LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palmdale Academy Charter School
CDS Code: 19-64857-0140889
School Year: 2026-27
LEA contact information:
Dr. Kathya Arriaran-Buono
Principal
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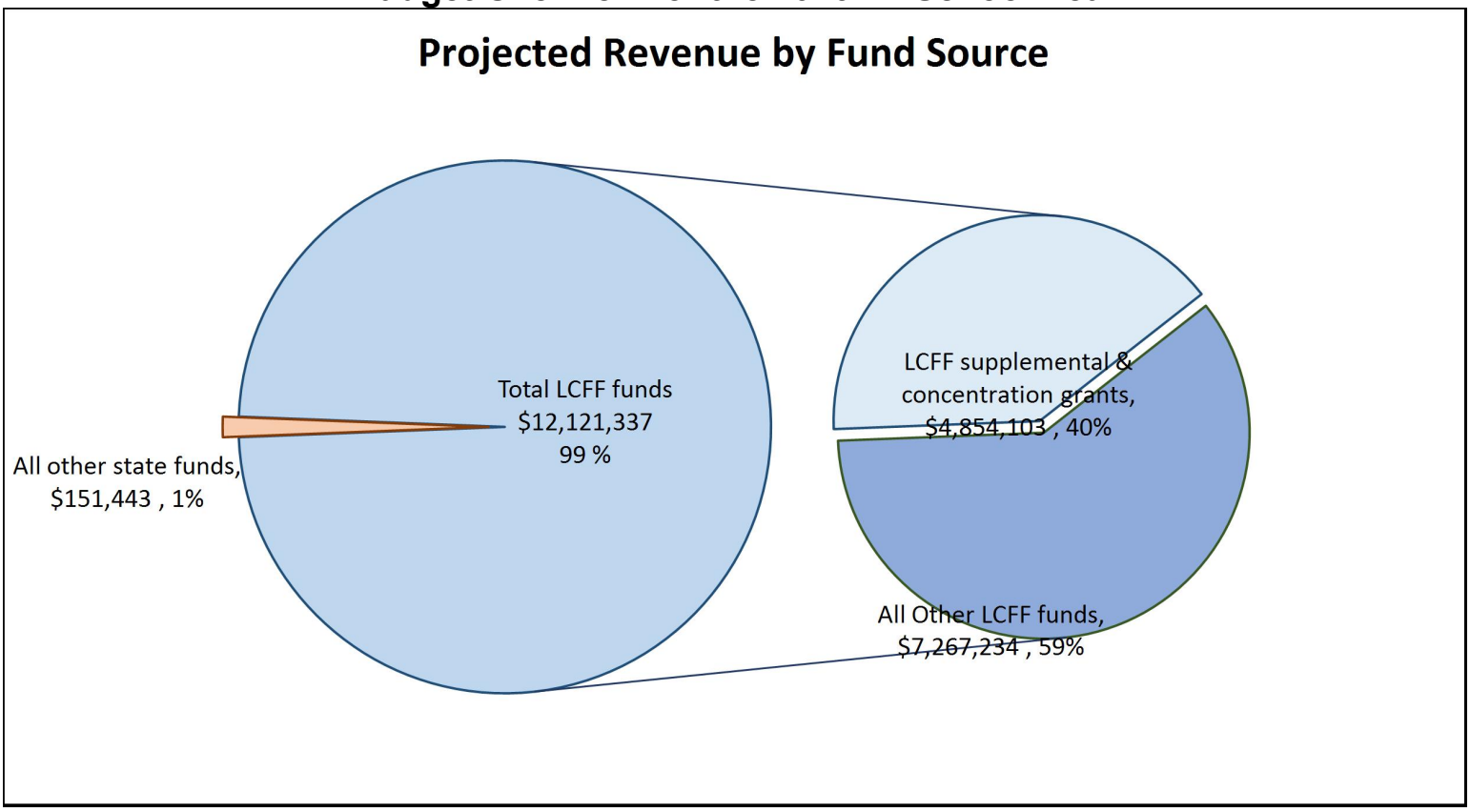
karriaranbuono@palmdalesd.org

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

Budget Overview for the 2026-27 School Year

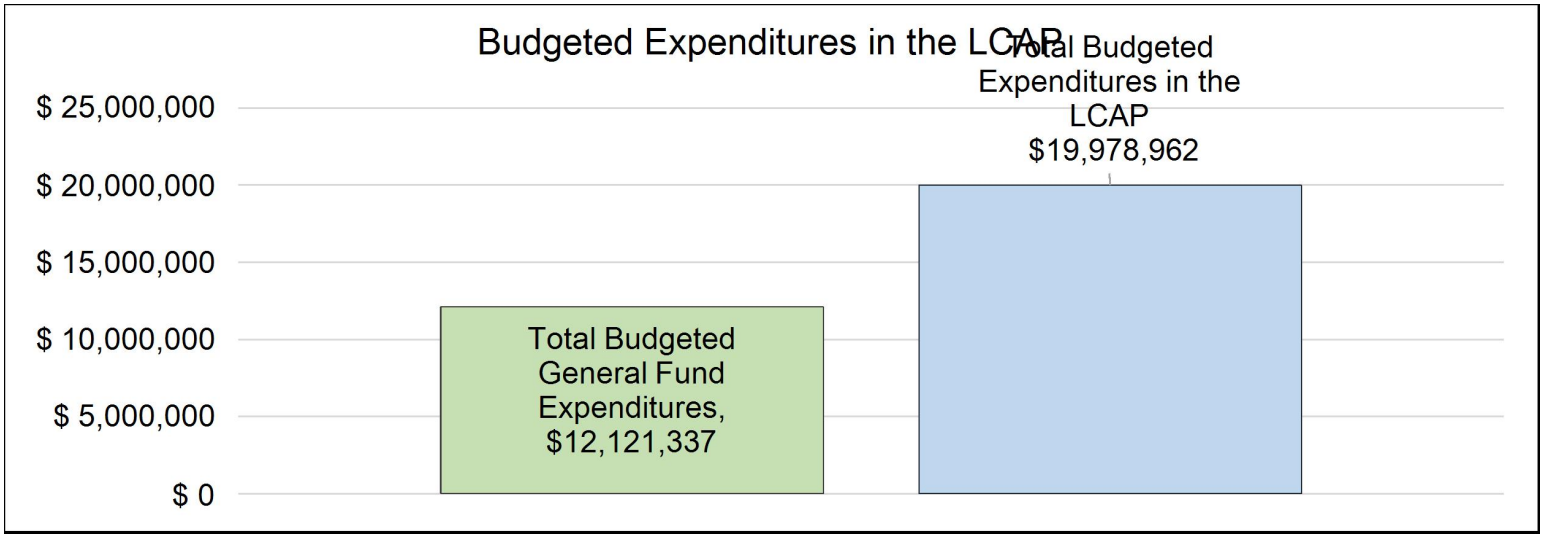


This chart shows the total general purpose revenue Palmdale Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palmdale Academy Charter School is $12,272,780, of which $12,121,337 is Local Control Funding Formula (LCFF), $151,443.00 is other state funds, $0 is local funds, and $0 is federal funds. Of the $12,121,337 in LCFF Funds, $4,854,103 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 Palmdale Academy Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palmdale Academy Charter School plans to spend $12,121,337 for the 2026-27 school year. Of that amount, $19,978,962 is tied to actions/services in the LCAP and $-7,857,625 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP total $151,443 and consist of other state-funded expenditures that support the overall operation of Palmdale Academy Charter School. These expenditures are not associated with specific LCAP goals, actions, or services and therefore are reported separately from the LCAP.

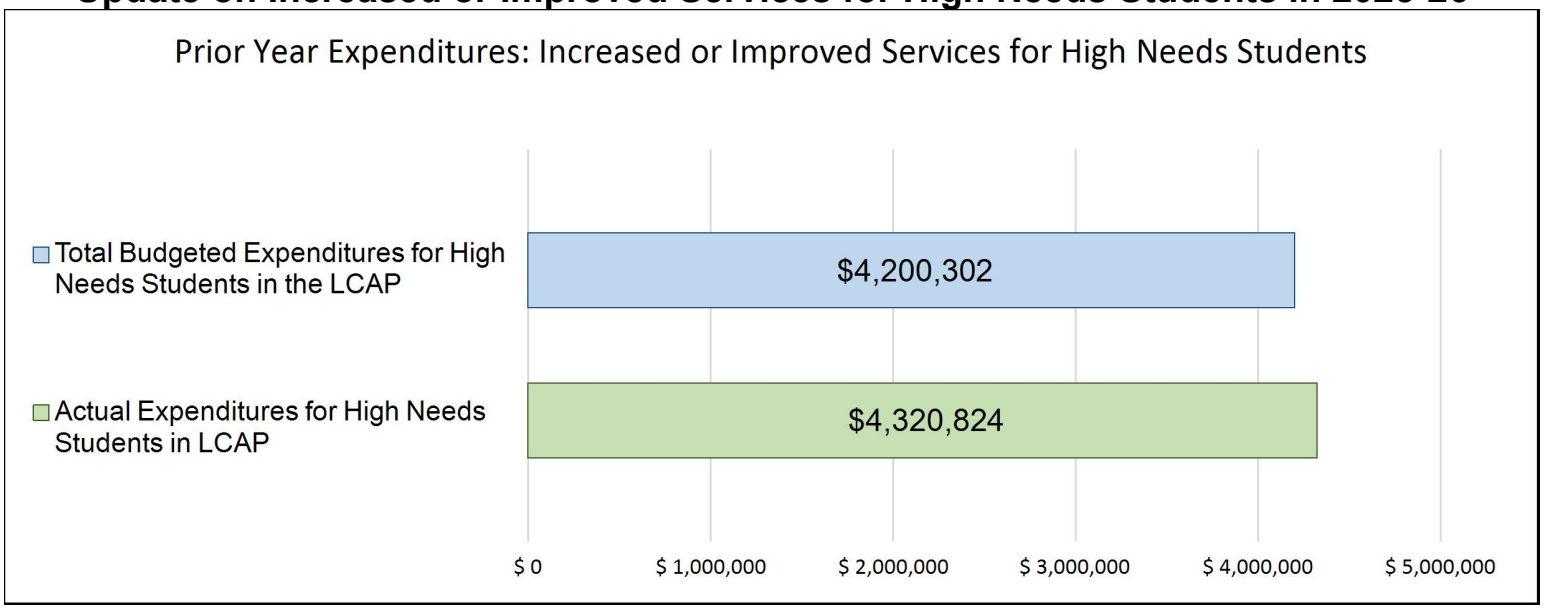
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Palmdale Academy Charter School is projecting it will receive $4,854,103 based on the enrollment of foster youth, English learner, and low-income students. Palmdale Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Palmdale Academy Charter School plans to spend $4,709,429 towards meeting this requirement, as described in the LCAP.

Palmdale Academy Charter School is meeting its requirement to increase or improve services for high-needs students through a combination of contributing actions and districtwide services principally directed toward English learners, low-income students, and foster youth. These actions include designated English Language Development (AEE) courses, English learner tutoring and intervention, implementation of IXL to support literacy and mathematics development, AVID programming, counseling services, college and career readiness supports, MTSS interventions, credit recovery opportunities, and expanded social-emotional supports. In addition to the expenditures identified as contributing actions, the school provides access to counselors, academic intervention programs, career technical education pathways, and student engagement opportunities that are designed to improve outcomes for unduplicated pupils and support their academic achievement, college and career readiness, and overall school connectedness.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Palmdale Academy Charter School's LCAP budgeted $4,200,302 for planned actions to increase or improve services for high needs students. Palmdale Academy Charter School actually spent $4,320,824 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palmdale Academy Charter School	Dr. Kathya Arriaran-Buono Principal	661-234-4800 karriaranbuono@palmdalesd.org

Plan Summary [2026-27]

General Information

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

Palmdale Academy Charter School (PACS) is located at 3838 East Avenue R, Palmdale, CA 93550, within the boundaries of the Palmdale School District. PACS opened in Fall 2021 as a dependent charter, with a site-based school program, and an enrollment of 277 students in the 2021-22 school year for 9th grade. In its second year, 2022-23, PACS enrollment was 512 students in grades 9th and 10th grade. In its third year, 2023-24 PACS welcomed 320 incoming freshman class with the total enrollment goal of 850 students grades 9th, 10th and 11th grades. This school year, PACS's first graduating class PACS has a total enrollment of nearly 1000. This upcoming school year PACS is expected to grow in size by approximately 100 students for a total of 1100.

PACS offers a challenging and unique program for students who are interested in continuing key programs that are offered through the Palmdale School District, such as the Dual Immersion program, Visual and Performing Arts programs, Career and Technical Pathway of Arts, Media and Entertainment, Building and Construction Trades and Information Communication Technology athletics, as well as A-G coursework. PACS provides students with additional opportunities that develop students' multilingual, multicultural, creative, and intellectual skills and capacities in ways that make them optimally prepared as global citizens of the world, ready to use these skills and capacities in college, career, and life journeys. PACS values the wide variety of backgrounds, experiences, languages and cultures of our students and community. Rooted in the Palmdale PROMISE, PACS provides an exceptional and unique educational opportunity for all students.

As well as focusing on the academic goals for our students, PACS is determined to meet their unique social and emotional learning needs. The Palmdale School District, as of the 2023-24 school year, has a 91% poverty rate based on the Free and Reduced Meal Program. Issues surrounding poverty have a significant impact on student learning and must be addressed along with meeting academic needs. As a

dependent charter for the Palmdale School District, PACS will continue to support our students through the work of our School Counselors. Our school counselors are charged with three main components of the counseling model based on the American School Counselor Association. The school counseling program is designed to meet students' academic, college/career, and social emotional needs. They focus on mindsets and behaviors that support students learning while implementing a cohesive group of classroom lessons that build on each other over the four year grade span. Our grade level counseling model is a very specific component of what makes PACS special, with a student to counselor ratio of 300:1. Additionally, our counselors will loop with their students all the way through their high school experience.

PACS is still in the midst of registration season for the 2026-27 school year. As such, our student data, though not complete, is as follows: English Learners: 10.7% , Foster Youth 00.5%, Students With Disabilities 12.9% , Hispanic Latino 78.4% , African American 10.7% , etc. As we continue to register our students for the 2026-27 school year, our data numbers will fluctuate accordingly.

Reflections: Annual Performance

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

The 2025 California Dashboard for Palmdale Academy Charter School includes results for English language arts, mathematics, English learner progress and suspension. It does not include the performance for College and Career Readiness since June 2025 was the first graduating class and therefore this indicator will not be available until the 2026 Dashboard is released. The English language arts and mathematics performance is based on the results of the 201 students in grade 11. The performance level of English learners is based on 87 English learners in grades 9-11. The performance level for suspension is based on 1,069 students in grades 9-12.

On the 2025 Dashboard the indicator for suspension was in the "green" performance band which indicated a 3.1% decline in the suspension rate. This reflected a significant improvement from the 2024 Dashboard which the school was in the "yellow" band with a 6.9% suspension rate. On the 2025 Dashboard two student groups were in the "orange" band (American Indian and Long-term English learners and three students groups were in the "yellow" performance band (African American, English learners and students with disabilities)

The 2025 Dashboard was the first year PACS received a performance level for English language arts. The performance level is at the "yellow" level with students performing 10.5 points above the standard which demonstrated a decline of 7.5 points. English learners performed in the "red" performance level demonstrating 81.6 points below standard and a decline of 29.8 points. All other student groups performed in the "yellow" performance level.

The 2025 Dashboard was the first year PACS received a performance level for mathematics. The performance level is at the "yellow" level indicating that students performed 101.9 points below standard. This level did, however show an increase of 17.4 points from the previous year. English learners performed in the "red" performance level at 188.1 points below standard and a decline of 9.8 points. All other student groups performed in the "yellow" range.

The 2025 Dashboard indicator for English learner progress is in the "red" performance band, with 36.8% of English learners making progress in attaining English language proficiency. Both student groups, English learners and long-term English learners are performing in the "red"

band. On the 2024 Dashboard English learners performed in the "green" range with 51.9% of English learners making progress. It is important to note, however, that at the high school level this degree of fluctuation is in part due English learners who may have been reclassified and are not longer considered part of the group and the addition of new students to this group is limited.

There is no Chronic Absentee Dashboard to report. At the high school level chronic absenteeism is included in the college and career readiness indicator.

CAASPP results for 11th graders in 2025 demonstrated a wide gap between English language arts and math. 56.8% of students met or exceed standards in ELA and 14.01% of these students met or exceeded standards in mathematic

Local Indicators: (May 2026)
LCFF Priority 1:
100% -staff hold clear credential
100% - all students have access to standards aligned instructional materials at school and home
0 instances facility not meeting "good repair" standard

Implementation of State Academic Standards: (Priority 2)
Professional Learning
ELA - 5 (full implementation and sustainability)
ELD - 4 (full implementation)
Mathematics - 3 initial implementation)
Next Generation Science standards - 4 (full implementation)
History Social Science 5 (full implementation and sustainability)

Instructional Materials
ELA - 5 (full implementation and sustainability)
ELD - 5 (full implementation and sustainability)
Mathematics - 3 (initial implementation)
Next Generation Science standards - 4 (full implementation)
History Social Science 4 (full implementation)

Policies to support staff in identifying where they can improve delivering instruction
ELA - 5 (full implementation and sustainability)
ELD - 5(full implementation and sustainability)
Mathematics - 4 (full implementation)
Next Generation Science standards - 4 (full implementation)
History Social Science 5 (full implementation and sustainability)

Other Adopted Academic Standards
Career Technical Education -4(full implementation)
Health Education - 4 (full implementation)
Physical Education 4 (full implementation)
Visual and Performing Arts 4 (full implementation)
World Language 4 (full implementation)

Support for Teachers and Administrators
Identifying the professional learning needs of groups of teachers or staff as a whole - 4(full implementation)
Identifying the professional learning needs of individual teachers - 4 (full implementation)
Providing support for teachers on the standards they have not yet mastered - 4 (full implementation)

Parent Involvement and Family Engagement (Priority 3)
Progress in developing the capacity of the staff to build trusting and respectful relationships with families - 4 (full implementation)
Progress in creating welcoming environments for all families in the community - 4 (full implementation)
Progress in supporting staff to learn about each family's strengths, cultures, languages and goals for their children - 4 (full implementation)
Progress in developing multiple opportunities for the school to engage in 2-way communication between families and educators - 3 (initial implementation)
Progress in providing professional learning and support to teachers and administration to improve the school's capacity to partner with families -4(full implementation)
Progress in proiding families with information and resources to support student learning and development at home - 4 (full implementation)
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together - 4 (full implementation)
Progress in supporting families to understand and execise their legal rights and advocate for their own students and all students - 3 (initial implementation)
Progress in building the capacity of and supporting administration to effectively engage families in advisory groups with decision making - 4(full implementation)
Progress in building the capacity of and supporting families to effectively engage in advisory groups and decision making - 4 (full implementation)
Progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any unrepresented groups - 3 (initial implementation)
Progress in providing opportunties to have families, teachers, principals and district administrators work together to plan, design, implement and evaluate family engagement strategies at school or district level - 3 (initial implementation)

School Climate (Priority 6)
Data: Palmdale Academy Charter administered the 2025-26 California Healthy Kids Survey to grades 9 and 11. The core school-climate scale shows improvement: 52 % of grade 9 and 62 % of grade 11 students agreed they feel connected to school—up from 39 % last year. Academic motivation, caring adult relationships and high expectations from adults each increased, with roughly six in ten students reporting these supports. Meaningful participation remained low (about one-quarter) and roughly half said facilities are well maintained.

Disparities persist. Black/African-American ninth-graders reported the lowest connectedness (34 %) and the highest boredom and “school is worthless” ratings; White peers reported 67 % connectedness. Only 44 % of Black ninth-graders reported a caring adult compared with 55 % of Hispanic peers. Female students continued to report more difficulty focusing and slightly lower connectedness than males. English learners showed higher connectedness in grade 9 but a decline in grade 11, and they reported more trouble focusing and bullying. Students with IEPs demonstrated high academic motivation yet higher absenteeism, trouble focusing and fewer trusted adults.

Parent survey results aligned with these findings. About 91 % agreed the school is a safe place for their child and roughly 87 % agreed it motivates students to learn. Most parents felt welcome and respected: 83 % said parents feel welcome, 91 % said staff treat parents respectfully and 79 % felt parent concerns are taken seriously. Communication was a strength: 96 % reported the school keeps them well-informed and 84 % said teachers communicate expectations.

Staff survey responses were even more positive. Ninety-seven percent of staff agreed the school is supportive and inviting for students and 93 % said it is safe. About 87 % agreed it is a supportive workplace and safe for staff, and 88 % said personnel participate in decision-making. Staff collegiality was high, with around nine in ten agreeing they have close professional relationships and feel responsible to improve the school. These results indicate staff perceive a stronger positive climate than parents or students.

Analysis: Several positive trends emerged. Compared with 2024-25, the percentage of students who feel connected to the school rose from 39 % to over half, and reports of having a caring adult increased substantially (from under 50 % to 54 % in grade 9 and 68 % in grade 11). The gap in safety perceptions between genders narrowed; female students’ sense of safety improved from 48 % last year to 63 % – 71 % this year. Staff and parent surveys corroborate a generally supportive learning environment, suggesting that schoolwide initiatives such as restorative circles and expanded social-emotional lessons are having a positive impact.

However, the data also highlight persistent inequities. Black/African-American students continue to report the lowest connectedness and the highest boredom and “waste of time” ratings. Female students and English learners report greater difficulty focusing and lower meaningful participation, and EL grade-11 students experience declines in connectedness and caring adult relationships and higher harassment. Students with IEPs, despite strong motivation, report elevated absenteeism, trouble focusing and fewer trusted adults. These patterns indicate that while schoolwide improvements are evident, targeted supports must address marginalized groups. The parent survey shows room for growth in parental involvement and in fostering adults who care about students. Staff results suggest that although most feel the school is supportive, participation in decision-making and facilities maintenance receive weaker agreement (around 88 % agree, with fewer than half strongly agreeing), signaling organizational areas for improvement.

Access to Broad Course of Study (Priority 7)
Locally Selected Measures:
To ensure that every student has access to and is enrolled in a broad course of study, PACS uses multiple locally selected measures. Our Student Information System (SIS) is the primary tool for tracking enrollment by grade span and student group (low-income, English learners, foster youth and students with disabilities), ensuring equitable scheduling across core and elective courses. Master schedule audits are conducted each semester to verify that all students receive state-aligned core subjects—English, mathematics, science, history–social science, physical education and visual/performing arts—while elective offerings (CTE, arts and world languages) are balanced across grade

spans. IEP teams review course schedules to confirm that students with exceptional needs are enrolled in general education classes alongside necessary supports. Stakeholder surveys and advisory councils provide qualitative data on access and student interests. As additional data becomes available, internal audits will continue to disaggregate course enrollment and identify gaps.

Student Access:
As a single-site charter school in its fifth year, PACS continues to provide all students equitable access to a broad course of study aligned with California standards. Every student is enrolled in core academic subjects with supplemental support as needed. The addition of a second music teacher this year enabled the introduction of guitar and drumline classes, enriching our visual and performing arts program and increasing elective options for all grade spans. We also hired a Construction teacher, expanding our CTE pathways, and plan to open a new CTE building in January 2027 to support hands-on learning. Enrollment data from our SIS shows 100 % participation in required core subjects and full access to the new music and CTE courses for unduplicated students and those with exceptional needs. IEP implementation ensures students with disabilities participate in general education courses with appropriate services. To date we have not observed significant disparities across student groups; however, baseline data are continually disaggregated to monitor trends and adjust offerings.

Barriers:
While every student currently has access to a broad course of study, facility constraints pose the main challenge to sustaining equity as PACS expands. We are fully staffed with credentialed teachers across subjects, including world languages and other specialized electives, and have no significant budget limitations. The most pressing barrier is that our current classroom space is not well suited to music instruction, making it difficult to schedule guitar and drumline classes without disrupting other programs. We also anticipate the need for additional laboratory and studio space to fully implement our CTE expansion, even as we prepare to open a dedicated CTE building in 2027. Continuous stakeholder input and targeted resource allocation will be essential to overcome these facility-related barriers.

Revisions or Provisions in the LCAP:
To maintain and broaden access, PACS is implementing a series of strategic actions. We have recruited and retained specialized teachers, including a second music teacher and a Construction teacher, to expand elective and CTE offerings. Our leadership team is refining the master schedule to maximize flexibility and to integrate music and CTE courses. We are preparing to open a dedicated CTE building in January 2027, which will provide proper laboratory space for Construction and other pathways. We continue to strengthen partnerships with community organizations and local artists to offer enrichment opportunities. Ongoing student and family surveys inform course planning and help us prioritize high-interest electives. We also remain committed to improving IEP implementation and collaborating with our SELPA to ensure students with exceptional needs have access to both general and specialized courses. These actions are designed to address current barriers and ensure every student experiences a rich, well-rounded education.

Successes:

-Increase in A-G completion rate
-Decrease D/F rate by one half
CHK - report students feel school is safe (this is an increase for both 9th and 11th grade
CKH - report students feel connected to school (this is an increase for both 9th and 11th grade

The overall successes as noted by the California Dashboard and Local Data are the following:

- First year implementation of the NWEA assessment in English language arts showed modest gains in 9th and 10th grade

-Focusing on language development and support for English Learners as noted by the increase of English Learner reclassification rates.
-The emphasis on safety, social-emotional support, and student engagement reflects a holistic approach to education that prioritizes the overall well-being of students. There has been a reduction in the suspension rate. The daily attendance rate is maintaining and on the Healthy Kids Survey the indicators for student connectedness and social/emotional indicates growth.

To address the student groups that are performing in the "red" performance level the following actions will be implemented in the 2026-27 school year:

English learners
Math and ELA: Purchase and implement IXL to provide additional support for students during the AEE class (designated ELD class) - to improve skills in both ELA and math to support greater access to core ELA and math (actions 1.1, 1.5, 1.7)

Provide after school tutoring for English leaners and long term English learners in math and ELA. -(Action 1.7)

English language learner progress:

- Develop a comprehensive EL Master Plan that will include specific literacy goals for English learners

-Continue to implement English 3 D with fidelity
-establish a process for implementing language goals for each core class
-adopt school wide strategies that can be implemented by all teachers to scaffold instruction for English learners in core classes

For Long-term English learners - continue to establish goals with each student to address their specific barrier to reclassification that will allow students to successfully exit the AEE class and allow students to be able to enroll in electives

Identified Needs:
-need to implement effective strategies that will address English learners in ELA, math and English language acquisition

- continue to reduce the percent of students who are chronically absent
- continue to improve overall performance for students in math
- reduce the number of students receiving D/F through increased engagement and scaffolded support of rigorous expectations which will lead to increased numbers of students completing A-G requirements
- continue to provide more comprehensive multi-tiered system of support

Reflections: Technical Assistance

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

PACS is not receiving technical assistance

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.

PACs has not been identified for Comprehensive Support and Improvement

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Students were given a Local Indicator LCAP survey during the month of January 2026 during Advisory.
Parents	Parents were given a Local Indicator LCAP survey via parent square during the month of January 2026.
Teachers	Teachers were given a Local Indicator LCAP survey during Professional Development on the January 24th professional development.
School Site Council (SSC)	School Site Council (SSC) were presented the 2025-26 Mid year LCAP report in the April 2026 SSC meeting. The School Site Council provided feedback on the LCAP and took the LCAP survey. - April 17, 2026
English Learner Advisory Council (ELAC)	English Learner Advisory Council received a preview of the LCAP and provided feedback to the LCAP in the April ELAC meeting - April 30, 2026
African American Advisory Council	African American Advisory Council received a preview of the LCAP feedback was provided in the April AAPAC meeting. - April 9, 2026
Board of Education	On February 06, 2026, PACS provided a mid-year update to the Palmdale Board of Education. June 05 ,2026 The PACS LCAP will be provided as a draft at PACS and the District lobby June 09 2026 PACS will present the LCAP to the PSD Board of Trustees

Educational Partner(s)	Process for Engagement
	June 23, 2026, The PACs LCAP as a provided along with the Local Indicators. Any written concern regarding this LCAP was responded to by the Palmdale School District superintendent.

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

Feedback from Educational Partners that have been adopted in the LCAP are the following:
-Parent partners requested more parents workshops around college and career, financial aid workshops, and support for their growing high school student.
-Teacher feedback requested more structures for school culture, career development for students, and more professional development for common core standards.
-English Learner Advisory Council and African American Advisory Council requested more parent workshops around college and career and financial aide as well as tutoring opportunities for our English Learners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High level academic preparation and college and career readiness. Recognizing the importance of good teaching and making sure the teachers are properly trained to give instruction in the classroom. The administration team will make sure the needs are met when it comes to supplementals, instruction and assessment. PACS will provide extra duty hours to teachers to help support the before and after school needs of the students. Language development and the advancement of EL learners is very important and will be a well known process throughout the campus. Student leadership roles and positions will be in place for the underrepresented students such as EL, foster and low-income students. Student engagement opportunities will be in place as well.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Palmdale Academy Charter School will be an active tangible representation of the Palmdale PROMISE and will embody PROMISE's vision, values, principles and strategic goals. The Palmdale PROMISE is a part of the Palmdale School District's strategic plan, it is our PROMISE to our students and the community we serve. This PROMISE shows our commitment to providing resources and support in order to build students' capacities, and that our commitment will yield positive outcomes , and demonstrate our desire to be honorable and to have integrity in dealing with our community. From the start, the PROMISE has maintained that our students need a 21st century education, and was designed to guide our efforts to prepare Palmdale students to become global citizens. The Palmdale PROMISE acknowledges that our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages and global interactions, in order to be able to navigate it with ease and to develop a deeper understanding of the world's economic, social and cultural issues.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA ELA	2024 - establish a baseline	April 2025	April 2026	Establish targets in 2025	9th grade - +5 10th grade - +16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th grade - 45th percentile 10th grade -40th percentil 11th grade -45th percentile	9th grade-47th percentile 10th grade-45th percentile 11th grade-44th percentile	9th grade - 50th percentile 10th grade - 56th percentile 11th grade - 49th percentile 12th grade - 54th percentile	9th grade-50th percentile 10th grade-55th percentile 11th grade -60th percentile	11th grade - +5 12th - no difference to report
1.2	NWEA Math	2024 - establish a baseline all student 9th grade - 41st percentile 10th grade -35th percentil 11th grade -45th percentile	April 2025 9th grade-39th percentile 10th grade-37th percentile 11th grade-20th percentile	9th grade - 41st percentile 10th grade - 45th percentile 11th grade - 45th percentile 12th grade - 38th percentile	2025 establish targets All students9th grade - 51st percentile 10th grade -55th percentil 11th grade -64th percentile	9th grade - 0 10th grade - +4 11th grade- +20 12th grade - no difference to report
1.3	CAASPP ELA	Establish Fall 2024 All students -58.61% low income - 56.35% students with disabilities -18.51% English learners - 4.17% African American - 50%	no results	Spring 2025 All students - 56.80% low income - 54.70% students with disabilities -25% English learners - 0% African American - 38.46%	Establish Targets Fall 2024 All students - 65% low income -63% students with disabilities - 20% English learners - 5% African American - 55%	All students - -2.2 Low income - -1.6 SWD - +6.49 EL - -4.1 AA - - 11.54
1.4	CAASPP Math	Establish Fall 2024All students -15.5% low income - 12.78% students with disabilities - 3.7% English learners - 4.17%	no results	Spring 2025 All students - 17.01% low income - 11.32% students with disabilities 3.6%	Establish Targets Fall 2024 All students -20% low income - 15% students with disabilities - 5% English learners - 5%	All students - +1.51 low income - -1.46 SWD - +1.3 EL - -4.17 AA - +1.82

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - 18.18%%		English learners - 0% African American - 15.38%	African American - 20%	
1.5	A-G completion rate	January 2024 - estimated based on D/F - 54% of students are A-G.	January 2025 - 61%	January 2026 - 66%	Target - 60% of students will be A-G	+12
1.6	Reclassification English learners	13.2%	May 2025 -28%	May 2026 - 29.6% %	27%	+16.4%
1.7	Decrease the number of long term English Learners	2023 7.02%	May 2025 -6.8%	May 2026 - 7 %	5%	+.02%
1.8	Reduce D/F numbers	January 2024 9th grade- 46% 10th grade -38% 11th grade -39%	January 2025 9th - 29% 10th - 27% 11th - 20% 12th - 14%	January 2026 9th grade- 20% 10th grade 18% 11th grade -24% 12th grade -16%	January 9th grade -36% 10th grade - 28% 11th grade - 29% 12th grade - 25%	9th grade- +26 10th grade- +20 11th grade - +24 12th grade - +23
1.9	Decrease number of students with disabilities D/F	January 2024 54% received D/F	January 2025 18%	January 2026 9.7%	44%	+44.3
1.10	AP Pass Rate	baseline to be establish Summer 2024 54%	not available	2024-25 school year 58%	Establish target in Fall 2024 60%	+4
1.11	ELPAC growth	2023 Summative Level 1-19.05% Level 2 - 30.16% Level 3 - 39.68% Level 4 - 11.11%	2024 Summative Level 1 - 23.93% Level 2 - 28.67% Level 3 - 32.78% Level 4 - 14.63%	2025 Summative Level 1-19% Level 2 -26% Level 3 -52% Level 4 -3%	Level 1-10% Level 2 - 20% Level 3 - 40% Level 4 - 60%	Level 1 - -.05 Level 2 - -14 Level 3 - +12.32 Level 4- - 8.11
1.12	Graduation rate	To be established 24-25	not available	June 2025 95.5%	Establish Summer 2025	no difference to compare
1.13	EL Dashboard	2023 Green	Dec. 2024 "Green"	2025 Dashboard	Maintain Green	declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Red (declined) - 36.8% making progress		
1.14	CTE completion	Spring 2025 - 23% completed a pathway	not available	Class of 2025 CTE Completion Rate - 23%	Establish target Summer 2025 - 26%	no comparison data to report
1.15	4 year and 2 year college acceptance rate	Establish Summer 2025 - 90%	no comparative data	90% acceptance rate	Establish target Summer 2025 - 96%	no comparison data to report
1.16	College and Career Dashboard	Baseline 49.5% (2025)	Waiting for the 2025 Dashboard	Not available	52%	no data to report

Goal Analysis [2025-26]

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

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

1.1 - Professional Development - This action was implemented. This year's focus was on corrective instruction, established a grading standards manual, and alignment of instruction to curriculum maps. Some teachers were able to attend content related conferences.

1.2 - Provide supplemental materials and supplies and technology support - This action was implemented. Supplemental materials are provided as needed and there is adequate technology support.

1.3 -Provide support for elective classes - This action was implemented. As PACS as increased the number and variety of electives, the specialized materials and supplies that are often necessary to implement these electives has been provided.

1.4 -Advanced Placement Support - This action has been implemented. Students enrolled in AP classes have received tutoring as needed as well a AP test preparation opportunties.

1.5 - Implement MTSS - This action has been partially implemented. Staff has investigated possibilities for tutoring. Programs that have been reviewed have not appeared to be appropriate for high school students. The Advisory Program has been implemented as well as the credit recovery program.

1.6 - Implement AVID - This action has been implemented as planned. Staff attended the AVID Summer Institute. AVID classes and tutors are provided. AVID Bridge has been implemented. PACS has an AVID lead and has a current contract with AVID central.

1.7 - English learner support - This action was partially implemented. An EL Bootcamp was provided. A plan to provide training and leadership in GLAD strategies was not implemented this year.

1.8 - Implement NWEA - This action was implemented. PACS is using NWEA to measure student progress on standards three times per year.

1.9 - College and Career Pathways - This action was implemented. PACS has increased the pathways available for students and we are currently in the process of adding capstone classes to complete the pathway.
1.10 - AP Clinics - This action has been implemented. See action 1.4

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.

1.2 - Provide Supplemental Materials - There is a material difference in this action. Less funds were expended than budgeted. There was a decrease in expenditures because other funding (LREBG) was used to purchase materials and some of the materials that were purchased were a part of a multi-year contract where funds were expended the year the contract was initiated.
1.3- There is a material difference in this action. There was an increase in expenditures to support the purchase of two cameras for the yearbook class. Additionally the costs for the Cinema Project were greater than planned.
1.5 - MTSS - There is a material difference in this action. There was less expended than budgeted. This action did not required any additional funding. It has been challenging to identify tier 2 level students without a comprehensive data system. This system has been purchased by PACS for next year and will support the use of the funds budgeted in this action to provide appropriate levels of targeted intervention and support
1.6. Advanced Placement Support - There is a material difference in this action. There is less expended than budgeted however some of the expenses attributed to this action have not be accounted at this date. Some of the services to students have been implemented during May 2026
1.7 - English learner support - There is a material difference in this action. Less funds were expended than budgeted due to GLAD training that was planned for 2025-26 was not implemented.
1.9 -College and Career Pathways - There is a material difference in this action. Less funds were expended than budgeted, Some of the technology items purchased for college and career pathway classes were less than originally budgeted and some technology were charged to other funding sources.

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

1.1 - This action was effective. Based on a review of the D/F data at the end of the first semester, the work the staff has been engaged in related to grading practices has been successful; there has been a reduction in the D/F numbers. Teachers are more calibrated related to this increased calibration. The Administrative team has identified staff that each member of the team works with to provide coaching support on evidence based instructional practices. . Administrators meet with teachers after a review of D/F lists to discuss root causes for lack of student growth and develop a plan to address specific needs. There is an increase in AVID implementation however consistency of using

specific AVID strategies continues to be an area of need. There is a need for the staff to define engagement and specifically if AVID is the best way to increase student engagemnt.

1.2 - This action was challenging to measure the effectiveness. During the 2026-27 school year each department will be required to submit requests for supplemental materials that include a justification that includes how the materials will impact specific student groups. This has increased the alignment of supplemental materials to the identified needs.

1.3 - Provide support for elective classes - This action has been effective. Based on a preliminary review of the data, our CTE completion rate will increase as well as our A-G rate is anticipated to grow.

1.4 - Advanced Placement Support - Based on a review of the AP pass rate and AP enrollment this action has been effective. AP enrollment has increased, in particular AP seminar and AP research. With the increase in AP enrollment we have been able to demonstrate an increase in AP pass rate.

1.5 - Implement MTSS - Other than current D/F data which has improved, other data that has been identified for this action is not comparable this year. NWEA and CAASPP data for 24-25 represents baseline data. However a WASC recommendation was to strengthen the implementation of MTSS. This year we have begun to meet with seniors who have D/Fs during lunch. The principal and senior counselor meet regularly with these students focusing on time management, assignment completion, and study skills. This year an MTSS committee that includes representatives from each grade level implemented a process of review student data (D/F, attendance, behavior) to determine the most effective support for each student. Support provided includes tutoring, meeting with individual students and parents, counseling support, grade reviews). To increase the effectiveness of this team we will implement IXL in specific classes to address specific gaps in learning. This will be targeted in to 9th grade, students needing intervention and through advisory. The use of IXL will include small group instruction to provide students with direct instruction and immediate feedback. Next year grade level PLCs will meet quarterly to review the MTSS data/plan for grade level students.

1.6 - Implement AVID - This year we have not collected adequate data to determine the full effectiveness of this action . AVID is funded through Title 1. The school will identify specific AVID strategies to implement and will be monitored regularly with walkthrough data.

1.7 - English learner Support - . PACS reclassification rate at the mid-year was 18%. Upon further review of the data the number of Long Term English Learners has increased from 10% to 12% based on the review of the ELPAC scores 42.5% of students maintained their level of proficiency. In order to increase the effectiveness of this action, during the 2026-27 school year, our AEE classes will review the data and develop an instructional plan aligned to the specific needs of the students. We will make every effort to increase parent involvement when conferencing with students and parents regarding their English Learner status. We do not have current ELPAC data therefore we are not able to determine the full effectiveness of the EL bootcamp.

1.8 - Implement NWEA - The effectiveness of using NWEA is not fully understood at this time. This is due to the fact that teachers are learning how to use the platform and how it aligns with their everyday instruction. This next school year as PLC teams, teachers will look at the data, create individualized goals for students.

1.9 - College and Career Pathways - Based on the 2025 Dashboard 49.5% are Prepared for College and Career. We have identified 2 causes of growth, one being the number of Ds and Fs in A-G courses, the other is completing CTE pathways. To respond to the pathways we now offer multiple CTE pathways for students including but not limited to Cybersecurity, Music, Construction, and Fine Art. With our D and F data, administration has been monitoring D/F data on a regular basis including conferencing with teachers with high level of D and F rates. Therefore we can conclude this action is effective. We will continue to monitor Ds and Fs as a school and implement a 4 year plan consistently that includes freshman in the CTE pathway.

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.

1.1 To respond to WASC recommendations as well as a school-wide identified need, as part of the professional development plan for next year PACS will have an increased focus on implementing a more structured PLC process with a focus on using data to better plan to meet students' needs. Professional development will also focus on the implementation of AVID strategies and on providing corrective instruction ensuring meaningful and immediate feedback. Based on a review of the data, during the 2026-27 school year, targeted number of teachers will be identified to fully implemented designated AVID strategies. During the 26-27 school year, walkthrough; data related to school wide implementation of AVID will be collected through classroom walkthroughs and through meetings with the Instructional leadership team who will provide student work samples with evidence of specific AVID strategies. Teachers will bring evidence of how the selected strategies have impacted student engagement.

1.7 In addition to the action already identified in this action, PACS will provide specific tutoring on English proficiency for students needing additional support. PACS will implement specific integrated ELD strategies in core classrooms to support all of our English Learners with access to the content.

1.8 In order for NWEA to be more effectively used, staff will receive more training on the platform and the reports that are available.

Baseline and target data has been added for NWEA ELA and math and CAASPP ELA and math

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	Professional Development	Provide professional development for staff to increase their capacity to meet the diverse needs of our students.	$1,492,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Supplemental Curriculum and Supplies including technology support	Provide supplemental instructional materials and intervention programs to provide greater access to standards particularly for unduplicated students not making adequate progress in achieving the standards; provide tech support for implementation of Educational technology	$136,591.00	Yes
1.3	Support for Elective Classes	In order for students to be fully able to benefit from elective classes the Academy will provide materials, supplies and equipment that will allow low income students full access to these classes.	$28,917.00	Yes
1.4	Advanced Placement Support	Students participating in Advanced Placement classes will receive support to for both successful completion of course content and helping students to prepare for the AP exams.	$37,441.00	Yes
1.5	Implement MTSS	To provide systematic academic support for students, Palmdale Academy will provide a multi tiered system of support. These supports will be provided through the advisory program, math support classes and tutoring opportunities.	$0.00	Yes
1.6	Implement the AVID Program	The Palmdale Academy is an AVID school; teachers will continue to build their capacity to use AVID strategies to increase students access of rigorous classes. Additionally AVID will provide opportunties for our low income students to have continued and increased opportunities to participate in a college going opportunities.		No
1.7	English Learner Support	Provide support for English learners to increase their academic success and increase the English language proficiency acquisition.	$17,244.00	Yes
1.8	NWEA	This assessment system will be implemented at the beginning in 2024-2025 school year to monitor student achievement using standards aligned assessments.		No

Action #	Title	Description	Total Funds	Contributing
1.9	College and Career Pathways	PACS will provide CTE pathways. Each pathway will have the capacity for students to achieve a completer course allowing them to achieve significant knowledge in a specific field.	$876,936.00	Yes
1.10				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Welcoming, Safe and Healthy Learning Environment PACS number one goal is to always make sure the students are safe and healthy so they are adequately able to learn. The students' social and emotional well being is very important as well. We have a detailed safety plan that all staff and students follow in the event we have an emergency on campus. PACS has well trained emergency staff members that help keep the students and staff safe everyday. Student engagement has greatly increased with the addition of CIF sports and after school programs. A wellness center was created on campus to provide a safe and welcoming environment for all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Palmdale Academy Charter School (PACS) will be an active tangible representation of the Palmdale PROMISE and will embody PROMISE's vision, values, principles and strategic goals. The Palmdale PROMISE is a part of the Palmdale School District's strategic plan, it is our PROMISE to our students and the community we serve. This PROMISE shows our commitment to providing resources and support in order to build students' capacities, and that our commitment will yield positive outcomes, and demonstrate our desire to be honorable and to have integrity in dealing with our community. From the start, the PROMISE has maintained that our students need a 21st century education, and was designed to guide our efforts to prepare Palmdale students to become global citizens. The Palmdale PROMISE acknowledges that our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages and global interactions, in order to be able to navigate it with ease and to develop a deeper understanding of the world's economic, social and cultural issues. PACS, under the PROMISE umbrella will ensure we provide a safe and healthy environment through the various and supports provided that include but are not limited to the following: a social emotional wellness program through Advisory, restorative justice practices, office hours, club culture after school, high school counselor, absence check-ins, and mental health support check-ins.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate	P2 2024 - 92.09%	92.2%	May 2026 - 93%	95%	+.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic absentee rate	2024 - based on Infinite Campus data - 7.92%	23.6%	May 2026 - 18%	5%	-10.08
2.3	Suspension rate	2023 DataQuest 9.5%	6.2%	May 2026 - .39%	9%	-9.11%
2.4	Expulsion rate	April 2024 - 3%	0	May 2026 - 0	1%	+3
2.5	Dropout rate(High school)	Establish in 2025	not available until Summer 2025	2024-25 - .49%	Establish in 2025	-.49
2.6	Healthy Kids (students)	safety- 59% of 9th graders very safe 60% of 11th Graders - very safe school connectedness- 9th graders -49% feel connected 11th graders-55% feel connected social/emotional health 9th graders-66% 11th graders-66%	safety- 58% of 9th graders very safe 75% of 11th Graders - very safe school connectedness- 9th graders -48% feel connected 11th graders-57% feel connected social/emotional health 9th graders-62% 11th graders-62%	2026 safety- 66% of 9th graders very safe 72% of 11th Graders - very safe school connectedness- 9th graders -52% feel connected 11th graders- 62% feel connected social/emotional health 9th graders- 61% 11th graders- 61%	safety- 65% of 9th graders very safe 65% of 11th Graders - very safe school connectedness- 9th graders -60% feel connected 11th graders-60% feel connected social/emotional health 9th graders-70% 11th graders-70%	Safety - +7 (9th grade) Safety - +15 (11th grade) Connectedness - +3 (9th grade) Connectedness - +13 (11th grade) Social/Emotional 9th - -7 11th - -7
2.7	Healthy Kids (staff)	safety-66% strongly agree School connectedness- 68% strongly agree	safety-65% strongly agree School connectedness- 62% strongly agree	2026 Safety - 93% strongly agree/agree School connectedness- (caring adult relationships) 62 % strongly agree	safety-70% strongly agree School connectedness- 70% strongly agree	Safety - +27 School Connectedness- -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Suspension Dashboard	2023 Red 9.5%	2024 Yellow	2025 "Green" - declined 3.1%	Yellow	increase from Red to Yellow - + 6.4

Goal Analysis [2025-26]

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

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

2.1 - Student Welfare and Safety - . This action was implemented. An alternative to suspension for drug offenses was provided. Mental health was provided monthly for students needing more intensive support

2.2 - Student Engagement - This action was implemented. Each grade level offered a college tour. The Charter implemented a Linked Crew program through an elective. This year we have been able to offer a variety of senior activities

2.3 - Increase attendance - The Charter implemented a Summer Bridge Program. The Attendance team was not formalized. An Assistant Principal working with the attendance clerk monitored attendance

2.4 - School climate - This year PACS held a retreat that was well attended. The focus of the retreat was on grading practices and restorative practices. The team reviewed data to support the development of a strategic plan A Girls Empowerment club was formed and met weekly CKH was implemented.

2.5 -Counselors - all four counselors were hired.

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.

2.1 -Student Welfare and Safety - There is a material difference in this action. There was an increased in what was expended than budgeted. This difference is due the budget included an LVN and PACS filled the position with an RN; the salary was higher for the RN.

2.2 - Student Engagement - There is an material difference in this action. There is an increase in expenditures from the budget as a result increased costs to provide expanded after school clubs for students.

2.4 - School Climate - There is a material difference between what was budgeted and the estimated actuals for this action. There is an increase in the amount expended from budgeted. Increase extra duty to support attendance recovery during Saturday school and after school

2.5 -Counselors - There is a material difference for this action. There is an increase in expenditures from what was budgeted due to contractural salary increases.

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

2.1 - Student Welfare and Safety - This action was effective. As a result of the implementation of an alternative to suspension plan, the suspension rate was lower. There was a decrease in fighting and repeat offenders for drug abuse. There have been no expulsions this year. A significant reduction in PACS suspension data demonstrates the effectiveness of this action.

2.2 - Student Engagement - This year some of our data would indicate that this action was effective. Attendance rate has improved our chronic absentee rate has decreased from 19.5% to 17.8% In general there was good to excellent participation in the activities to increase engagement. The Charter has developed a monitoring tool to efficiently collect data related to each of the events.

2.3 - Increase attendance - This action was partially effective in increasing daily attendance. The Attendance Team did not fully meet on a consistent basis. In order to address this, the Attendance team will meet in a consistent basis and create individualized plan for students identified that includes parent participation.

2.4 - School climate - The retreat enable the staff to begin to develop a grading practices manual that has now been completed. The retreat also allowed us to develop common understanding around restorative practices ,as a result, few to no students miss instruction due to behavior issues, based on walkthrough data Mondays during Advisory restorative circles are implemented. Historically, our data indicates high levels of students who feel connected to the school and/or have a adult that they connect with. Additionally time was spent on developing a strategic plan and creating a focus for instruction. During the 2026-27 school year we will identify Capturing Kids Hearts practices that align to Restorative Practices.

2.5 -Counselors -The increase in counselors have allowed us to reduce the ratio of counselors and to students, which has provided increased opportunities for students to receive support in college and career readiness. The evidence for this includes the number of students who have taken at least one Dual Enrollment class is the highest in the Antelope Valley. Based on our success with the "lunch bunch" with the seniors and raising their D/F we will be expanding this program for other grade levels. Our counselors also oversee our credit recovery plan that includes one one one counseling sessions where they track student credit progress, summer school and our online credit recovery program.

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.

No changes in this goal or metrics

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	Student welfare and safety	Palmdale Academy will implement safety measures and support students experiencing challenging behavior due to trauma.	$1,171,993.00	Yes
2.2	Student Engagement	Provide opportunties for students to increase their engagement and participation at school	$253,121.00	Yes
2.3	Increase Attendance	Palmdale Academy will implement specific strategies that will increase students' daily attendance and decrease chronic absenteeism. Among the strategies that will be implemented are the Jaguar Summer Bridge Program and the implementation of a team who will will collaborate and coordinate services to address those students who are experiencing high rates of poor attendance that lead to chronic absenteeism.	$10,000.00	Yes
2.4	School Climate	Palmdale Academy serves a diverse student body. Providing a positive school climate that addresses the unique needs of all of our students is a high priority. Included in this action will be programs that will increase student leadership, a staff retreat that will focus on the development and implementation of specific strategies that will lead to a positive school climate and the implementation of restorative practices and Capturing Kids Hearts school wide.	$1,893.00	Yes
2.5	Counselors	Provide counseling services that address students' social/emotional needs and trauma in addition to provide college and career guidance.	$674,907.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent, family and community partnerships. Family and community partnerships consist of ensuring two-way meaningful between our school and home. It provide opportunities for family community partnerships through various parent leadership teams such as School Site Council (SSC), English Learners Advisory Council (ELAC) and African American Advisory Parent Council (AAAPC). To ensure communication this goal includes home/school communication connections, parent workshops and schoolwide activities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

PACS understands the impact parent involvement has on student achievement. That said, we have the following parent leadership groups that support the involvement of all of our parents. It provides for a variety of communication mediums such as our school website, parent square, and our various social media platforms. These initiatives provide opportunities for PACS staff and parents to develop relationships that support student achievement and ensure meaningful two-way communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation (SSC, ELAC, AAPAC)) Leadership Roles	April 2024- Baseline SSC - 2 ELAC-10 AAPAC - 15	April 2025- SSC - 3 ELAC-11 AAPAC - 10	May 2026 SSC - 2 ELAC - 4 AAPAC - 10	Number of parents in leadership roles SSC- 4 ELAC - 15 AAPAC - 20	SSC - 0 ELAC - +5 AAPAC - +5
3.2	Parent attendance at workshops	Establish baseline based on specific parent workshops offered 24-25	Baseline: 42 parents in total attended (5) workshops	20 workshops 200 College Knowledge Night	55 parents will attend a minimum of (4) workshops	-22 workshops +200 college knowledge night

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Healthy Kids (parents)	Safety-24% of parents feel the school is a safe place for their child. Connectedness-29% of parents feel school student is connected to the school.	Safety-90% of parents feel the school is a safe place for their child. Connectedness-87% of parents feel school student is connected to the school.	Spring 2026 Safety- 91% of parents feel the school is a safe place for their child. Connectedness (supportive environment for students to learn)-84% of parents feel student is connected to the school	Safety -30% of parents feel the school is a safe place -35% of parent feel student is connected t the school.	Safety - +64 Connectedness - +42

Goal Analysis [2025-26]

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

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

3.1 Parent Education - this year workshops including financial aid, and a college and career day were implemented. PIQUE not implemented.

3.2 Parent Leadership - Parents serving in leadership roles regularly attended the School Site Council, the English Learner Advisory Committee and African American Parent Advisory Committee. Parents have taken leadership roles to prepare for graduation and for othe PACS events such as the ceremony for bi-literacy.

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

There was a material difference from the budgeted to the estimated actuals for this goal. There was an increase in expenditures from what was budgeted. PACS offered increased number of parent workshops. PACS also a specific College Knowledge Night where there was increased attendance. This year PACS also offered a career night specifically for its families to meet the specific needs of high school students. There were also increased expenses to support ELAC and AAAPAC meetings which were well attended.

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

3.1 Parent workshops that were provided were well attended. The college and career days activities were also well attended. These workshops were based on parent input including ELAC and AAPAC.

3.2 Parents have been involved in leadership roles through various committees and activities. Parent leadership groups SSC, ELAC, AAPAC are well attended and parents are involved in the culture of the school.

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.

No changes to the actions in this goal are planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education	Parents will be provided with multiple opportunties to participate in workshops and other presentations. These workshops will be targeted to address their identified needs. Included are workshops that address readiness for high school and college, understanding the needs of seniors, how to support students in their post-secondary years, supporting parents in supporting their students in school and providing opportunties for parents to attend college field trips with their students.	$5,650.00	Yes
3.2	Parent Leadership	Provide parents with a variety of opportunities to participate in leadership roles.	$2,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide basic services - PACS with the support of the Palmdale School District will provide basic services including certificated, instructional materials/textbooks, facilities and operations, site allocations for basic services, basic technology, clasified staffing in the areas of health and safety, pupil engagement, parent involvement and school climate.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

PACS recognizes the importance of providing basic services for all students. To that end, this goal reflects the importance of having a highly qualified teaching and administrative staff, providing clean and safe facilities, ensuring that all students have access to instructional materials (core and supplementary) and technology. Equally important and part of this goal are the services provided by support staff to ensure our day to day operations are effective and efficient.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Qualified and appropriately assigned teachers	100%	100%	100%	100%	no change
4.2	Access to standards-aligned core instructional materials Williams Sufficiency	100%	100%	100%	100%	no change
4.3	Facilities (FIT)	"good" repair	"good" repair	"good" repair	"good" repair	no change

Goal Analysis [2025-26]

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

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

All of the actions in this goal are "base" funded actions. They have all been implemented. The facility is in "good" repair with no outstanding facility and safety issues. All students received their standards aligned materials either by text or electronically for all courses. PACS was able to provide credentialed and appropriately assigned staff. Staff and services were in place to address the health and safety needs of students.

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

The following actions have a material difference:
4.4 A-G Access - There is a material difference in this action. There was less expended than budgeted. There were no expenses associated with this action
4.7 Technology - There is a material difference in this action. There was less expended than budgeted. All technology for student use was purchased. Replacement costs for some equipment was not as great as had been planned.
4.8 Facilities and Operations -There is a material difference in this action. There were increased expenditures from what was budgeted. This difference is due to the addition of a night custodian and increases in the cost of supplies.
4.9 District Services - There is a material difference in this action. There was less expended than budgeted. Services that were previously charged to district are now able to be included in the school's budget, reducing the amount of district services provided.

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

The effectiveness of this goal is based on the safe operation of the school. Students received their core materials. Students safety was a high priority as was the maintenance of the facility. There has been an increase in the percentage of students who have successfully accessed A-G courses. Students are receiving a broad course of study aligned to ensure they are college and career ready upon graduation. Students are able to choose from several career pathways which support a focuses pathway for graduation. Students and their families receive support and information to be college ready. Counselors are available to support both the academic needs and social/emotional needs of studnts.

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.

No changes to this goal are being made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Staff appropriately credentialed and placed	Provide fully credentialed and appropriately assigned teachers for each classroom and support staff positions. Additionally provide certificated administrative staff to ensure the implementation of all programs and services.	$7,419,408.00	No
4.2	Core Instructional Materials, Supplies and Classified staff	Provide all students with required core instructional materials and supplies. Provide classified staff to support the educational program for all students.	$669,466.00	No
4.4	A-G Access	Increase the number of students who will have access to A-G courses.	$3,025.00	No
4.5	Health and Safety	Provide staff who will implement health and safety processes to ensure that the school operates in a safe manner	$402,330.00	No
4.7	Technology for students and classrooms	Provide each student with a one to one computer and ensure each classroom and office has required technology	$216,500.00	No
4.8	Facility and Operations	Main facilities in good repair and promote aesthetics and cleanliness by ordering sufficient custodial staff and supplies to meet the Williams requirements.	$1,164,501.00	No
4.9	District Services Provided to Palmdale Academy	The Palmdale School District will provide a variety of services to support the basic operations of the school	$5,242,860.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This goal addresses the requirements for describing how the Learning Recovery Emergency Block Grant funds and responds to the school's current needs assessment.	Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Based on a needs assessment conducted during the 2024-2025 school year the following areas were identified:
There is a need to provide support for administrative staff and teacher leaders in developing a better understanding of data and how to use the analysis of the data to determine effective actions
There is a need to continue to increase student safety and increase their engagement while in class
There is a need to provide students with additional academic support outside of the school day so that increased number of students are able to successfully achieve rigorous course outcomes and reduce the number of students receiving D/F in classes
There is a need to provide more opportunities for students to have access to software applications

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Reduce D/F	January 2025 9th - 29% 10th - 27% 11th - 20% 12th - 14%		January 2025 9th - 20% 10th - 18% 11th - 24% 12th - 16%	9th grade -36% 10th grade - 28% 11th grade - 29% 12th grade - 25%	9th - +9% 10th - +9% 11th - -4% 12th - -2%
5.2	Healthy Kids Survey - Students (climate)	Spring 2025 safety- 58% of 9th graders very safe 75% of 11th Graders - very safe school connectedness- 9th graders -48% feel connected		Spring 2026 safety- 66% of 9th graders very safe 72% of 11h Graders - very safe school connectedness-	safety- 65% of 9th graders very safe 65% of 11th Graders - very safe school connectedness-	safety- 9th graders very safe - +6% 11h Graders - very safe - -3% school connectedness-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th graders-57% feel connected social/emotional health 9th graders-62% 11th graders-62%		9th graders -52% feel connected 11th graders-62% feel connected social/emotional health 9th graders-61% 11th graders-61%	9th graders -60% feel connected 11th graders-60% feel connected social/emotional health 9th graders-70% 11th graders-70%	9th graders feel connected - +4% 11th graders feel connected - +5% social/emotional health 9th graders- -1% 11th graders- -1%
5.3	A-G completion rate	January 2025 - 61%		January 2026 - 66%	60%	+5%
5.4	Math CAASPP Proficiency Rates	Fall 2024 All students -15.5% low income - 12.78% students with disabilities - 3.7% English learners - 4.17%% African American - 18.18%%		Spring 2025 All students - 17.01% low income - 11.32% students with disabilities - 3.6% English learners - 0% African American - 20%	All students -20% low income - 15% students with disabilities - 5% English learners - 5% African American - 20%	All students - +1.51% Low income - - 1.46% Students with disabilities - - .1% English learners - - 4.17% African American - +1.82%66
5.5	Credity Recovery	no baseline established at this time			Decrease the number of students who are credit deficient and reduce the number of credits a student is deficient	

Goal Analysis [2025-26]

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

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

5.1 D/F Recovery Program - This program was implemented. Teachers provided tutoring for identified students after school. A credit recovery program was also provided for students.

5.2 Increase school safety - This action was implemented. The increase for school safety was needed to support student programs that were implemented on Saturdays; there was a need to increase the number of classified personnel to support these programs.

5.3 Increase opportunities for students to receive support for Advanced Placement - This action was implemented. Magic School Software was provided for AP teachers that was used to support AP students. AP clinics were offered for all AP classes.
5.4 Provide supplemental materials/software to increase student achievement in math -This action was implemented. PACS purchased IXL to support math achievement.

5.5 Increase the capacity of staff to understand and use data - This action was implemented. A staff member attended a conference that provided in depth training on the use of the PACS assessment tools providing greater understanding of how to use reports provided, group students for instruction and use interim assessments.

5.6 Increase opportunties for student engagement - This action was implemented. There was an increase in the number of student clubs and events provided for students.

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

5.1-D/F Recovery Program - There is a material difference between what was budgeted and expended with less funds being expended.

5.3 -Increased Opportunties for support for Advanced Placement - There is a material difference in this action between what was budgeted and expended with increased expenses. Students received multiple opportunties to receive support for AP classes throughout the year; increased time was provided than what was budgeted

5.4 -Provide supplemental materials/software to increase student achievement - There is a material difference between what was budgeted and expended with less funds being expended. The majority of the planned expenses was charged to federal funds.

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

5.1 D/F Recovery Program - This action has been effective. D/F rates have been decreased by 50% and we have had a continuous increase in A-G rates

5.2 Increase school safety - The implementation Yondr pouches to secure cell phones is effective to reduce the use of phones on campus and in the classroom

5.3 Increase opportunities for students to receive support for Advanced Placement -The effectiveness of this action is not able to be determined at this point in the school year. AP results are not available until summer 2026.

5.4 Provide supplemental materials/software to increase student achievement in math - The program that was purchased with these funds only recently was available to the school. Staff is beginning to learn how to use the program and it has not been fully implemented with students, therefore we are unable to determine the effectiveness of this action.

5.5 Increase the capacity of staff to understand and use data - This action was initially effective. The staff who attended the conference developed a plan to improve the implementation of the assessment platform and to support staff with the formation of student groups. The interim assessments that are available for progress monitoring was shared with staff with a goal to use these assessments next year.

5.6 Increase opportunties for student engagement - This action has been effective. The student attendance rate has improved and there is a small decrease in chronic,

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.

to more fully provide support for students a s Summer Intersession will be provided that will focus on helping students with credit recovery. (Action 5.7) An additional metric will be included- number of students attending and number of credits recovered

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	D/F recovery program	PACS will provide additional support for students experiencing D/F's in courses required for graduation. This support will be offered on Saturday and provided by PACS staff. Tutoring support will also be provided.	$2,500.00	No
5.2	Increase school safety	PACS has seen a reduction in negative behavior since implementing consistent cell phone policies. PACS will continue to implement cell phone expectations using Yondr Pouches to continue to ensure student safety and reduce inappropriate behavior.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Increase opportunties for students to receive support for Advanced Placement exams and classes	PACS will offer increased opportunities for students enrolled in AP classes to receive support for both AP class expectations and successfully passing AP exams.	$26,519.00	No
5.4	Provide supplemental materials/software to increase student achievement in math	Provide supplementary software support for students needing intervention in math to increase math proficiency rates; this program will be used during the advisory program; students will be identified for this support based on NWEA data	$3,500.00	No
5.5	Increase the capacity of staff to understand and use data	Staff will attend a conference to increase their understanding of a variety of assessments including CAASPP and interim assessments. This action will increase staff's understanding of the data that is available and the impact of that data on the PACS Dashboard and instruction.	$10,000.00	No
5.6	Increase opportunities for student engagement	Provide opportunities for students to participate in after school clubs such drama, anime and drama that will increase their feeling of connectedness to school.	$14,299.00	No
5.7	Summer Intersession		$89,625.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,854,103	$623,821

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
40.046%	0.155%	$17,649.84	40.201%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Staff needs to continue to develop an understanding of how to ensure that diverse students will access grade level standards. Staff has identified that there are increasing number of students receiving D's and F's in multiple subject areas. Teachers need to develop an understanding of how to teach	The school has developed a professional development plan that includes a focus on implementing structured professional learning communities that focus on using data to determine student needs. This will include the development of a better understanding of the NWEA data and available reports. Staff will also focus on how to increase implementation AVID strategies and providing corrective instruction with meaningful feedback. The school leadership team will also engage in learning walks to support the calibration	LPMs CAASPP Increase A-G pass rate reduction of students receiving D/F

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
	rigorous standards while providing the necessary support for increased student success. A review of the data indicates that unduplicated students are receiving a disproportional percentage of D's and F's. **Scope:** LEA-wide	of instructional practices. This action is principally directed to unduplicated students with all students receiving the benefit of the action.	
1.2	**Action:** Supplemental Curriculum and Supplies including technology support **Need:** After a review of LPM data and the D/F list, Some unduplicated students need additional instructional materials that support their successful access to the grade level standards. Some of these students also need to be provided with specific intervention programs to reduce the achievement gap. **Scope:** LEA-wide	Teachers will have flexibility in using a variety of materials to support learners in accessing grade level standards. These materials will also be available during advisory and other times where students will be able to receive specific intervention to reduce the achievement gap. This action is principally directed to unduplicated students to address the achievement gap that exists with these students.	LPMs
1.3	**Action:** Support for Elective Classes **Need:** The majority of the students attending Palmdale Academy have been identified as low income. Due to their limited resources, these students have challenges attaining full access to elective classes and what they have to offer. Therefore there is a need to provide	Students will receive materials and equipment such as musical instruments that will increase their full participation in elective classes. Full access to curriculum based field trips will be provided. Using other state funding available we will provide an additional visual and performing arts teachers to expand our elective options. This action is principally directed to low income students.	CTE completion Increased A-G completion rate Increased Graduation rate

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
	materials and supplies to give them full access to these elective classes. Additionally field trips are an integral support for students participating in these classes. The cost of participating in these electives would be prohibited therefore therefore there is a need to provide this support. **Scope:** LEA-wide		
1.4	**Action:** Advanced Placement Support **Need:** Low income students and English learners are encouraged to participate in Advanced Placement classes need additional support to successfully complete these classes with grades of C or better. There is also a need for students to receive support in preparing to successfully take and pass the AP exams. **Scope:** LEA-wide	Students will receive tutoring throughout the year in specific AP classes as needed and will be provided with AP test preparation clinics that will provide students with support prior to the administration of AP exams. Students enrolled in AP classes throughout the school will be able to receive this AP support. This action is principally directed towards English learners and low income students.	AP pass rate AP enrollment
1.5	**Action:** Implement MTSS **Need:** There a too many students currently receiving Ds or Fs in core academic courses specifically among our low income students and English learners. Our data indicates that many of these students are struggling with grade level	A systematic implementation of MTSS will be implemented based on the number of students who need differentiated support, especially in the area of mathematics. Through advisory period, tutoring , math support classes, students with these needs will be able to receive this support in a systematic fashion. To increase the overall effectiveness of this action, PACS will purchase and implementing a data management system that	Math LPM Reduction of D/F list Increase A-G completion rate CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	math courses in particular. There is a need to provide students with a variety of levels of support based on their needs, especially in the area of math. **Scope:** LEA-wide	will allow staff to have better access to student data to support providing students with needed support as quickly as possible. This action is principally directed towards English learners and low income students however other students will receive benefit from this action	
1.9	**Action:** College and Career Pathways **Need:** As the high school now includes four grade levels, there is a continuing need to ensure students have opportunities for both college and career choices. There is a need to provide options in career pathways that students can achieve a completer course. Unduplicated students need to have exposure to multiple career pathways to help them determine their post-high school goals. **Scope:** LEA-wide	PACs will develop multiple, complete and certified career/technical pathways that will meet the requirements but also provide students with choices that can include college and career. Pathways will be established that have the potential to help students with employment post high school. This action will be specifically designed to address the needs of unduplicated students in providing a choice of pathways that will lead to a CTE pathway completion.	CTE completion rate
2.1	**Action:** Student welfare and safety **Need:** Based on a review of discipline and suspension data, an increased percentage of low-income students and foster youth are experiencing trauma. There has been an increase in the number of students using drugs, specifically vaping. As a result, low-	The Academy will continue to implement alternatives to suspension for those students needing more social/emotional support and students struggling with drug use. Staff will continue to provide the oversight to ensure that alternatives are implemented. Staff will also be provided to support the increase in students needing more medical attention. This action is principally directed towards low-income students	Increased attendance Decreased suspensions Decreased expulsions Healthy Kids Survey

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
	income students and foster youth have been overly suspended from school and therefore removed from classroom instruction. There has also been an increase in the number of students with increased medical needs. **Scope:** LEA-wide Schoolwide	and foster youth and will be implemented school-wide.	
2.2	**Action:** Student Engagement **Need:** Low income students, English learners and foster youth continue to have less opportunity to participate in school outside of instruction due to financial needs and other obligations that students have to support their families. For high school students participation in school activities and events increase their sense of belonging and connectedness to school. Without this sense of connectedness there is an increase in chronic absenteeism and a decrease in daily attendance. Therefore there is a need to provide a variety of opportunities for students to be involved in non-academic activities. **Scope:** LEA-wide Schoolwide	This action includes continuing to provide increased access to after school clubs, participation in Linked Crew that increases student leadership and school sponsored events, grade level college tours and events specifically targeted for seniors.This action will be implemented for all grade levels therefore the action is schoolwide and principally directed towards foster youth and low income students.	Attendance Chronic Absentee rate Graduation rate

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
2.3	**Action:** Increase Attendance **Need:** Based on a review of current attendance and chronic absentee data, many unduplicated students continue to have challenges related to consistent daily attendance which has led to a continued concern for increased chronic absenteeism rates. **Scope:** LEA-wide	Summer Bridge supports incoming 9th graders by providing them with an intensive orientation to the school. This permits students to begin to have a sense of connectedness to the school and understand the routines and procedures that they will be required to follow. They have the opportunity to meet other students who come from many different middle schools and meet student leaders and staff members. The formation of an attendance team will help to identify those students who need more support in this area and will increase the coordination of the services being implemented. This action is a schoolwide action that will be principally directed to unduplicated students.	Chronic absentee rate by student group and grade level Attendance rate
2.4	**Action:** School Climate **Need:** There is a need to continue to develop and implement a positive school climate. . With the completion of our four-year high school enrollment, there is a continued need to establish systems of behavior support and other climate-related expectations that will lead to a cohesive supportive school environment that will result in increased student independence. This school-wide action will be principally directed to unduplicated students who continue, based on a review of attendance and suspension data, to have increased rates of chronic absenteeism and suspension. . Attendance, chronic absenteeism, student surveys, and	Capturing Kids Hearts provides a common language and strategies for building a positive school culture. Implementing restorative practices will provide both a structure and response to student behavior that will support a positive school climate. Providing leadership opportunities for students will lead to supporting students having a voice and building strong connections. The staff retreat will allow the entire team of both veterans and new members to come together to develop common expectations and agreements. This will allow for additional support for students.This action is principally directed to unduplicated students and will be implemented schoolwide.	Attendance Chronic Absentee rate Healthy Kids Survey (staff, students, parents) Suspension rate Expulsion rate Drop out rate

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
	discipline datA indicate that unduplicated students are highly impacted. **Scope:** LEA-wide Schoolwide		
2.5	**Action:** Counselors **Need:** Many of the unduplicated students who attend PACs have experienced trauma ranging from challenging home environments, homelessness, community crime, and the effects of social media. These students attending high school frequently do not understand the consequences of their actions on their adult future and are not aware of the possibilities they may have after leaving high school. **Scope:** LEA-wide	PACs will continue to provide a counselor for each grade level, which will keep the counselor/student ratio lower than at a comprehensive high school. This will enable the counselors to know each of their unduplicated students academically, socially, and behaviorally. Counselors will be able to provide a coordinated plan of support for students who may have intense needs as well as provide students strategies for determining the best pathway to meet their post-high school goals,	Graduation rate drop out rate A-G completion rate Health Kids Survey - school connectedness
3.1	**Action:** Parent Education **Need:** To build a strong, positive school climate, it has been determined that there is a need to provide parents with opportunities that will help them understand the best ways to support their children at various stages of their high school experience. Parents of English	This action includes providing parents with workshops in a variety of areas of need. It also includes the participation of parents on selected field trips to help them become comfortable with and understand a college going culture. This action is principally directed toward unduplicated students school wide.	Parent attendance at workshops Healthy Kids Survey (parents)

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, foster youth and low income students do not routinely have these opportunities. In order to increase parent involvement there is a need to identify specific activities that will meet parents needs and requests. **Scope:** LEA-wide Schoolwide		
3.2	**Action:** Parent Leadership **Need:** There is a need to increase parents' leadership roles. Due to a variety of circumstances ranging from having available time, resources and language fluency, it has been difficult to get parents to participate in leadership roles. There is a need to have parents in these leadership roles so that in partnership with school staff and students, appropriate activities are implemented for students to be successful in a college going culture. **Scope:** LEA-wide Schoolwide	Parents will have opportunities to participate in leadership roles on the School Site Council, English Language Advisory Committee and the African American Parent Advisory Committee. The parent leaders will be instrumental in guiding the school in determining what opportunities and experiences students should received while attending Palmdale Academy. This action is principally directed to unduplicated students school wide.	Parent participation on specific committees Healthy Kids Survey

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
1.7	**Action:** English Learner Support **Need:** English learners have an achievement gap in core academic areas. Many English learners are still not adequately progressing in acquiring proficiency in English as well as passing classes required for graduation and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Actions include the implementation of Rosetta Stone, to increase English proficiency, a ELPAC Bootcamp to support English learners in successfully taking the ELPAC assessment, participation of staff in professional development, provide tutoring specifically for English learners in math and ELA and bilingual para-educators who will provide support to those students with limited English proficiency in better accessing their core instructional classes.	ELPAC Reclassification rate Reduction of D/F for English learners Increase A-G pass rate for English learners Increase Graduation rate for English learners

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

Additional Concentration Grant Funding

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

Third Assistant Principal to focus on EL and Foster youth support Support
4th school Counselor to continue our counselor ratio of 300:1
Noon Duty to increase supervision and safety
Sub Noon Duty

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	NA	1:41
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,121,337	4,854,103	40.046%	0.155%	40.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,827,519.00	$151,443.00	$0.00	$0.00	$19,978,962.00	$13,010,230.00	$6,968,732.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,475,186.00	$17,350.00	$1,492,536.00				$1,492,536.00	
1	1.2	Supplemental Curriculum and Supplies including technology support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$76,591.00	$60,000.00	$136,591.00				$136,591.00	
1	1.3	Support for Elective Classes	Low Income	Yes	LEA-wide	Low Income	All Schools		$9,917.00	$19,000.00	$28,917.00				$28,917.00	
1	1.4	Advanced Placement Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,441.00	$36,000.00	$37,441.00				$37,441.00	
1	1.5	Implement MTSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.6	Implement the AVID Program	All	No			All Schools									
1	1.7	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$17,044.00	$200.00	$17,244.00				$17,244.00	
1	1.8	NWEA	All	No			All Schools									
1	1.9	College and Career Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$580,293.00	$296,643.00	$876,936.00				$876,936.00	
2	2.1	Student welfare and safety	Foster Youth Low Income	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		$1,164,493.00	$7,500.00	$1,171,993.00				$1,171,993.00	

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	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$163,021.00	$90,100.00	$253,121.00				$253,121.00	
2	2.3	Increase Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,500.00	$7,500.00	$10,000.00				$10,000.00	
2	2.4	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,441.00	$452.00	$1,893.00				$1,893.00	
2	2.5	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$673,907.00	$1,000.00	$674,907.00				$674,907.00	
3	3.1	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,650.00	$5,650.00				$5,650.00	
3	3.2	Parent Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,200.00	$1,000.00	$2,200.00				$2,200.00	
4	4.1	Certificated Staff appropriately credentialed and placed	All	No			All Schools		$7,413,908.00	$5,500.00	$7,419,408.00				$7,419,408.00	
4	4.2	Core Instructional Materials, Supplies and Classified staff	All	No			All Schools		$475,110.00	$194,356.00	$669,466.00				$669,466.00	
4	4.4	A-G Access	All	No			All Schools		$0.00	$3,025.00	$3,025.00				$3,025.00	
4	4.5	Health and Safety	All	No			All Schools		$396,324.00	$6,006.00	$402,330.00				$402,330.00	
4	4.7	Technology for students and classrooms	All	No			All Schools		$0.00	$216,500.00	$216,500.00	$0.00			$216,500.00	
4	4.8	Facility and Operations	All	No			All Schools		$436,211.00	$728,290.00	$1,164,501.00				$1,164,501.00	
4	4.9	District Services Provided to Palmdale Academy	All	No			All Schools		$0.00	$5,242,860.00	$5,242,860.00				$5,242,860.00	
5	5.1	D/F recovery program	All	No			All Schools		$2,500.00	$0.00		$2,500.00			$2,500.00	
5	5.2	Increase school safety	All	No			All Schools		$0.00	$5,000.00	$0.00	$5,000.00			$5,000.00	

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
5	5.3	Increase opportunties for students to receive support for Advanced Placement exams and classes	All	No			All Schools		$26,519.00	$0.00		$26,519.00			$26,519.00	
5	5.4	Provide supplemental materials/software to increase student achievement in math	All	No			All Schools		$0.00	$3,500.00		$3,500.00			$3,500.00	
5	5.5	Increase the capacity of staff to understand and use data	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.6	Increase opportunities for student engagement	All	No			All Schools		$12,999.00	$1,300.00		$14,299.00			$14,299.00	
5	5.7	Summer Intersession							$79,625.00	$10,000.00		$89,625.00			$89,625.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12,121,337	4,854,103	40.046%	0.155%	40.201%	$4,709,429.00	0.000%	38.852 %	**Total:**	$4,709,429.00
								LEA-wide Total:	$4,692,185.00
								Limited Total:	$17,244.00
								Schoolwide Total:	$1,434,857.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,492,536.00	
1	**1.2**	Supplemental Curriculum and Supplies including technology support	Yes	LEA-wide	English Learners Low Income	All Schools	$136,591.00	
1	**1.3**	Support for Elective Classes	Yes	LEA-wide	Low Income	All Schools	$28,917.00	
1	**1.4**	Advanced Placement Support	Yes	LEA-wide	English Learners Low Income	All Schools	$37,441.00	
1	**1.5**	Implement MTSS	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
1	**1.7**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,244.00	
1	**1.9**	College and Career Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$876,936.00	
2	**2.1**	Student welfare and safety	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$1,171,993.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Student Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$253,121.00	
2	2.3	Increase Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	School Climate	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,893.00	
2	2.5	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$674,907.00	
3	3.1	Parent Education	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,650.00	
3	3.2	Parent Leadership	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,200.00	
5	5.1	D/F recovery program				All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,393,068.00	$17,916,508.00

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**	Professional Development	Yes	$1,454,715.00	1,484,681.00
1	**1.2**	Supplemental Curriculum and Supplies including technology support	Yes	$76,935.00	72,530.00
1	**1.3**	Support for Elective Classes	Yes	$15,224.00	29,878.00
1	**1.4**	Advanced Placement Support	Yes	$33,141.00	26,856.00
1	**1.5**	Implement MTSS	Yes	$1,375.00	0
1	**1.6**	Implement the AVID Program	No		595.00
1	**1.7**	English Learner Support	Yes	$10,447.00	7,700.00
1	**1.8**	NWEA	No		0
1	**1.9**	College and Career Pathways	Yes	$766,482.00	731,738.00
2	**2.1**	Student welfare and safety	Yes	$918,952.00	1,000,296.00
2	**2.2**	Student Engagement	Yes	$207,839.00	247,968.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Increase Attendance	Yes	$6,000.00	6,023.00
2	2.4	School Climate	Yes	$31,000.00	45,161.00
2	2.5	Counselors	Yes	$633,906.00	655,159.00
3	3.1	Parent Education	Yes	$43,786.00	55,006.00
3	3.2	Parent Leadership	Yes	$500.00	$1,945.00
4	4.1	Certificated Staff appropriately credentialed and placed	No	$7,324,410.00	7,362,100.00
4	4.2	Core Instructional Materials, Supplies and Classified staff	No	$1,054,846.00	1,023,857.00
4	4.4	A-G Access	No	$1,500.00	0
4	4.5	Health and Safety	No	$123,706.00	114,054.00
4	4.7	Technology for students and classrooms	No	$217,200.00	187,784.00
4	4.8	Facility and Operations	No	$780,082.00	914,549.00
4	4.9	District Services Provided to Palmdale Academy	No	$4,583,340.00	3,875,921.00
5	5.1	D/F recovery program	No	$40,681.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Increase school safety	No	$5,000.00	4,862.00
5	**5.3**	Increase opportunties for students to receive support for Advanced Placement exams and classes	No	$18,001.00	30,613.00
5	**5.4**	Provide supplemental materials/software to increase student achievement in math	No	$10,000.00	573.00
5	**5.5**	Increase the capacity of staff to understand and use data	No	$6,000.00	6,211.00
5	**5.6**	Increase opportunities for student engagement	No	$28,000.00	30,448.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,338,474	$4,200,302.00	$4,320,824.16	($120,522.16)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$1,454,715.00	$1,484,681.00		
1	1.2	Supplemental Curriculum and Supplies including technology support	Yes	$76,935.00	$72,530.00		
1	1.3	Support for Elective Classes	Yes	$15,224.00	$29,878.00		
1	1.4	Advanced Placement Support	Yes	$33,141.00	$26,856.00		
1	1.5	Implement MTSS	Yes	$1,375.00	0		
1	1.7	English Learner Support	Yes	$10,447.00	$7,799.00		
1	1.9	College and Career Pathways	Yes	$766,482.00	$731,738.00		
2	2.1	Student welfare and safety	Yes	$918,952.00	$1,000,296.00		
2	2.2	Student Engagement	Yes	$207,839.00	$247,968.00		
2	2.3	Increase Attendance	Yes	$6,000.00	$6,923.00		
2	2.4	School Climate	Yes	$31,000.00	$45.161.00		
2	2.5	Counselors	Yes	$633,906.00	$655,159.00		
3	3.1	Parent Education	Yes	$43,786.00	$55,006.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Parent Leadership	Yes	$500.00	$1,945.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11,369,376	$4,338,474	0.000	38.159%	$4,320,824.16	0.000%	38.004%	$17,649.84	0.155%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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