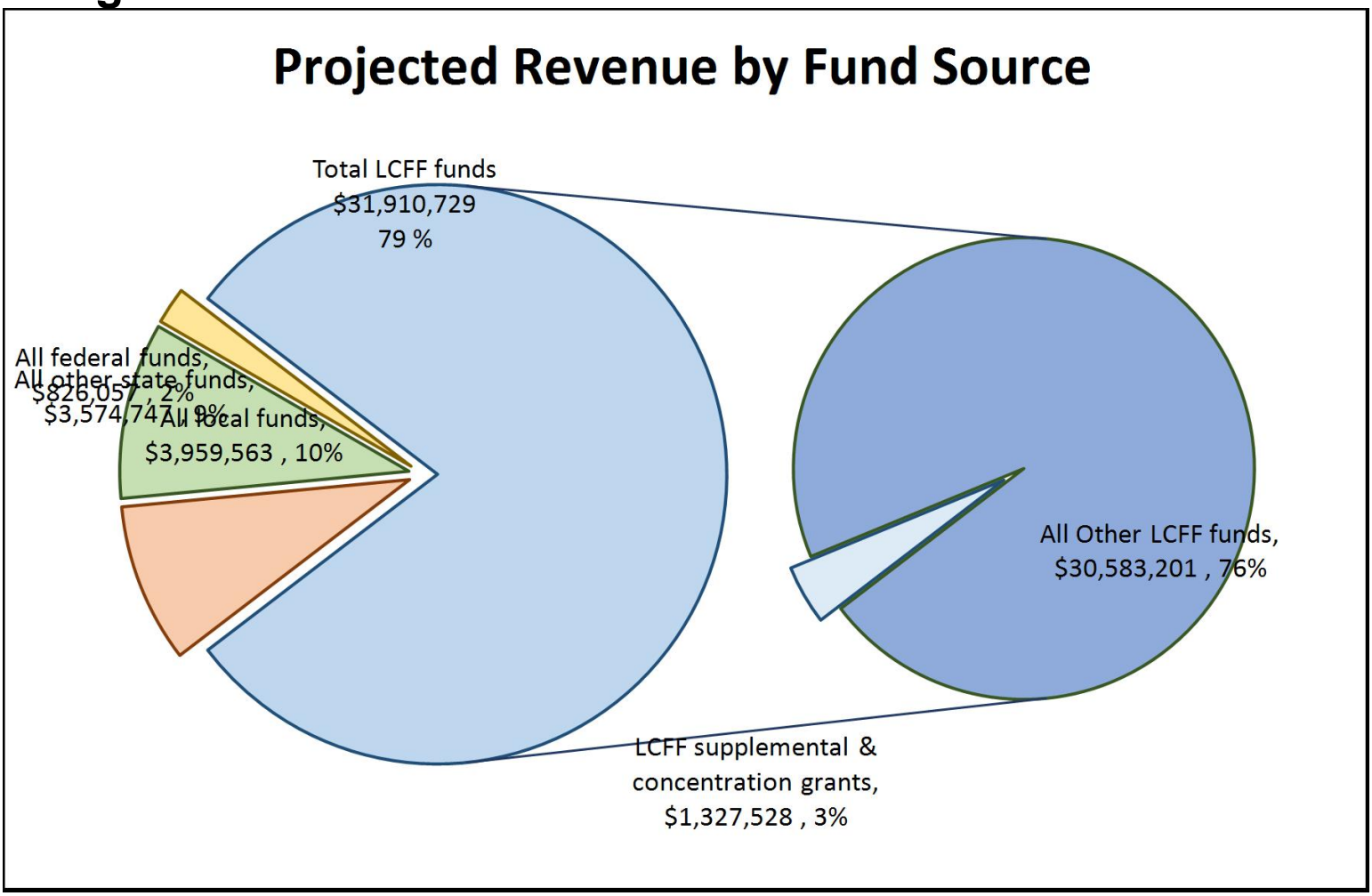
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacifica School District
CDS Code: 41689320000000
School Year: 2025-26
LEA contact information:
Dr. Carisa Bowman
Director, Educational Support Service
cbowman@pacificasd.org
(650) 738-6616

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

Budget Overview for the 2025-26 School Year

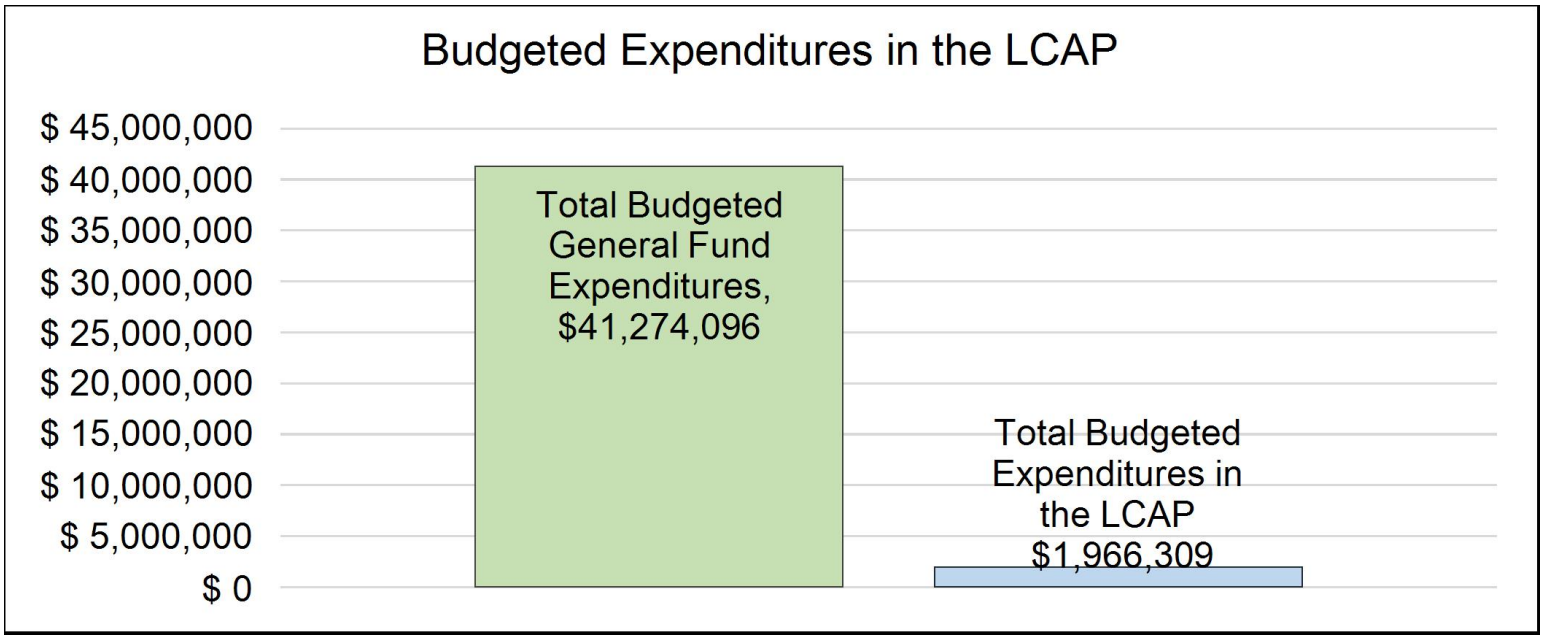


This chart shows the total general purpose revenue Pacifica School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacifica School District is $40,271,096.00, of which $31,910,729.00 is Local Control Funding Formula (LCFF), $3,574,747.00 is other state funds, $3,959,563.00 is local funds, and $826,057.00 is federal funds. Of the $31,910,729.00 in LCFF Funds, $1,327,528.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

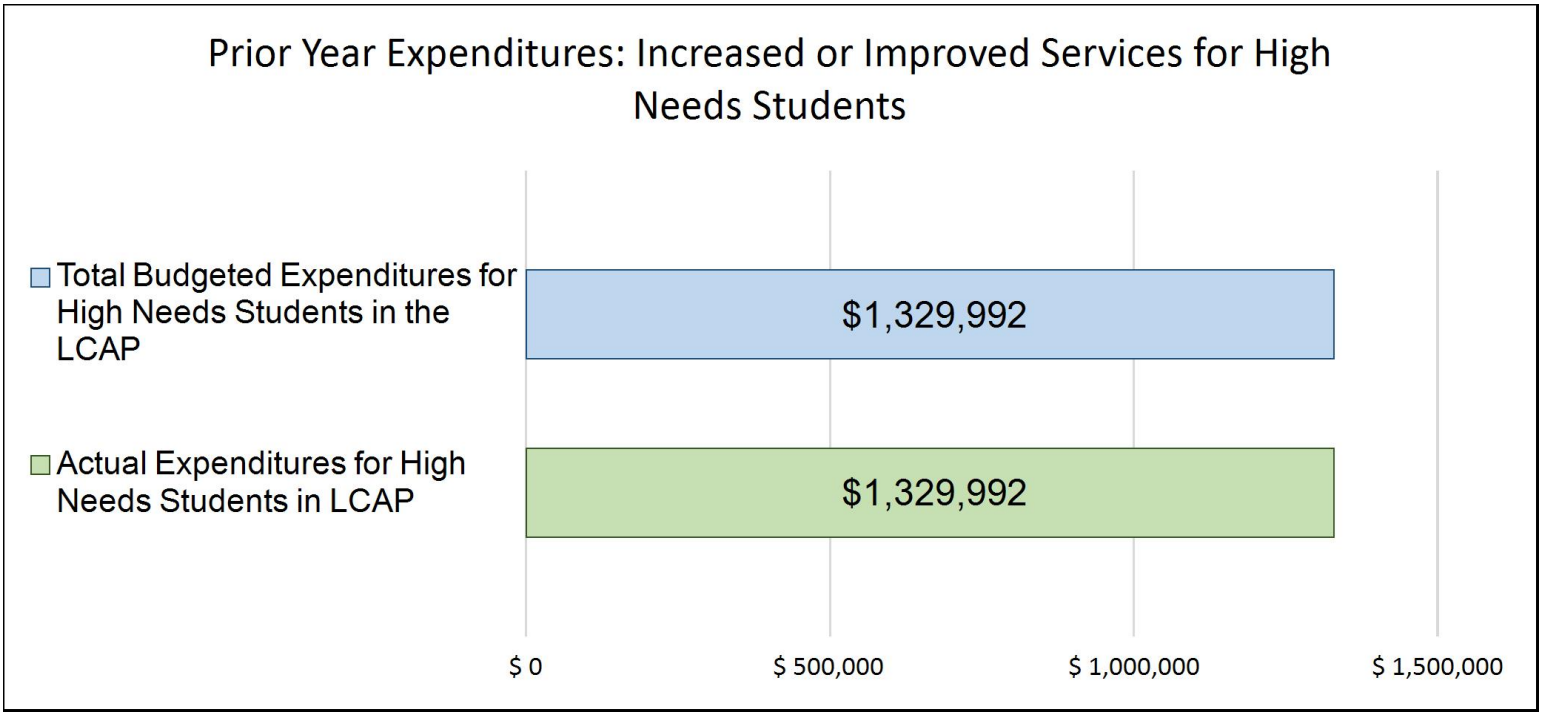
The text description of the above chart is as follows: Pacifica School District plans to spend $41,274,096.00 for the 2025-26 school year. Of that amount, $1,966,309.00 is tied to actions/services in the LCAP and $39,307,787.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Pacifica School District is projecting it will receive $1,327,528.00 based on the enrollment of foster youth, English learner, and low-income students. Pacifica School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacifica School District plans to spend $1,966,309.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Pacifica School District's LCAP budgeted $1,329,992.00 for planned actions to increase or improve services for high needs students. Pacifica School District actually spent $1,329,992.00 for actions to increase or improve services for high needs students in 2024-25.

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
Pacifica School District	Dr. Carisa Bowman Director, Educational Support Service	cbowman@pacificasd.org (650) 738-6616

Plan Summary [2025-26]

General Information

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

Located along the coast of California, approximately 12 miles south of San Francisco and within the County of San Mateo, Pacifica School District (PSD) is a TK-8 district. PSD has undergone a reduction in student enrollment from approximately 10,000 students in 1969 with 15 schools to a current student population of 2,736 students with 6 schools, in a time of unprecedented rise of property values and economic downturn. It is one of the lowest funded districts within San Mateo County (SMC). Recent challenges include co-location and restructuring of schools, curriculum needs, fiscal concerns, infrastructure needs, attendance, and academic performance. The district's budget deficit has been on-going due to but not limited to the following: declining enrollment, elimination of one time funds due to pandemic funding, increase programmatic costs, and shifts in Cost of Living Adjustments (COLA) this year as one time funds are no longer available, decline in ADA funding, and increased prices of benefits and insurances. On January 22, 2025, the Pacifica School District Board of Trustees adopted a resolution: To co-locate Ocean Shore K-5 with Sunset Ridge K-5 and 6-8 transitioned Ocean Shore and Vallemar 6-8 students to Ingrid B. Lacy Middle School (IBL) or Cabrillo School (dependent on space availability).

PSD has managed to maintain a district that has: 1) between 2000 and 2005, modernized all functioning schools (Three TK-5; Three K-8; One 6-8 Middle School) and Special Education Preschool within the TK-5 schools, other various special education programs, and the Pacifica Independent Home Study Program; 2) passed a parcel tax in 2008, 2011 with an increase in per parcel from $96 to $118, and won an additional renewal in 2016, keeping the same level per parcel of $118 but extending the period of the parcel to ten years. A new parcel tax was passed in 2024 a with per parcel being $99. A Bond Measure was passed a in 2018 for $55M. An additional bond measure (Measure G) was passed in 2024 for $70 million for 1) a teacher housing development; 2) to repair and improve safety/campus security, update

buildings, fixing aging/leaking roofs; upgrading classrooms, labs/computer systems to support programs in science/math, technology, English, arts; acquiring and constructing school facilities; 3) upgrade classroom technology and infrastructure.

PSD will receive Learning Recovery Emergency Block Grant (LREBG) funds this year. At this time, the amount is not known. Once the monies are identified, it will be spent on closing the learning through implementation and enhancement of our Multi-Tiered Systems of Services (MTSS), programming for our English Language Learners to accelerate student academic proficiency or English language proficiency, or both, and an expansion of our early intervention and literacy programs for students in TK to grade 3, inclusive, including, but not limited to, Big Lift Grant programming and supports. The areas listed are part of Goal 2. The metrics used will include monitoring of students meeting standards in CAASPP and iReady ELA and Math performance and having our English Language Learners move from one performance level to the next highest or maintaining a 4 on the ELPAC.

Community challenges include a lack of equity and diversity training, student incidents of bullying and harassment, and fiscal concerns. On a positive note, equity and inclusivity training for all staff occurred on district-wide professional development days on two occasions in the fall of 2023. There are plans to offer site-based diversity and equity training opportunities for community members. In addition, bullying and harassment continue to be a challenge for the district, as evidenced by current data thus far of four incidents of harassment and 2 incidents of bullying that have resulted in suspensions. In the fiscal area, the end of one-time funds, lack of state funding, reduction of student enrollment, and the cost of a negotiated raise have created financial challenges.

PSD has focused its efforts on consistently reducing the achievement and opportunity gap of the student groups (Referenced - CA School Dashboard, 2023):
1. Ethnic Student Groups – Black or African American (26, 0.9%), American Indian (5, 0.2%), Asian (221, 8.0%), Filipino (242, 8.08%), Hispanic or Latino (723, 26.2%), Native Hawaiian or Pacific Islander (10, 0.4%), Two or more races (439, 15.9%), White (1,092, 39.6%).
2. Socioeconomically Disadvantaged Students (524, 19.0%),
3. English Learners (ELs) (227, 8.2%),
4. Students with Disabilities (SWD) (326, 11.8%)

PSD continues to focus its efforts on consistently reducing the achievement and opportunity gap of the student groups (Referenced - CA School Dashboard, 2024):
1. Ethnic Student Groups – Black or African American 26, 0.9%, American Indian 5, 0.2%, Asian 221, 8.0%, Filipino 242, 8.08%, Hispanic or Latino 723, 26.2%, Native Hawaiian or Pacific Islander 10, 0.4%, Two or more races 439, 15.9%, White 1,092, 39.6%
2. Socioeconomically Disadvantaged Students 517, 19.5%
3. English Learners (ELs) 207, 87.8%
4. Students with Disabilities (SWD) 365, 13.8%

Reflections: Annual Performance

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

Pacifica School District (PSD) is a small district Pacifica School District total enrollment 2760 students attending 4 elementary schools, 1 K-8th grade school, and 1 comprehensive middle school. PSD will receive Learning Recovery Emergency Block Grant (LREBG) funds this year. At this time, the amount is not known. Once the monies are identified, it will be spent on closing the learning through implementation and enhancement of our Multi-Tiered Systems of Services (MTSS), programming for our English Language Learners to accelerate student academic proficiency or English language proficiency, or both, and an expansion of our early intervention and literacy programs for students in TK to grade 3, inclusive, including, but not limited to, Big Lift Grant programming and supports. The areas listed are part of Goal 2. The metrics used will include monitoring of students meeting standards in CAASPP and iReady ELA and Math performance and having our English Language learners move from one performance level to the next highest or maintaining a 4 on the ELPAC.

PSD's collection multiple data sources, provides us valuable information to better address the identified needs of student groups. Analysis of the 2023 Dashboard and local data highlights some successes in our district. Specifically, English learners have shown growth in their English language progress, with 50.3% making a year or more progress towards English language proficiency. There is also a higher percentage of English learners being reclassified and a lower number of long-term English learners. In addition, a Superintendent Student Advisory Council was created where over forty 5th through 8th graders applied and were interviewed. The committee consists of 8th grade Student Board representatives and 5th through 8th grade Student Advisors. Lastly, teachers have taken advantage of the Pacifica School District Special Education Credential Tuition Assistance Program, which has allowed one of the teachers to pursue a special education credential at no personal financial cost. In addition, it allowed us to easily identify disparities and trends among specific student groups and prioritize areas for improvement.

As part of the reflection process, we conducted a thorough data analysis to identify specific areas where student groups or schools face challenges. We also collaborated with stakeholders, including teachers, parents, students, and community members, to gather input on the identified needs to ensure a comprehensive understanding of the challenges faced and on the 24-25 LCAP goals. Consequently, we identified several areas needing improvement including reducing chronic absenteeism, increasing the academic performance of many of our student groups, and continuing efforts to focus closing the achievement gap through interventions and supports.

PSD has focused its efforts on consistently reducing the achievement and opportunity gap of the student groups (Referenced - CA School Dashboard, 2023):
1. Ethnic Student Groups – Black or African American (26, 0.9%), American Indian (5, 0.2%), Asian (221, 8.0%), Filipino (242, 8.08%), Hispanic or Latino (723, 26.2%), Native Hawaiian or Pacific Islander (10, 0.4%), Two or more races (439, 15.9%), White (1,092, 39.6%).
2. Socioeconomically Disadvantaged Students (524, 19.0%),
3. English Learners (ELs) (227, 8.2%),
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2. Socioeconomically Disadvantaged Students 517, 19.5%
3. English Learners (ELs) 207, 87.8%

Chronic Absenteeism:
Successes:
The 2024 Dashboard reported as 14.3% chronic absenteeism rate with all students in the meeting standards performance category which is a drop from 18.5% in 2023 and 20.6 in 2022. In not meeting standards defined area includes PSDs students who identify as Hispanic, 2 or more races, white, and socioeconomically disadvantage. The meeting standards group includes are our Asian and Filipino students. PSD does not have an groups of students are in the above standards.

Grow Areas:
In 2024 our Long Term English Learners are 29.7% chronically absent. In the orange/below standards is our second largest group of chronically absent including African American/Black, homeless, and students with disability.

Supports:
The trend found in the data demonstrate that historically marginalized students are not meeting standards in attendance intervention and supports are needed. As of the 2024-2025 school year, PSD has prioritize attendance with a Strive for Five Attendance Campaign through the district and are focused on the need to support our students and families to connect to school. The lower participation in the school program often relate to lower academic achievement. PSD will continue to focus many of our efforts on improving attendance. This means that we need to support students in not only getting to school but also in being actively engaged while in school. This happens by providing parent education, community involvement, social/emotional support, relevant and innovative instructional techniques, and a research-based curriculum.

Academic Performance:
As part of the reflection process, we also conducted a thorough data analysis to identify specific areas where student groups or schools face challenges. Increasing academic performance in English language arts (ELA) and math continues to be a need for all of our students and a priority for the district.

At the district level, data indicates that Students with Disabilities received the lowest performance level on the state indicators in English Language Arts and Mathematics. At IBL students with disabilities are the lowest performing group in reading and math. Additionally, chronic absenteeism in the red group include English Learners, Hispanics, Socioeconomically Disadvantage, white, and again students with disabilities. Chronic absenteeism at Ocean Shore School have both students with disabilities and English Learners in the red area of meeting standards.

English Language Arts
Successes:
Analysis of the 2024 Dashboard and local data highlights some successes in our district. All students in our district are currently below 2.4 below standards. We have some successes in our student performance levels, PSD students who identified as Asian, 2 or move races, white are green/above standards. Yellow/meeting standards includes our English Learners, Filipino, and Hispanic students.

Grow Areas:
The 2024 Dashboard indicates that 4 out of 13 student groups performed in the low or very low categories in ELA, while 3 performed at the high level and none performed at the very high level. In math, the overall student performance was slightly below standard. However, students with disabilities performed 125 points below standard and English learners performed 54 points below standard. In contrast, Asian students performed 44 points above standard. These disparities in the achievement of our student groups are indicative of the continued work we must do to improve access to quality Tier 1 instruction as we recognize the need to significantly increase the number of students at/above grade level in ELA and math.

Math
Successes:
Analysis of the 2024 Dashboard and local data highlights some successes in our district. All students in our district are currently below 2.4 below standards. We have some successes in our student performance levels, PSD students who identified as Asian, 2 or move races, white are green/above standards. Yellow/meeting standards includes our Filipino students.

Grow Areas:
The 2024 Dashboard indicates that 8 out of 13 student groups performed below standards in Math, while 3 performed at the high level and none performed at the very high level. In math, the overall student performance was slightly below standard. However, students with disabilities performed 133.6 points below standard and our long term English learners performed 104.3 points below standard. In contrast, Asian students performed 38.9 points above standard. These disparities in the achievement of our student groups are indicative of the continued work we must do to improve access to quality Tier 1 and Tier 2 strategies.

Supports and Interventions
Student Services is working with Educational Support Services to build the Multi-Tiered Support (MTSS) Framework across the Pacifica School District. The MTSS Framework is a student support framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. In particular the whole child domain of the framework focuses on academic, behavior and social emotional learning/mental health that is organized in tiers or intensity of support to ensure students get the assistance they need when it's needed.

Student Study Teams (SST) manage referrals of students for support typically in academics and behavior. The Student Services Team, working with principals, leadership teams, counselors and related service providers is reviewing the current SST manual to develop and align the SST practices with the MTSS framework. This new manual will include a process for a thorough review of student progress and analysis of student strengths and challenges, the development of an intervention plan, an agreement of a monitoring process of that intervention plan and a timeline for meeting for follow-up on student progress. The district has developed an SST Quick Start Guide that includes support in the areas of ELA, Math, English Language Development and Behavior. The guide includes specific interventions and periods of intervention cycles. The use of the SST Quick Start Guide will provide information for the development of a complete SST Manual for the district TK-8th grade and will be an integral part of our MTSS framework.

Climate

In addition, bullying and harassment continue to be a challenge for the district. Furthermore, At the district level, data indicates that Homeless Students and Students with Disabilities received the lowest performance level on the state indicators in English Language Arts and Mathematics, as well as chronic absenteeism.

We also collaborated with stakeholders, including teachers, parents, students, and community members, to gather input on the identified needs to ensure a comprehensive understanding of the challenges faced and on the 24-25 LCAP goals. Consequently, we identified several areas needing improvement, including increasing the academic performance of many of our student groups, reducing chronic absenteeism, and continuing efforts to focus on school climate.

Reflections: Technical Assistance

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

PSD has been identify as Differentiated Assistance (DA) Support. This is a result of our Long-term English Learners are not succeeding at the expected level for Math and Reading - AND - are chronically absent.
Our partners at San Mateo County Office of Education met with us to explain the reasons for being in Differentiated Assistance and helped us develop a plan to ensure that local indicators are entered annually before July 1st of each year. Actions put into place include:
English Learner 3-year master plan was developed and approved by the board in April. This includes the reclassification process.
This year in August, Sept, we went through ELPAC scores and we had 60 students who were not yet reclassified. Students are now being classified throughout the year.
Order ELL Tool Kits to align with the professional development we are offering through out this summer and the 2025-2026 school year with SMCOE presenters.
Strive for 95, an attendance campaign at all the schools.

The PSD team held three Differentiated Assistance meetings with San Mateo County Office of Education on the following dates:
February 13, 2025
March 21, 2025
April 22, 2025

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.

Differentiated Assistance (DA) is a system of support provided by the California Department of Education (CDE) to Local Education Agencies (LEAs) that are struggling to meet performance goals for Local Control Funding Formula (LCFF) state priority areas. It's designed to be a targeted and customized form of technical assistance focused on building LEA capacity to sustain improvement and address inequities. Pacifica School District is receiving Differentiated Assistance to assist our Long Term English Learners (LTEL). Our LTELs are not meeting standards in both Priority 4 Academics - Red in ELA and Math. Priority 5 Pupil Engagement- Red in chronic absenteeism.

Support for Identified Schools

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

Differentiated Assistance (DA) activities under the California Department of Education (CDE) encompass a range of supports and interventions tailored to Local Education Agencies (LEAs) identified for assistance based on their performance on the California School Dashboard. These activities are designed to help LEAs improve student outcomes, particularly for specific student groups.
Activities include:
-Data Analysis and Monitoring: LEAs participate in activities to analyze data from the California School Dashboard and other relevant sources to identify areas for improvement.
-Local Control and Accountability Plan (LCAP) Review: CDE reviews the LEA's LCAP to assess the alignment of goals, actions, and services with the identified needs and performance indicators.
-Root Cause Analysis: LEAs conduct root cause analyses to understand the underlying reasons for low performance and develop targeted interventions.
-Universal Supports Toolkit: Resources and tools are provided to support data management, root cause analysis, and the integration of goals into local accountability practices.

Monitoring and Evaluating Effectiveness

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

Multiple Sources of Data will be used to monitor and evaluate the effectiveness of the DA activities.
-Local Indicators: The Local Indicator process helps inform the technical assistance provided through Differentiated Assistance. PSD will monitor the progress on the local indicators.
-LCAP Metrics: PSD will monitor the progress on the activities and metrics.
-California School Dashboard: The California School Dashboard will be part of PSDs Data Dialogues to evaluate performance and progress.

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	Principals provided teachers with training on how the LCAP aligns with school and district goals and how their input contributes to the development and implementation of the plan. Teachers reviewed and analyzed relevant data through data dialogues to identify strengths and areas for improvement within their classrooms and schools. They were provided professional development opportunities to support them in implementing the strategies outlined in the LCAP.
Principals	Principals received comprehensive orientation and training on the LCAP process, including an understanding of its purpose, requirements, timeline, and their role in the process. They lead the data analysis through data dialogues and needs assessment process for their respective schools. This involved examining various data sources, such as student achievement data, demographic data, school climate surveys, and input from stakeholders, to identify areas of strength and areas for improvement. They also facilitated stakeholder engagement within their school communities. This included involving teachers, parents, students, community members, and other school staff in discussions about priorities, goals, and strategies for improving student outcomes. Based on the data analysis and stakeholder input, principals worked with their school leadership teams and district staff to establish clear goals and develop strategies for achieving those goals.

Educational Partner(s)	Process for Engagement
Administrators	School and site-level administrators were engaged in analyzing relevant data to identify district-wide strengths and areas for improvement. This included data dialogues, demographic data, attendance rates, and results from school climate surveys. They were provided training on data analysis, equity-minded leadership practices, culturally responsive pedagogy, family and community engagement, and other topics.
Other School Personnel	School personnel served on the School Site Council of each school. Many LCAP input sessions included classified and certificated staff.
Local Bargaining Units	District leadership staff engaged all the local bargaining units as described in the timeline of LCAP input meetings.
Parents	School sites, with parents present, conducted School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings throughout the year to discuss site and district LCAP goals. Parent representatives from both of these groups participated on district-level committees and served as conduits to bring information to central office leadership from the school site as well as to bring district-level information to the school site. In addition, parents were invited to site and districtwide meetings LCAP and SPSA input sessions. Interpretation services were provided at meetings.
Students	The Superintendent Student Advisory Council was created where over forty 5th through 8th graders applied and were interviewed. The committee, which meets regularly to discuss interests and concerns, consists of 8th grade Student Board representatives and 5th through 8th grade Student Advisors.
SELPA Administrator	District leadership staff met regularly with the SELPA administrator to discuss and advocate for the needs of students with disabilities. The SELPA administrator participated in LCAP input sessions.
English Learner Parent Advisory Committee	Members of ELPAC were provided information on the LCAP development timeline, key components, and the role of the ELPAC in providing input and feedback. ELPAC teams discussed trends, disparities, and areas for improvement identified in the data to inform goal-setting and priority identification. Members of ELPAC participated in goal-setting sessions to establish specific, measurable goals for improving outcomes for EL students.

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

The educational partners feedback helped in identifying and prioritizing the educational needs and goals within the Pacifica community. Input from teachers, parents, students, and community members highlighted areas that require attention and improvement included: Making sure all certification staff is highly qualified, having all staff trained on Universal Design for Learning, are there enough supports for teachers when staff is included into the mainstream, having rigorous and high expectations for all students, requiring all teachers to have hands-on learning opportunities (for example: a number of projects annually), can the district support tutoring during the school day as an elective, sharing class syllabus with families and students, ensure the district aiming for high test scores, expect more from our students and not just accepting the minimum (push students to extend their learning). The educational partners also contributed to the selection of specific programs, interventions, and services outlined in the LCAP.

In addition, there were many discussions with educational partners about the effects of co location and restructuring of schools. Many participants shared the need to increase the district's parent/family education efforts as key strategies for reducing chronic absenteeism and increasing student achievement. In particular, educational partners noted that parents would benefit from support in understanding the importance of attendance, identifying barriers, promoting positive attitudes toward school, building a supportive home environment, collaborating with schools, and addressing root causes.

Input and Feedback was gathered from our educational partners through surveys and google document that allowed our partners to list and explain their belief on the programming and needs. Below is a timeline of LCAP Partner Engagement opportunities and brief notes from each session.

December 4th - surveys were administered to PSD's staff, students, and community.

January 9th & February 13th (Virtual and In-person) Met with LSEA (certificated) and CSEA (classified) members reviewed the state data including the CAASPP and ELPAC and local data was analyzed including IReady Math & Reading, DIBELS, and curriculum benchmarks. Time was provided to gather input, which included: raises for employees, addressing social and emotional behavior and consequences for student actions, and clarification of the impacts of the co-location.

January 9th (Virtual and In-person) Hosted a community event for our educational partners. Partners reviewed the state data including the CAASPP and ELPAC and local data was analyzed including IReady Math & Reading, DIBELS, and curriculum benchmarks. Time was provided to gather input, which included: additional parent and family events, sending home additional information regarding the progress of the students, and address the bullying in schools.

January 13th (Virtual and In-person) LCAP at the SEPAC meeting. Hosted a community event for our educational partners. Partners reviewed the state data including the CAASPP and ELPAC and local data was analyzed including IReady Math & Reading, DIBELS, and curriculum benchmarks. Time was provided to gather input, which included: training for volunteers who work with students diagnosed with special needs and recruit and retain highly qualified staff.

January 29th (Virtual and In-person) LCAP at the DELAC meeting. Hosted a community event for our educational partners. Partners reviewed the state data including the CAASPP and ELPAC and local data was analyzed including IReady Math & Reading, DIBELS, and

curriculum benchmarks. Time was provided to gather input, which included: adopting new curriculum that are aligned to standards and ensure that it has been purchased with in the 2020's. The current Social Studies curricula was published in 2002.

February 13th (Virtual and In-person) Hosted a community event for our educational partners. Hosted a community event for our educational partners. Partners reviewed the state data including the CAASPP and ELPAC and local data was analyzed including IReady Math & Reading, DIBELS, and curriculum benchmarks. Time was provided to gather input, which included: parent education for UDL and new special education teachers need professional training on case management and special education laws.

May 19th (Virtual) Met with SEPAC and the Parent Advisory Committee (PAC) and discussed CAASPP, ELPAC, iReady, DIBELS, and curriculum assessments. Time was provided to gather input, which included: SEPAC staff indicated there is a need additional funding for special education students, retention of staff (paraeducators, therapists, and specialists), and teacher training on working with students who have special needs. The Parent Advisory Committee on the need for updated curriculum, professional development annually in all curricula (especially new teachers), and impacts of the co-location on OSS program. On behalf of the superintendent, written responses were written and discussed with PAC.

The LCAP Public Hearing took place on June 11, 2025 and the LCAP was approved and adopted on June 18, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to rigorous and engaging instruction provided by highly qualified teachers and supported by highly effective leadership with appropriate resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal stems from the information provided by our educational partners about their specific desire to guarantee equity for all of our students. It is also based on information found in local and state achievement data about our student groups. The goal focuses on ensuring that all students are engaged in high-quality instruction with appropriately credentialed and skilled teachers and staff. This goal was developed with the belief that all students deserve to be taught and cared for by exceptionally prepared and trained staff who model lifelong learning and customer service. The importance of supporting teachers, new and veteran, as professional educators is paramount to the success of our students. The accomplishment of this goal will ensure that all staff members are highly qualified. Staff members who are hired will be retained, and provided with ongoing training and coaching opportunities to provide an exemplary educational experience for all students. The actions and services outlined in this goal specifically aim to address staff who will specifically target the needs of the students in our target groups (Hispanic, Black/AA, English learners, long term English learners, socioeconomically disadvantaged, homeless, and students with disabilities).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers without full credentials, teacher mis assignments, and vacant positions	9 teachers without full credentials; 4 teacher mis assignments 8 vacant teacher positions	9 teachers without full credentials; 4 teacher misassignments .6 vacant teacher positions		0 teachers without full credentials; 0 teacher mis assignments 0 vacant teacher positions	No Change - Teachers not having a full credential Decrease of 7.4. Misassignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decrease of 7.6 Vacant Position
1.2	Retention of teaching staff	19.3% of teachers separate from the district	16.3% of teachers separate from the district.		19.3% of teachers separate from the district.	There is a 3% decrease in the number of staff leaving the district.
1.3	New teacher onboarding and mentoring	100% of new teachers receive onboarding and mentoring support.	100% of new teachers receive onboarding and mentoring support		100% of new teachers receive onboarding and mentoring support.	Goal was met at baseline.
1.4	Teacher and administrator professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool	0% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.	100% of Administrators & 30% of Teachers participated in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.		100% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.	Increase of 100% of Administrators Increase of 30% of Teachers
1.5	Grade-appropriate and standards-aligned IEP goals	100% of IEP goals are grade-appropriate and standards-aligned.	100% of IEP goals are grade-appropriate and standards-aligned.		100% of IEP goals are grade-appropriate and standards-aligned.	Goal was met at baseline.
1.6	Suspension rate	Dashboard 2023 District - 0.7% Asian: 0.4% Filipino: 0.8% Two or More Races: 0.9% White: 0.4% Hispanic: 1.2%	Dashboard 2024 District: 1.5% American Indian or Alaska Native: .2% Asian: 0% Filipino: 2.3% Multiple Races: 1.8% White: 1.29%		Dashboard 2026 District - 0.0% American Indian or Alaska Native: 0% Asian: 0.0% Filipino: 0.0% Two or More Races: 0.0% White: 0.0%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African America/Black: 0.0% English Learners: 1.5% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 0.5% Homeless: 2.3%	Hispanic: 1.2% African America/Black: 6.3% Native Hawaii/Pacific Islander: .5% English Learners: 1.5% Long-Term English Learners: 5.3% Socioeconomically Disadvantaged: 2.8% Students with disabilities: 2.7% Homeless: 2.1%		Hispanic: 0.0% Black: 0.0% English Learners: 0.0% Native Hawaii/Pacific Islander: 0% Long-Term English Learners: 0.0% Socioeconomically Disadvantaged: 0.0% Students with disabilities: 0.0% Homeless: 0.0%	First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. Decrease of .04 Asian Increase of 1.5% of Filipino Increase of .9% of Multiple Races Increase of .89% of white Increase 6.3% African American/Black students. No change Hispanic No change English Learners. Increase of 5.3% Long Term English Learners. Increase of 1.4% of Socioeconomically Disadvantaged Increase of 2.2% students with disabilities. Increase of 2.2 Homeless students suspension rate decreased .02%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Behavioral referrals for non-suspendable incidents	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School in 2023-2024 (only baseline data available) Ingrid B Lacy Middle School - 198 Asian: 6 Filipino: 4 Two or More Races: 31 White: 75 Hispanic:77 Black: 3 English Learners:3 Long-Term English Learners: 2 Socioeconomically Disadvantaged: 53 Students with disabilities: 67 Homeless: 0	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School in 2024-2025 Ingrid B Lacy Middle School: 360 American Indian or Alaska Native: 3 Asian: 27 Filipino: 30 Multiple Races: 49 White: 106 Hispanic: 121 African American/Black: 3 Native Hawaii/ Pacific Islander: 0 English Learners: 13 Long-Term English Learners: 2 Socioeconomically Disadvantaged: 86 Students with disabilities: 82 Homeless: 0		Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School - 158 American Indian or Alaska Native: 1 Asian: 4 Filipino: 3 Multiple Races: 24 White: 60 Hispanic:61 African American/Black:1 Native Hawaii/ Pacific Islander: 0 English Learners:1 Long-Term English Learners: 1 Socioeconomically Disadvantaged: 42 Students with disabilities: 53 Homeless: 0	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. Increased in behavioral referrals from 198 to 360 IBL Increased in behavioral referrals from 198 to 360 American Indian or Alaska Native - First year tracking American Indian or Alaska Native: First year baseline Asian: Increase of 21 Filipino: Increase of 26 Multiple Races: Increase of 28 White: Increase of 31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic: No change African American/Black: 3 Native Hawaii/ Pacific Islander: First Year of Baseline English Learners: Increase of 10 Long-Term English Learners: No Change Socioeconomically Disadvantaged: Increase of 33 Students with disabilities: Increase of 15 Homeless: No Change
1.8	Students in elementary and middle school thematic pathways and/or courses	0 students in elementary and middle school pathways that are anchored in high interest themes, topics and/or thematic courses	0% students in elementary and middle school pathways that are anchored in high interest themes, topics and/or thematic courses		75 students in elementary and middle school pathways that are anchored in high interest themes, topics and/or thematic courses	No change
1.9	Percent of students completing a middle school pathway course with a “C” grade or better or with an elementary	0% of students completing a middle school pathway course with a “C” grade or better or with an	0% of students completing a middle school pathway course with a “C” grade or		80% of students completing a middle school pathway course with a “C” grade or	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade of “developing” or better	elementary grade of “developing” or better	better or with an elementary grade of “developing” or better		better or with an elementary grade of “developing” or better	
1.10	Student access to state-adopted curriculum appropriate for the grade level and course	100% of students have access to state adopted curriculum appropriate for the grade level.	100% of our students have access to state adopted curriculum; it should be noted that our K-5 Social Studies is from 2005.		100% of students have access to state adopted curriculum appropriate for the grade level.	Goal was met at baseline.
1.11	Number of English learners students receiving Designated English Language Development instruction	An undetermined number of English learner students are receiving 30 minutes of Designated English Language Development instruction, due to inconsistent monitoring and documentation	Less than of 10% of our elementary and middle students are receiving are receiving 30 minutes of Designated English Language Development instruction.		100% of English learner students are receiving 30 minutes of Designated English Language Development instruction	10% of students are receiving documented Designated English Language Development instruction. Baseline was not given.
1.12	Research-based Tier I and II interventions	0 Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites.	Tier I - PSD has confirmed that 50% of our students receive universal interventions and supports Tier II - 50% of of students are receiving interventions that have been formally		Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites.	Increase of 50% of our students are receiving Tier I and II supports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			established, consistently applied or consistently monitored at the school site.			
1.13	Tier I and II intervention data during the IEP referral process	0% of IEP referral conversations include the data from formally established interventions.	PSD has confirmed 50% of IEP conversations include data from established interventions.		100% of IEP referral conversations include the data from formally established interventions.	Increase of 50% of our students with special needs IEP meetings are discussing Tier I and II interventions.

Goal Analysis [2024-25]

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

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

In 2024–2025, the Human Resources Department actively monitored staff credentials, misassignments, and vacant positions. We collaborated with credential analysts from the San Mateo County Office of Education to review misassignments and apply for waivers as needed. HR staff attended regular HR Leaders meetings and a Credentials Professional Workshop to stay updated on human resources practices, teaching assignments, and credentialing pathways.

To address staffing needs, we advertised open positions on platforms such as EdJoin, Handshake, LinkedIn, partner universities, and community colleges. We also participated in job fairs at San Francisco State University and the San Mateo County Office of Education, and distributed recruitment flyers at Pacifica's annual Fog Festival. Regular HR Updates and Community Newsletters kept staff and the community informed about employment opportunities.

To support retention, we partnered with the Laguna Salada Education Association (LSEA), offered induction and mentorship programs, and provided ongoing professional development. New teachers participated in a comprehensive orientation and development plan, including mentorship by veteran teachers selected by site principals. Certificated staff requiring credential clearance enrolled in a fully funded two-year Induction Program through the San Mateo County Office of Education.

Additionally, in collaboration with LSEA and San Francisco State University, we created a tuition-reimbursed pathway to become a Special Education Teacher. Notably, we saw a significant increase in the employment of District Resource Specialist Program (RSP) Teachers, reducing reliance on contracted RSP staff.

In 2024-2025, the Educational Support Services (ESS) Department provide monthly principal meetings where professional development was provided and focused on district-wide instructional shifts, data analysis, and a common walk-through tool. Teacher professional development was also provided by ESS and individual school sites. Approximately 30% of our teachers participated in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool. This was organized through the development of a district-wide professional development plan.

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.

No material difference between Budget Expenditures and Estimated Actual Expenditures.

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

The following areas were effective in making progress towards the goals:
In Pre-school IEP referrals: school psychologists do a file review of historical health data, and reports from Golden Gate Regional Center which includes prior assessments and reports (health, adaptive skills, speech, fine and gross motor skills, etc.) as a pre-referral process. Conversations with family and Golden Gate Regional Center personnel guide the assessment process for appropriate PK assessment at Pacifica School District.
In grade Kinder-8th school psychologists do an extensive file review which includes review screening data, intervention data, SST reports and interviewing previous teachers to understand what interventions have been implemented and monitored. Any Tier II intervention support and/or support providers are reviewed and interviewed as well. This data is integrated into the comprehensive report provided to the IEP team to determine a student's eligibility for special education services. This process is consistently executed on each psycho-educational evaluation and is an integral part of 1) determining the necessity for a psycho-educational evaluation and 2) provides information to determine eligibility for special education services.
MTSS framework was developed for the 2025-2026 and professional development schedule for the 2025-2026 school year. Improvement to this process will include a dynamic SST process which identifies interventions that will be monitored over a specific period of time in the areas of Academics, Behavior and Mental Health. Implementing Screen Teams (Coordination of Service Teams) to oversea the implementation of the MTSS framework at each site will ensure resources are appropriately and effectively allocated.

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.

Ethnicities were updated to include all students identified by CDE - First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.
The names of ethnicities were updated to match the Dashboard and DataZone language.

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	Incentive Structure for Hiring Highly Qualified Teachers	Develop an innovative incentive structure for attracting highly qualified teachers to reduce vacant positions.	$107,000.00	No
1.2	Onboard and Mentor Highly Qualified Teachers	Implement new teacher onboarding and mentoring in 3-year cycles.	$105,000.00	No
1.3	Professional Learning for Highly Qualified Teachers	Structure and resource opportunities for ongoing professional learning focused on district-wide instructional shifts, data analysis, and a common walk-through tool	$30,000.00	No
1.4	iReady Professional Learning	Provide professional learning to utilize quarterly IReady data to adjust ongoing instruction.	$107,500.00	No
1.5	IEP Goal Monitoring	Monitor IEP goals for grade level appropriateness and standards alignment.	$3,000.00	No
1.6	Suspension Tracking and Reporting	Begin monthly suspension tracking and reporting (suspension type, school, grade level, classroom, and student group).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Behavioral Referrals Tracking and Reporting	Begin monthly behavioral referrals tracking and reporting for non-suspendable actions (by referral type, school, grade level, classroom, and student group)	$0.00	No
1.8	Engaging Instruction Through Pathways	Identify and implement elementary and middle school pathways anchored in high interest themes, topics and/or thematic courses like computer science, engineering, and medical detectives. Work with local high schools to align. Monitor and track student grade outcomes in pathway courses.	$35,000.00	No
1.9	Integrated and Designated English Learner Language Instruction	Implement daily Integrated and Designated English Language Development instruction and provide resources and professional learning focused on district-wide instructional shifts to support English Learners and Long-Term English Learners.	$178,000.00	Yes
1.10	Pathway-Aligned Grant	Identify and submit at least one pathway-aligned grant per year.	$30,000.00	No
1.11	Research-Based Tier I and II Interventions	Establish and track a set of research-based Tier I and II interventions.	$18,000.00	No
1.12	IEP Referral Process and Tier I and II Interventions	Utilize data from Tier I and II interventions during the IEP referral process.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will increase achievement for all our students while decreasing performance gaps and educational inequities.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal stems from the information provided by our educational partners about their specific desire to guarantee equity for all of our students, regardless of their backgrounds or circumstances. It is also based on information found in local and state achievement data about our student groups. The actions and metrics in this goal set high academic standards for all students and provide the necessary support to help them meet these expectations. They also tailor teaching strategies and materials to meet the diverse needs of students and help identify students who are at risk of falling behind early on while providing targeted interventions to address their needs. Lastly, the actions and metrics provide ongoing training and support for teachers and staff to help them address the needs of diverse learners and they specify the use of data to identify achievement gaps and track progress towards closing them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA SBAC Proficient or Above Scores	ELA SBAC 2023 District - 53.4% Asian: 63.2% Filipino: 53.1% Two or More Races: 59.6% White: 59.8% Hispanic: 40.0% Black: 28.6% English Learners: 15.4% Long-Term English Learners: 3.7%	ELA SBAC 2024 District: 52% American Indian or Alaska native: 50% Asian: 61% Filipino: 44% Multiple Races: 62% White: 57% Hispanic: 38% African American/ Black: 43%		ELA SBAC Dashboard 2026 District - 62.4% American Indian or Alaska native: 70% Asian: 72.2% Filipino: 62.1% Multiple Races: 68.6% White: 68.8% Hispanic: 64.0%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 35.8% Students with disabilities: 16.3% Homeless: 14.3%	Native Hawaii/ Pacific Islander: 25% English Learners: 9% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 43.98% Students with Disabilities: 14.41% Homeless: 14.29%		African American/ Black: 52.6% Native Hawaii/ Pacific Islander: 50% English Learners: 18% Long-Term English Learners: 27.7% Socioeconomically Disadvantaged: 59.8% Students with disabilities: 40.3% Homeless: 38.3%	Native Hawaii/ Pacific Islander. District: decrease by 1.2% American Indian or Alaska native: Baseline this year Asian: decrease 2.2% Filipino: decrease 9.1% Multiple Races: increase 2.4% White: decrease of 2.8% Hispanic: decrease 2% African American/ Black: increase 14.4% Native Hawaii/ Pacific Islander: Baseline this year English Learners: decrease 6.4% Long-Term English Learners: decrease of 35.8% Socioeconomically Disadvantaged: increase 8.18% Students with Disabilities: decrease of 1.89% Homeless: decrease of .01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Math SBAC Proficient or Above Scores	Math SBAC 2023 District - 53.6% Asian: 69.7% Filipino: 49.7% Two or More Races: 60.2% White: 60.2% Hispanic: 39.1% African American/ Black: 28.6% English Learners: 18.8% Long-Term English Learners: 7.4% Socioeconomically Disadvantaged: 35.2% Students with disabilities: 20.7% Homeless: 30.8%	Math SBAC 2024 District: 53% American Indian or Alaska native: 0% Asian: 70% Filipino: 49% Multiple Races: 61% White: 50% Hispanic: 38% African American/ Black: 36% Native Hawaii/ Pacific Islander: 14% English Learners: 0% Long-Term English Learners: 10% Socioeconomically Disadvantaged: 42.57 Students with disabilities: 17.12% Homeless: 14.28%		ELA SBAC Dashboard 2026 District - 68.6% American Indian or Alaska native: 40% Asian: 84.7% Filipino: 64.7% Multiple Races: 75.2% White: 75.2% Hispanic: 63.1% African American/ Black: 52.6% Native Hawaii/ Pacific Islander: 40% English Learners: 42.8% Long-Term English Learners: 31.4% Socioeconomically Disadvantaged: 59.2% Students with disabilities: 44.7% Homeless: 54.8%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District: decrease by .6% American Indian or Alaska native: Baseline this year Asian: increase . 3% Filipino: decrease .7% Multiple Races: increase .8% White: decrease of 2.8% Hispanic: decrease 2% African American/ Black: increase 14.4% Native Hawaii/ Pacific Islander: Baseline this year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners: decrease 6.4% Long-Term English Learners: decrease of 35.8% Socioeconomically Disadvantaged: increase 7.37% Students with Disabilities: decrease of 3.58% Homeless: decrease of 16.52%
2.3	ELPAC Summative Scores of “4”	19.2% of English Learners score a “4” on the ELPAC	43.2% of English Learners score a “4” on the ELPAC		43% of English Learners score a “4” on the ELPAC	increase of 24% - met outcome. Updating outcome from 43% to 50%
2.4	Number of Long-Term English Learners	27 Long-Term English Learners	57 Long-Term English Learners		20 Long-Term English Learners	Increase of 30 Long Term English Learners.
2.5	English Learner Reclassification Rate	14.0% Reclassification Rate	19% Reclassification Rate		44.0% Reclassification Rate	increase of 5%
2.6	ELA i-Ready “at or above grade level” percentages	ELA i-Ready January 2024 District - 52% Asian: 63% Filipino: 40% Two or More Races: 58% White: 57% Hispanic: 40% Black: 29% English Learners: 11%	ELA i-Ready January 2025 District: 54% American Indian or Alaska Native: 0% Asian: 65% Filipino: 46% Multiple Races: 63% White: 59% Hispanic: 40%		ELA i-Ready District - 68% Asian: 78% Filipino: 55% Multiple Races: 73% White: 72% Hispanic: 55% African American/Black: 44%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 8% Socioeconomically Disadvantaged: 31% Students with disabilities: 10% Homeless: 21%	African American/Black: 28% Native Hawaii/Pacific Islander: 32% English Learners: 0% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 35% Students with disabilities: 11% Homeless: 18%		Native Hawaii/Pacific Islander: English Learners: 26% Long-Term English Learners: 32% Socioeconomically Disadvantaged: 46% Students with disabilities: 33% Homeless: 36%	Alaska Native and Native Hawaii/ Pacific Islander. District - increase of 2% American Indian or Alaska native: new baseline this year Asian: decrease of 2% Filipino: increase of 6% Multiple Races: increase of 6% White: increase of 2% Hispanic: No Change African American/Black: decrease of 1% Native Hawaii/ Pacific Islander: new baseline this year English Learners: decrease of 11% Long-Term English Learners: decrease of 8% Socioeconomically Disadvantaged: increase of 4% Students with disabilities: increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: decrease of 3%
2.7	Math i-Ready “at or above grade level” percentages	Math iReady January 2024 District: Asian: 59% Filipino: 37% Two or More Races: 53% White: 50% Hispanic: 33% Black: 21% English Learners: 10% Long-Term English Learners: 7% Socioeconomically Disadvantaged: 27% Students with disabilities: 15% Homeless: 13%	Math i-Ready January 2025 District: 54% American Indian or Alaska Native: First Year Tracking Asian: 58% Filipino: 38% Multiple Races: 47% White: 42% Hispanic: 31% African American/Black: 21% Native Hawaii/ Pacific Islander: English Learners: 10% Long-Term English Learners: 6% Socioeconomically Disadvantaged: 21% Students with disabilities: 14% Homeless: 13%		Math iReady District - 61% American Indian or Alaska Native Asian: 74% Filipino: 52% Multiple Races: 68% White: 65% Hispanic: 48% African American/Black: 36% Native Hawaii/ Pacific Islander: English Learners: 25% Long-Term English Learners: 22% Socioeconomically Disadvantaged: 42% Students with disabilities: 30% Homeless: 28%	Add baseline %. Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District - American Indian or Alaska native: new baseline this year Asian: Decrease 5% Filipino: Increase 1% Multiple Races: Decrease 6% White: Decrease 8% Hispanic: Decrease 2% African American/ Black: No Change Native Hawaii/ Pacific Islander:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						new baseline this year English Learners: No Change Long-Term English Learners: Decrease 1% Socioeconomically Disadvantaged: Decrease 6% Students with disabilities: Decrease 1% Homeless: No Change
2.8	iReady staff development for math and English teachers	100% of math and English teachers participate in iReady staff development.	100% of math and English teachers participate in i-Ready staff development.		100% of math and English teachers participate in iReady staff development.	Currently at 100% which aligns to the baseline.
2.9	Depth of Knowledge (DOK) questioning and “thinking about our thinking” strategies within daily instruction maps	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps		30% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps	No change in baseline of 0%.
2.10	Percentage of current EL students at Sunset Ridge Elementary who progressed at least one ELPI level or maintained ELPI level 4	26.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4	40% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4		56.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4	Increase of 13.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	The percentage of English teachers receiving Integrated and Designated English Language Development (ELD) staff development	0% of English teachers who teach English learners will receive Integrated and Designated English Language Development (ELD) staff development	0% of English teachers who teach English learners will receive Integrated and Designated English Language Development (ELD) staff development		100% of English teachers who teach English learners will receive Integrated and Designated English Language Development (ELD) staff development	No change in baseline of 0%.

Goal Analysis [2024-25]

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

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

The ELPAC and CAASPP were given during the CDE provided testing windows. iReady was given to 1-8 students during the fall, winter, and spring. To address the needs for an Multi-Language/English Learners supplemental curriculum was purchased for the 2025-2026 school year to support teachers in implementing designated EL instruction.

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.

No material difference between Budget Expenditures and Estimated Actual Expenditures.

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

Depth of Knowledge (DOK) and Metacognitive Strategies: Currently, 0% of teachers incorporate DOK-level questioning and metacognitive ("thinking about our thinking") strategies into their daily instructional planning, indicating a significant gap in fostering critical thinking and student engagement across content areas.

English Language Development (ELD) Training: None of the English teachers who serve English Learners are scheduled to receive Integrated and Designated ELD professional development, highlighting a critical lack of targeted instructional support for this student population.

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.

Ethnicities were updated to include all students identified by CDE - First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.
The names of ethnicities were updated to match the Dashboard and DataZone language.

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	Implementation of Integrated and Designated ELD and Professional Development	Implement systemic and consistent implementation of Integrated and Designated English Language Development (ELD) and provide relevant staff development to support English Learners and Long-Term English Learners.	$201,000.00	Yes
2.2	iReady Staff Development	Provide iReady staff development for teachers to assist them in making adjustments to instruction on a regular basis during the school year.	$13,500.00	No
2.3	Social/Emotional Embedded Classroom Strategies	Questioning techniques and metacognitive strategies will be embedded within daily instruction maps.	$65,000.00	No
2.4	Make-Up Work Program	Identify and implement innovative methods for students to make up work for excused absences.	$30,000.00	No
2.5	Dedicated Instructional Staff	Dedicated instructional staff will support TK-8 desired instructional shifts across Pacifica classrooms.	$301,409.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Progress at Sunset Ridge Elementary	The principal and teachers will meet monthly to discuss the progress of English Learners and Long-Term English Learners and shifts in instructional practice.	$4,000.00	No
2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC ELA and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Cabrillo ES: students with disabilities Lacy MS: students with disabilities Sunset Ridge ES: English learners, Hispanic, socio-economically disadvantaged, students with disabilities	$6,000.00	No
2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC math and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Lacy MS: students with disabilities Ocean Shore ES: English learners, socio-economically disadvantaged Sunset Ridge ES: English learners, students with disabilities	$6,000.00	No
2.9	Invervention Supports for Unduplicated Student Population	Provide the following staff to directly support the unduplicated student population: Certificated sub at Cabrillo ES to help run additional response to intervention groups; 0.5 FTE Response to Intervention Teacher at Cabrillo, Ortega, Vallemar, Ocean Shore and Sunset Ridge; Academic support classes; extra Library time and after-school tutoring for the unduplicated student population at Ingrid B Lacy Middle school	$687,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Supplemental site administrator support for academic, behavioral and social-emotional intervention with specific attention to English Learners (ELs), Foster Youth and Socio-Economically Disadvantaged (SED) student groups: 0.5 FTE Assistant Principal at Sunset Ridge ES 0.5 FTE Assistant Principal at Ingrid B. Lacy MS	$250,828.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will significantly increase family and community engagement to inspire and support them to be actively involved in preparing their students to be college and career ready and to reduce chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was confirmed through our engagement with educational partners. The importance of family engagement was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase access to community resources and parent education programming was also highlighted. As chronic absenteeism represents an area of concern, our district will specifically focus on ensuring that daily attendance improves through monitoring and support efforts as well as through family education opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Data from 2022-23 to date but will need to be updated in May. District - 93.1% Asian: 94.8% Filipino: 94.1% Two or More Races: 93.2% White: 93.5% Hispanic: 92.0% Black: 88.5% English Learners: 92.2%	Attendance Rate 2024 District: 93.81% American Indian or Alaska Native: Asian: 95.26% Filipino: 95.26% Two or More Races: 94.28% White: 94.18% Hispanic: 92.24% African American/ Black: 93.47%		District - 94.6% American Indian or Alaska Native: Asian: 96.3% Filipino: 95.6% Two or More Races: 94.7% White: 95.0% Hispanic: 93.0% Black: 91.5% Native Hawaii/ Pacific Islander: English Learners: 95.2%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 92.3% Socioeconomically Disadvantaged: 90.7% Students with disabilities: 91.8% Homeless: 87.5%	Native Hawaii/ Pacific Islander: English Learners: 92.15% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 94.78% Homeless: 0%		Long-Term English Learners: 95.3% Socioeconomically Disadvantaged: 93.7% Students with disabilities: 94.8% Homeless: 90.5%	American Indian or Alaska Native: Asian: increase of 1% Filipino: 95.26% Two or More Races: 94.28% White: 94.18% Hispanic: 92.24% African American/ Black: 93.47% Native Hawaii/ Pacific Islander: English Learners: 92.15% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 94.78% Homeless: 0%
3.2	Chronic Absenteeism	Chronic Absenteeism Dashboard 2023 District - 18.5% Asian: 8% Filipino: 14.7% Two or More Races: 19.9% White: 15.9% Hispanic: 25.1% Black: 11.9% English Learners: 25.1% Long Term English Learners: 24%	Chronic Absenteeism 2024 District: 14.3% Asian: 7.2% Filipino: 8.7% Two or More Races: 13.2% White: 12.4% Hispanic: 20.5% Black: 21.9% English Learners: 25.1% Long-Term English Learners: 29.7%		Chronic Absenteeism Dashboard Data District - 9.5% Asian: 0% Filipino: 5.7% Two or More Races: 10.9% White: 6.9% Hispanic: 1.1% Black: 0% English Learners: 1.1% Long-Term English Learners: 0%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 33% Students with disabilities: 25.5% Homeless: 44.4%	Socioeconomically Disadvantaged: 27.8% Homeless: 41.7%		Socioeconomically Disadvantaged: 9% Students with disabilities: 1.5% Homeless: 20.4%	
3.3	Parent/Family Education Workshop Attendance	0% of parents/families participated in Education Workshop (Parent University)	0% of parents/families participated in Education Workshop (Parent University)		30% of parents/families participated in Education Workshop (Parent University)	No Change in Baseline
3.4	Parent Survey Participation	22% of parents/families participate in Perception surveys 9% of parents/families participated in the LCAP Feedback Survey	0% of parents/families participate in Perception surveys 8% of parents/families participated in the LCAP Feedback Survey		52% of parents/families participate in Perception surveys 39% of parent/families participated in the LCAP Feedback Survey	No Change in Baseline
3.5	Staff Participation on Decision Making Input Surveys	74.1% of staff participate in Perception surveys 29% of staff participate in the LCAP Feedback Survey	50%of staff participate in Perception surveys 41% of staff participate in the LCAP Feedback Survey		100% of staff participate in Perception surveys 59% of staff participate in the LCAP Feedback Survey	24.1 decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Favorable Responses on Student Survey measuring students' perceptions of connectedness to school	64% for 3rd-5th graders 39% for 6th-8th graders	40% for 3rd-5th graders 67% for 6th-8th graders		94% for 3rd-5th graders 69% for 6th-8th graders	24% decrease for 3rd-5th grade students 28% increase for students 6-8th
3.7	Written and verbal communication in the home language for mandated populations	0% of information is sent to families in languages other than English for populations at or above 15%.	0% of information is sent to families in languages other than English for populations at or above 15%.		100% of information is sent to families in languages other than English for populations at or above 15%.	No Change in Baseline
3.8	K-8/Middle School Reconfiguration Input from Educational Partners	0 yearly educational partner meetings that provide input on potential K-8/Middle School Reconfiguration	9 yearly educational partner meetings that provide input on potential K-8/Middle School Reconfiguration. Additionally listening sessions were conducted as well as formation of visionary teams at each school.		4 yearly educational partner meetings provide input on potential K-8/Middle School Reconfiguration	Increase of 9 meetings

Goal Analysis [2024-25]

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

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

Attendance Campaign
1. District implemented an attendance campaign at the beginning of the year that was structured for each school with specific and concrete attendance activities. The program coordinator of Student Services supported principals in implementing the attendance campaign including providing any requested resources and materials.

2. After the attendance campaign an ongoing monthly analysis of attendance was conducted by the Director of Student Services and the Program Coordinator of Student Services and an action plan developed to assist schools with areas of need based on data from attendance reports.
3. Reports to the School Board regarding the attendance campaign and ongoing updates regarding overall attendance rate kept attendance at the forefront of the community's consciousness.
4. Site Principal's maintained regular communication to parents regarding the importance of regular attendance in school.
5. Meetings with SEPAC regarding attendance and chronic absence and the impact on students with disabilities.

Chronic Truancy and SARB process
1. Training of District staff and principals in the SARB process and the maintenance of records regarding student attendance, absences and tardies.
2. Providing reports to sites on absences and the sending of truancy letters to families regarding student absences, the effects absences have on student academic outcomes and the importance of attendance.
3. Site meetings with parents to help problem solve chronic attendance issues.
4. Home visits for families unable to attend site meetings.
5. Development of attendance plans with families and students to assist in helping student to increase attendance.

Input from educational partners occurred throughout the school year by survey and participation in events.

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.

Overall the program was effective. However, there seemed to be a loss of momentum after November in critical attendance activities at some schools. It will be important that attencance and chronic truancy activities are paired and maintained across the school year. Ideas to embed attendance in PBIS frameworks are being considered at individual schools.

Chronic Truancy and SARB Process
While sites were able to follow through on sending truancy letters and to have meetings with parents. The district meetings were inconsistent and there were few home visits for the most chronically truant students. Additionally, there was little professional development in opportunities for the development of attendance plans and the recoupment of learning. for those that are severely chronically truant. Plans have been made to revisit this process and put timelines in place to follow through with sites and families regarding student attendance and providing families with appropriate information and resources.

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

The co-location and closure of 6-8th grade program in school on January 22, 2025 provided a barrier to participation in surveys, committees, etc.

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.

Ethnicities were updated to include all students identified by CDE - First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.
The names of ethnicities were updated to match the Dashboard and DataZone language.

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	Attendance Campaigns	Promote the importance of daily attendance to families through campaigns that utilize mottos, regular and clear communication, the use of social media, and allowable incentives. Monitor student attendance regularly, identify school attendance barriers and provide support to families of students with poor attendance through school site Screen Teams, Student Study Team and Social Emotional Wellness team and provide Tier 2 support with identified chronically absent and truant students.	$20,000.00	No
3.2	Parent Education Workshops	Design and implement a Parent University Model which includes virtual and in-person options and interpretation.	$40,000.00	No
3.3	Student, Family and Staff SEL & Climate Surveys	Survey students, families and staff multiple times each year to identify areas of where to better support the needs of students, families and staff; and to monitor the effectiveness of existing strategies and practices.	$20,000.00	No
3.4	Family Communication in the Home Language	Families will receive district and school information in their designated home language via translation and interpretation services.	$19,000.00	Yes
3.5	Monthly Chronic Absenteeism Team	School site teams will monitor chronic absenteeism through monthly meetings with a focus on the following student groups: Cabrillo ES: students with disabilities	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Meetings at Specific Schools	Lacy MS: two or more races Ocean Shore ES: English learners, Hispanic, and socio-economically disadvantaged, students with disabilities Ortega ES: all students, two or more races, students with disabilities Sunset Ridge ES: two or more races, socio-economically disadvantaged, White		
3.6	Review and Revise Panorama Survey Questions	Review and revise Panorama survey questions yearly to ensure that the language is understood and accessible.	$2,000.00	No
3.7	K-8/Middle School Reconfiguration Committee	Establish and convene a K-8/Middle School Reconfiguration Committee made up of educational partners that meet quarterly to discuss options and impacts.	$3,200.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1346932	$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
4.786%	0.000%	$0.00	4.786%

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:** Implementation of Integrated and Designated ELD and Professional Development **Need:** English learner students are required to be provided integrated and designated English language development within their school day. Although practices are in place there is no systemic and consistent implementation of Integrated and Designated English Language	This action addresses the need because English learner students will be provided integrated and designated ELD, as mandated by CA Education Code, with more consistency and in a systematic way in every school and classrooms in the LEA. By providing designated time daily for English learners to be instructed specifically in English language development and to also receive integrate English language development in academic content areas, English learners will have opportunity to move more quickly to Fluent English	2.3, 2.4, 2.5, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Development (ELD) at any school in the LEA. Educators need training in implementing Designated and integrated ELD instruction to English learners including Long-term English Learners. **Scope:** LEA-wide	Proficiency (FEP). Educators district-wide will be provided training to implement this in their classrooms in order to support EL students.	
2.9	**Action:** Invervention Supports for Unduplicated Student Population **Need:** Based on the 2023 CA Dashboard our Low income Students in English Language Arts performed 40.3 points below standard and Math 53.7% below standard and our English learners scored 55.5 points below standard and Math 54.2 below standard. Mid Year of 2023-2024, 69% Low income Students and 89% of our English Learners in iReady Reading and 72% Low income Students and 88% of our English Learners in iReady Math performed one or more grade level/s below. There is a need to provide additional academic support for these student groups at all of our schools. **Scope:** LEA-wide	This action will address the need because these Unduplicated students will receive additional Math and English Language arts support in the form of pull out and push in interventions from qualified staff that will address their unique needs. This is provided on an LEA-wide basis because although the supports will be primarily for the unduplicated population, non unduplicated students with similar support needs may be included within the small group push-in supports at all the schools. In the 23-24 School year, there were four students identified as “foster youth.” One student performed at the “near standard” level on the 2024 ELA SBAC and at “far below standard” on the 2024 Math SBAC. The remaining students identified as “foster youth” were not tested. This lack of follow-through on testing is problematic, as we need to better serve this small population of students and we are not able to do so if we do not ensure that they are tested.This action is the best use of funds because additional certificated staff will run response to intervention groups that specifically target and serve.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

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
2.10	**Action:** Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention **Need:** Both Sunset Ridge and Ingrid B. Lacy have the highest number and percentage of Unduplicated Students within the LEA. Both Sunset Ridge (90.5%) and IBL (90.8%) have the lowest Attendance rate amongst low income and English learners in the 2023-2024 school year. Sunset Ridge has the highest chronic absenteeism percentage (36.4% in 2023-2024) in the district within their Low Income, Foster youth and English learners student groups and IBL with 25.1% in 2023-2024) within the same student groups. This along with the academic data warrant more administrative support to put interventions, additional support and effective practices in place for these students groups. **Scope:** Schoolwide	By providing support staff to help monitor and address attendance issue, academic interventions and social emotional support for the unduplicated student groups at both Sunset Ridge and IBL, these students will have an extra layer of support that goes beyond the classroom. Programs to support these student groups will be available on schoolwide basis so that they can be available to these students within and outside all of the classrooms. By providing support staff to help monitor and address attendance issue, academic interventions and social emotional support for the unduplicated student groups at both Sunset Ridge and IBL, these students will have an extra layer of support that goes beyond the classroom. Programs to support these student groups will be available on schoolwide basis so that they can be available to these students within and outside all of the classrooms.The site administrators will be responsible for explicitly tracking the academic progress of our unduplicated students	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3.4	**Action:** Family Communication in the Home Language **Need:** The parents/guardians of English learner students in the LEA are not always receiving student and school information in the home language, based on feedback provided at community forums. The parents/guardians of English learner students are likely also English	Parents must be provided information in the home language so that they can better support their children. This action is being provided LEA-wide because every school has English learner students requiring support. The parents/guardians of these students would benefit from receiving information in the home language, as communication is not effective without it. The district will purchase Language Link Translation Services and Parent Square to better	3.1,3.2,3.3,3.4,3.7

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
	learners, as evidenced by the "home language" identified on enrollment paperwork. **Scope:** LEA-wide	communicate with families. This is the best use if parents and guardians are not able to access information given to them in English they will not be able to support their children.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Integrated and Designated English Learner Language Instruction **Need:** There is no documentation indicating that English learner students are receiving the required integrated and designated English language development instruction. While there may be teachers who are providing the instruction, this requirement has not been tracked. In addition, educators have indicated in various forums that more staff development on effective implementation and delivery of integrated and designated English language development instruction is needed. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the need because English learner students must receive integrated and designated ELD, as mandated by CA Education Code. This is a unique need for English Learners, as integrated and designated ELD are only required for English learners. Furthermore, teachers cannot plan and deliver this instruction unless they are trained/coached to do so and provided ELD supported curriculum and language assessment tools.	1.11

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 methodology is based on the number of teachers that would be required to provide designated ELD specifically to their English learners for a minimum of 15 minuted a day for the school year. The formula used to arrive at the Planned percentage is: Teacher hourly rate (average $95.74) times 0.25 hours (15 minutes a day of Designated ELD) times 85 teachers for 180 school days divided by the LCFF Base (28,144,684) times 100 (to get a percentage) -- 1.30%.

Additional Concentration Grant Funding

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

Not Applicable. Pacifica School District does not receive the concentration grant funding

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

2025-26 Total 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	28144684	1346932	4.786%	0.000%	4.786%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,964,728.00	$0.00	$281,409.00	$43,000.00	$2,289,137.00	$1,743,423.00	$545,714.00

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	Incentive Structure for Hiring Highly Qualified Teachers	All	No					$102,000.00	$5,000.00	$107,000.00				$107,000.00	
1	1.2	Onboard and Mentor Highly Qualified Teachers	All	No			All Schools		$15,000.00	$90,000.00	$15,000.00		$90,000.00		$105,000.00	
1	1.3	Professional Learning for Highly Qualified Teachers	All	No			All Schools		$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.4	iReady Professional Learning	All	No			All Schools		$7,500.00	$100,000.00	$107,500.00				$107,500.00	
1	1.5	IEP Goal Monitoring	Students with Disabilities	No			All Schools		$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.6	Suspension Tracking and Reporting	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.7	Behavioral Referrals Tracking and Reporting	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.8	Engaging Instruction Through Pathways	All	No			All Schools		$15,000.00	$20,000.00	$35,000.00				$35,000.00	
1	1.9	Integrated and Designated English Learner Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$160,000.00	$18,000.00	$178,000.00				$178,000.00	1.30
1	1.10	Pathway-Aligned Grant	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.11	Research-Based Tier I and II Interventions	All	No			All Schools		$18,000.00	$0.00	$18,000.00				$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	IEP Referral Process and Tier I and II Interventions	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools		$201,000.00	$0.00	$195,000.00			$6,000.00	$201,000.00	
2	2.2	iReady Staff Development	All	No			All Schools		$7,500.00	$6,000.00	$13,500.00				$13,500.00	
2	2.3	Social/Emotional Embedded Classroom Strategies	All	No			All Schools		$50,000.00	$15,000.00	$65,000.00				$65,000.00	
2	2.4	Make-Up Work Program	All	No			All Schools		$20,000.00	$10,000.00	$30,000.00				$30,000.00	
2	2.5	Dedicated Instructional Staff	All	No			All Schools		$157,695.00	$143,714.00	$110,000.00		$191,409.00		$301,409.00	
2	2.6	English Learner Progress at Sunset Ridge Elementary	All	No			Specific Schools: Sunset Ridge		$0.00	$4,000.00				$4,000.00	$4,000.00	
2	2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities Homeless, English Learners, Hispanic and Socio-economically Disadvantaged	No			Specific Schools: Cabrillo, Ingrid B Lacy, Sunset Ridge and Pacifica School District		$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities English learners, Socio-economically Disadvantaged, Homeless	No			Specific Schools: Ingrid B Lacy, Sunset Ridge, Ocean Shore and Pacifica School District		$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.9	Invervention Supports for Unduplicated Student Population	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$687,700.00	$0.00	$687,700.00				$687,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School		$250,828.00	$0.00	$250,828.00				$250,828.00	
3	3.1	Attendance Campaigns	All	No			All Schools		$15,000.00	$5,000.00	$20,000.00				$20,000.00	
3	3.2	Parent Education Workshops	All	No			All Schools		$10,000.00	$30,000.00	$40,000.00				$40,000.00	
3	3.3	Student, Family and Staff SEL & Climate Surveys	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Family Communication in the Home Language	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$19,000.00	$16,000.00			$3,000.00	$19,000.00	
3	3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	All	No					$6,000.00	$0.00	$6,000.00				$6,000.00	
3	3.6	Review and Revise Panorama Survey Questions	All	No			All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.7	K-8/Middle School Reconfiguration Committee	All	No			All Schools		$3,200.00	$0.00	$3,200.00				$3,200.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28144684	1346932	4.786%	0.000%	4.786%	$1,327,528.00	1.300%	6.017 %	**Total:**	$1,327,528.00
								LEA-wide Total:	$898,700.00
								Limited Total:	$178,000.00
								Schoolwide Total:	$250,828.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Integrated and Designated English Learner Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$178,000.00	1.30
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	LEA-wide	English Learners	All Schools	$195,000.00	
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$687,700.00	
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School	$250,828.00	
3	3.4	Family Communication in the Home Language	Yes	LEA-wide	English Learners	All Schools	$16,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,966,309.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Incentive Structure for Hiring Highly Qualified Teachers	No	$107,000.00	
1	**1.2**	Onboard and Mentor Highly Qualified Teachers	No	$105,000.00	
1	**1.3**	Professional Learning for Highly Qualified Teachers	No	$30,000.00	
1	**1.4**	iReady Professional Learning	No	$107,500.00	
1	**1.5**	IEP Goal Monitoring	No	$3,000.00	
1	**1.6**	Suspension Tracking and Reporting	No	$0.00	
1	**1.7**	Behavioral Referrals Tracking and Reporting	No	$0.00	
1	**1.8**	Engaging Instruction Through Pathways	No	$35,000.00	
1	**1.9**	Integrated and Designated English Learner Language Instruction	Yes	$78,000.00	
1	**1.10**	Pathway-Aligned Grant	No	$30,000.00	
1	**1.11**	Research-Based Tier I and II Interventions	No	$18,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	IEP Referral Process and Tier I and II Interventions	No	$0.00	
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	$101,000.00	
2	2.2	iReady Staff Development	No	$13,500.00	
2	2.3	Social/Emotional Embedded Classroom Strategies	No	$65,000.00	
2	2.4	Make-Up Work Program	No	$30,000.00	
2	2.5	Dedicated Instructional Staff	No	$301,409.00	
2	2.6	English Learner Progress at Sunset Ridge Elementary	No	$4,000.00	
2	2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	No	$6,000.00	
2	2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	No	$6,000.00	
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	$587,700.00	
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	$228,000.00	
3	3.1	Attendance Campaigns	No	$20,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Parent Education Workshops	No	$40,000.00	
3	3.3	Student, Family and Staff SEL & Climate Surveys	No	$20,000.00	
3	3.4	Family Communication in the Home Language	Yes	$19,000.00	
3	3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	No	$6,000.00	
3	3.6	Review and Revise Panorama Survey Questions	No	$2,000.00	
3	3.7	K-8/Middle School Reconfiguration Committee	No	$3,200.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,004,700.00	$0.00	$0.00	1.300%	0.000%	-1.300%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Integrated and Designated English Learner Language Instruction	Yes	$78,000.00		1.30	
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	$95,000.00			
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	$587,700.00			
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	$228,000.00			
3	3.4	Family Communication in the Home Language	Yes	$16,000.00			

2024-25 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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