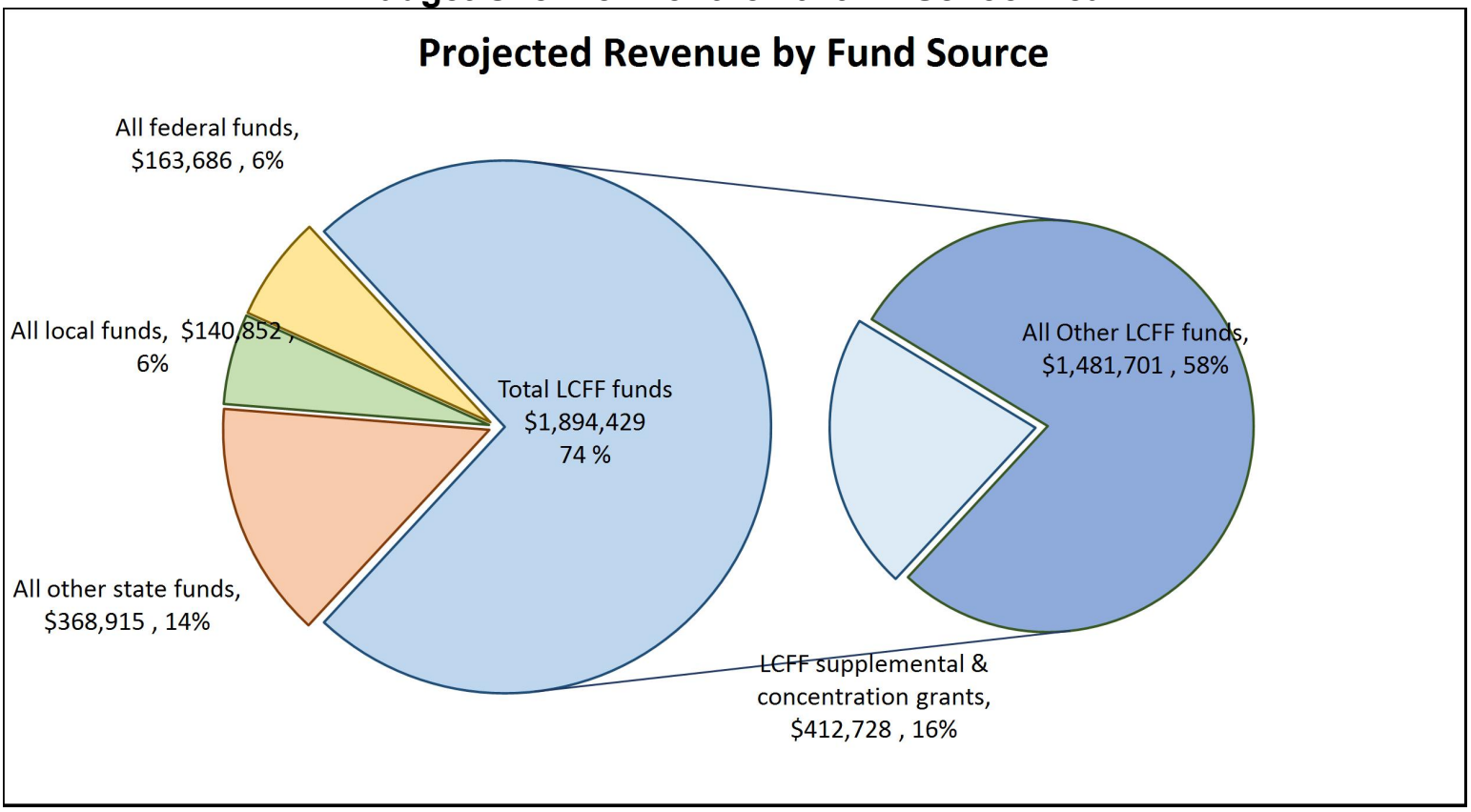
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter School 2.0
CDS Code: 12 75515 1230150
School Year: 2026-27
LEA contact information:
James Malloy
Director
jmalloy@pacificviewcharter.com
707--269--9490

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

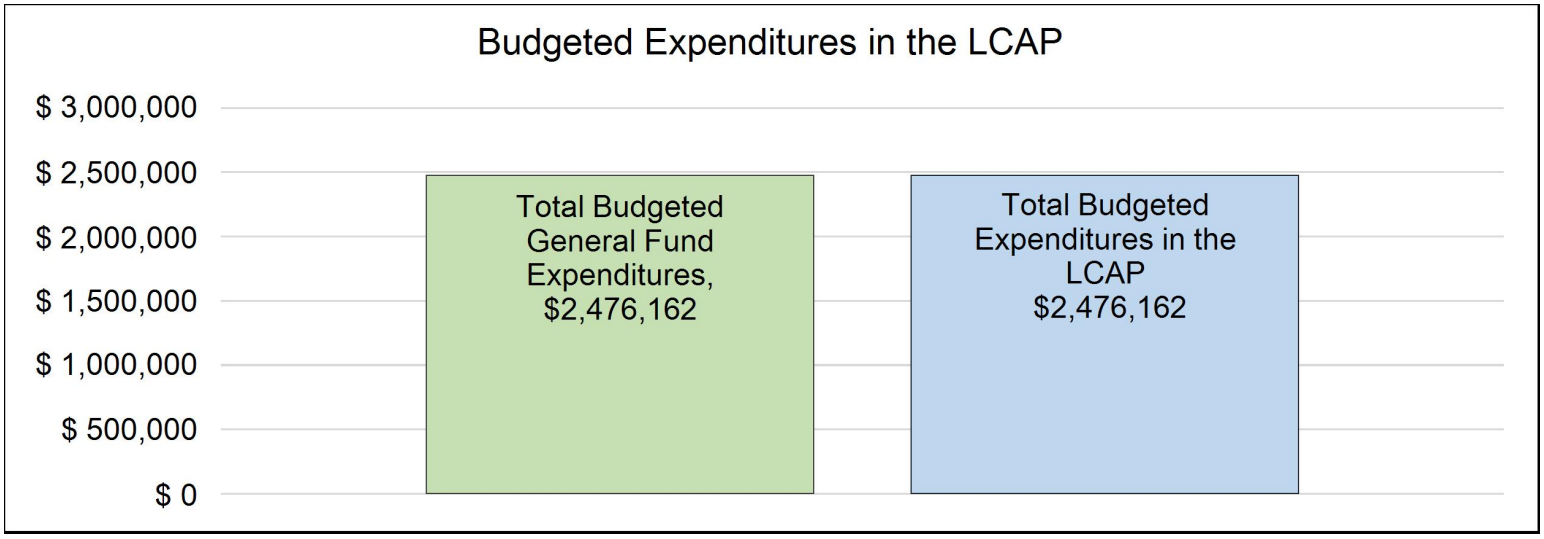


This chart shows the total general purpose revenue Pacific View Charter School 2.0 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific View Charter School 2.0 is $2,567,882, of which $1,894,429.00 is Local Control Funding Formula (LCFF), $368,915.00 is other state funds, $140,852.00 is local funds, and $163,686.00 is federal funds. Of the $1,894,429.00 in LCFF Funds, $412,728.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacific View Charter School 2.0 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: Pacific View Charter School 2.0 plans to spend $2,476,162.00 for the 2026-27 school year. Of that amount, $2,476,162.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

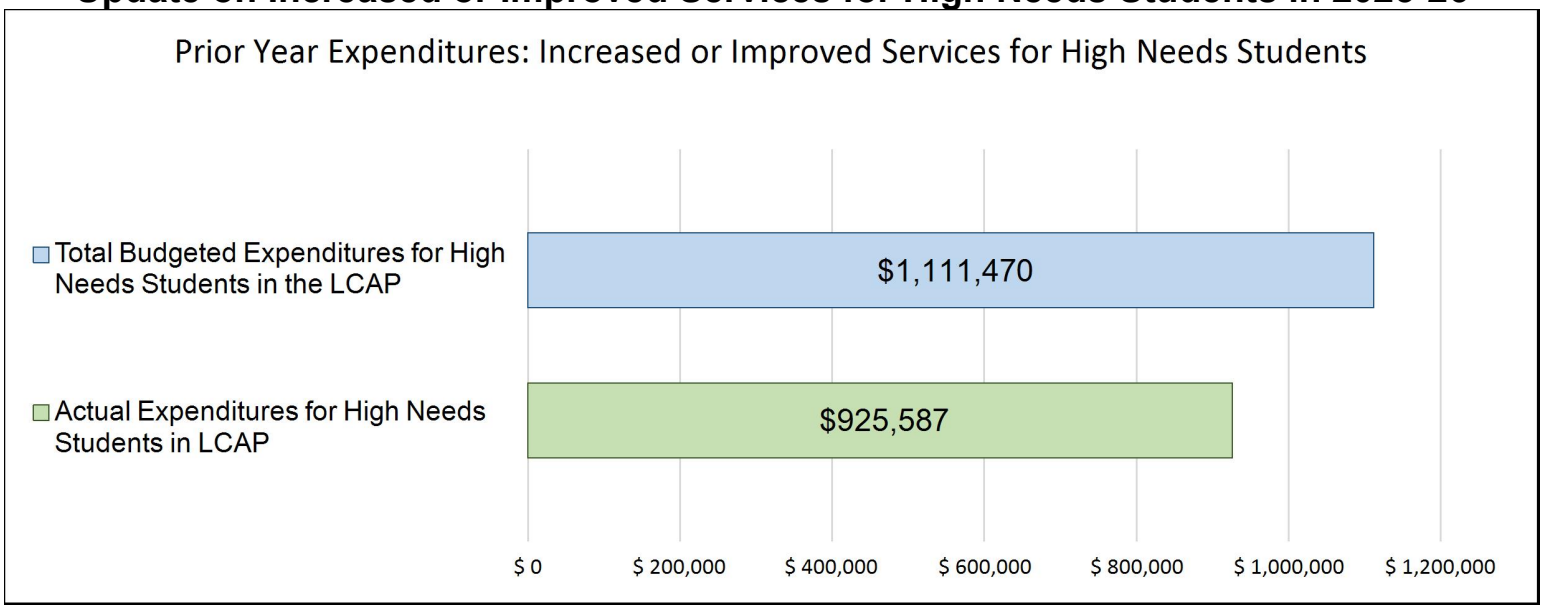
All budgeted expenditures are included in the LCAP.

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

In 2026-27, Pacific View Charter School 2.0 is projecting it will receive $412,728.00 based on the enrollment of Foster Youth, English learner, and low-income students. Pacific View Charter School 2.0 must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School 2.0 plans to spend $900,850.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Pacific View Charter School 2.0 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific View Charter School 2.0 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, Pacific View Charter School 2.0's LCAP budgeted $1,111,470.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School 2.0 actually spent $925,587.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $185,883 had the following impact on Pacific View Charter School 2.0’s ability to increase or improve services for high needs students:

Enrollment dropped significantly this year. That reduced the supplemental and concentration grant amount and required mid year reductions of a principal position and a teaching position.

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
Pacific View Charter School 2.0	James Malloy Director	jmalloy@pacificviewcharter.com 707--269--9490

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.

Pacific View Charter School District (PVCS 2.0) is a WASC-accredited, K-12 independent study public school authorized by the Eureka City School District. Our vision is to support all students in reaching their full potential through a single, cohesive program. While we operate across two strategic locations—the Henderson Street Resource Center (K-6) and the Moore Avenue Resource Center (7-12)—we function as one school with a unified team of educators committed to individualized, technology-driven learning.

To ensure high standards of achievement, all instructional materials comply with California State Standards. Our highly qualified teachers are trained in differentiated instructional techniques, utilizing a variety of teaching methods to align with each student's unique goals and learning preferences. By emphasizing student mentoring and peer collaboration, our staff ensures that all relevant grade-level standards are met while preparing students for the challenges of a rapidly changing world. At PVCS 2.0, every teacher is responsible for monitoring, reviewing, and evaluating assigned lessons, fostering a supportive environment where diversity is honored, and individual success is celebrated.

Reflections: Annual Performance

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

Areas of Success: Notable Progress

PVCS has demonstrated exceptional Growth in student engagement, safety, and college readiness over the past year:

- Student Engagement: Chronic Absenteeism saw a significant improvement, dropping from 3.4% in 2024 to a very low 1.8% in 2025.
- School Climate: The Suspension Rate declined sharply from 1.6% to 0.5%, indicating a more positive and stable learning environment.
- College and Career Readiness: There was a substantial increase in students classified as "prepared," jumping from 6.7% in 2024 to 16.7% in 2025.
- Graduation Rates: The school maintained a strong upward trend, moving from a 93.8% graduation rate to 94.4%.

Academic Growth: Moving the Needle on SBAC
While overall "distance from standard" remains a challenge, internal growth data shows that instructional shifts are beginning to take hold:

- English Language Arts (ELA): Overall performance improved by nearly 3 points (moving from 83.4 to 80.5 points below standard). Most notably, 75.5% of students improved their individual scores from the prior year.
- Mathematics: Performance remained stable (improving slightly from 126.7 to 126.6 points below standard). However, the growth data is encouraging, with 60.4% of students showing year-over-year score improvements.
- Science: Student performance rose significantly to 49.9 points in 2025, up from 21.6 points below standard the previous year.

Identified Needs: Areas for Continued Focus
Despite the positive growth trends, the school will continue to prioritize the following in the upcoming LCAP cycle:

- Math Proficiency: While 60% of students are improving, the school remains 126.6 points below standard. Deepening Math intervention and support remains the highest priority.
- Accelerating ELA Achievement: Building on the 75.5% student growth rate to further close the -80.5 point gap to the state standard.

_____
Summary of Comparative Performance Indicator

(Data is listed as "Indicator," "Spring 2024 Data," "Spring 2025 Data," "Trend."

Chronic Absenteeism, 3.4%, 1.8%, Improved
Suspension Rate, 1.6%, 0.5%, Improved
Graduation Rate, 93.8%, 94.4%, Improved
College & Career, 6.7, 16.7%, Significant Gain
ELA (Points Below Standard), -83.4, -80.5, Growth
Math (Points Below Standard), -126.7, -126.6 Stable

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent-Teacher Conferences	Held semi-annually to discuss individual student progress and gather direct feedback on classroom needs. (Fall 2025 and Spring 2026)
All Educational Partners Community Needs Survey:	Distributed via Google Forms in January and February 2026 to gather quantitative data on school climate and academic priorities.
Families and Students Back to School Nights	Hosted at the beginning of the year to establish communication goals and introduce site-based resources.
Family Check-in Meetings	Individualized weekly and monthly sessions designed to provide targeted reengagement and support, progress monitoring, and family feedback.
School Community Family Appreciation Night	Annual events to celebrate student success and build community partnerships in an informal setting.
Public School Board of Trustees Meetings	Monthly public forums where partners/parents have the opportunity to meaningfully engage in and provide input into and review LCAP progress.
Staff Survey - Self-Reflection on Implementation of State Academic Standards (LCFF Priority 2)	January 2026

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

Pacific View Charter 2.0 School is committed to a collaborative educational model that prioritizes the voices of our community members. To ensure our goals align with the actual needs of our students and families, we will utilize multi-faceted engagement strategies throughout the 2025-2026 school year.

The feedback gathered through these diverse channels directly informs our resource allocation and program development, ensuring a transparent and inclusive decision-making process.

Engagement Successes and Meaningful Participation: We have identified that the most authentic feedback is gathered when engagement is integrated into student-centered events. Participation peaks during parent-teacher conferences, Back to School Nights, Trunk or Treat, and celebratory community events—such as the School Community Family Appreciation Night, student showcases, and ceremonies that recognize the achievements of their children—where families are already naturally present to support their children.

Addressing Engagement Barriers: While traditional forums like School Board meetings and digital surveys see lower participation rates, the school recognizes several systemic hurdles to engagement. These include conflicting work schedules, a lack of reliable transportation, and the time constraints of extracurricular activities. To ensure a representative LCAP, the school is actively developing strategies to meet families in the high-engagement spaces they already frequent, such as third-quarter conferences scheduled for the month of April 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Over the next three years, Pacific View Charter School will develop and implement a comprehensive, data-driven Multiple Tiered System of Support (MTSS) school framework that integrates all students' academic, behavioral, and social-emotional support. This framework will be built upon a foundation of strong collaboration and communication among students, staff, parents, and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad transformational goal aligns with our educational partner needs assessments, WASC, and site action plans. By achieving this goal, Pacific View Charter School will significantly enhance its capacity to meet the diverse needs of its students, close achievement gaps, and prepare all learners for success in school and beyond. By June 2027, PVCS will have established a fully operational MTSS system that:

1. Utilizes universal feedback and needs assessments, "screening tools," and ongoing progress monitoring to identify students' needs and inform data-based decision-making at all tiers of support.
2. Provides high-quality, evidence-based instruction and interventions that are responsive to students' diverse needs and promote equitable access to learning opportunities.
3. Engages and empowers staff through ongoing professional development, collaboration, and resource allocation to effectively implement and sustain MTSS practices.
4. Fosters meaningful partnerships with parents and the community to support student success through regular communication, education, and opportunities for involvement.
5. Continuously evaluates and refines the MTSS framework based on student outcomes, stakeholder feedback, and best practices in order to ensure a positive, inclusive, and supportive learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers, Instructional Materials, and Facilities. P1	100% of teachers and administrators are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair. (2023-2024 Local Data)	100% of teachers and administrators are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair. (2024-2025 Local Data)	100% of teachers and administrators are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair. (2025-2026 Local Data)	Maintain 100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair.	Maintained
1.2	Implementation of State Standards. P2	Academic content standards including English learners, are fully implemented. (2023-2024 Local Data)	Academic content standards, including English learners, are fully implemented. (2024-2025 Local Data)	Academic content standards including English learners, are fully implemented. (2025-2026 Local Data)	Maintain academic content standards including English learners, are fully implemented.	Maintained
1.3	Parent Involvement. P3	Seek parent input in decision making, including our MTSS Frameworks, and promotion of parent participation in programs for unduplicated pupils and special need subgroups. (2023-2024 Local Data)	Seek parent input in decision making, including our MTSS Frameworks, and promotion of parent participation in programs for unduplicated pupils and special need subgroups. (2024-2025 Local Data)	Seek parent input in decision making, including our MTSS Frameworks, and promotion of parent participation in programs for unduplicated pupils and special need subgroups. (2025-2026 Local Data, reported by school/community liaison to Board of Trustees December 2025)	Continue to seek parent input for all grades in decision making, including our MTSS Frameworks, and promotion of parent participation in programs for unduplicated pupils and special need subgroups.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Sense of Safety and School Connectedness. P6	Internal surveys, community needs surveys report: Overall Satisfaction Percentage LEA Students: 92% LEA Families: 97% LEA Staff: 100%	Internal surveys, community needs surveys report: Overall Satisfaction Percentage LEA Students: 91% LEA Families: 95% LEA Staff: 100%	Internal surveys, community needs surveys report: Overall Satisfaction Percentage LEA Students: 86% LEA Families: 94%: LEA Staff: 100%	A universal screening tool will be developed for both sites to report back on a greater than 90% sense of safety and school connectedness (Overall Satisfaction Percentage) by 2027	Declined LEA Students -4%
1.5	Attendance Rate. P5	% of ADA on students enrolled for the year, as measured by SchoolWise for Months 1 through 8 (AKA P2): LEA Total: 99.01% (2023-2024 Count Date 04/12/2024)	% of ADA on students enrolled for the year, as measured by SchoolWise for Months 1 through 8 (AKA P2): LEA Total: 98.10% (2024-2025 Count Date 04/18/2025)	% of ADA on students enrolled for the year, as measured by SchoolWise for Months 1 through 8 (AKA P2): LEA Total: % 95.44% (2025-2026 Count Date 04/10/2026)	Attendance work records will maintain a 99%-100% ADA of enrolled students through 2027. (2026-2027 Count Date April 2027)	Declined -3.56%
1.6	Student Enrollment. P8	Enrollment for the 2023-2024 year, as measured by SchoolWise: LEA Total: 154 (Count Date 04/12/2024)	Enrollment for the 2024-2025 year, as measured by SchoolWise: LEA Total: 160 (Count Date 04/18/2025)	Enrollment for the 2025-2026 year, as measured by SchoolWise: LEA Total: 145 (Count Date April 10, 2026)	Maintain or increase student enrollment from baseline as measured by student information systems.	Declined -5.84%
1.7	Pupil Access to a Broad Course of Study. P7	[All] pupils are enrolled in a broad course of study as defined in Ed	[All] pupils are enrolled in a broad course of study as defined in Ed Code	[All] pupils are enrolled in a broad course of study as defined in Ed Code	Maintain [All] pupils are enrolled in a broad course of study as defined	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Code 51220 (2023-24 Local data)	51220 (2024-25 Local data)	51220 (2025-2026 Local data)	in Ed Code 51220 (2023-24 Local data)	

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.

Analysis of Success

In the second year of our three-year cycle, Pacific View Charter School (PVCS) has made significant progress in developing a responsive, data-driven Multi-Tiered System of Support (MTSS). Our success is defined by a strong operational foundation and overwhelmingly positive stakeholder feedback regarding our school climate and family partnership initiatives.

Operational Achievements:

Basic Services (Metric 1.1): We have maintained full compliance, with 100% of teachers fully credentialed and all instructional materials fully aligned with state standards.

Curriculum & Standards (Metric 1.2 & 1.7): Our commitment to a broad course of study remains steady. We have successfully deepened our MTSS framework, specifically focusing on Tier 2 and Tier 3 interventions. This includes the implementation of a "universal screener" to identify early literacy needs, allowing for immediate, targeted intervention.

Responsive Support Structures: We successfully strengthened our tiered reengagement processes. By introducing targeted "academic support" meetings, increasing flexibility in scheduling, and extending assignment completion timelines, we have created more responsive support structures for students.

Family Partnership (Metric 1.3): We continue to offer diverse engagement opportunities, ensuring families are a vital component of the independent study process. These initiatives, along with attendance counts and family feedback, are documented and presented regularly to the Board of Trustees (most recently in December 2025).

Stakeholder Engagement (Evidence of Progress):
Recent stakeholder survey data confirms that our current strategies for fostering an inclusive, supportive environment are highly effective:

Inclusive Climate: 100% of respondents identified the school as a welcoming and inclusive environment.

Safety & Support: 97.1% of families report that their child feels safe and supported at school, indicating that our social-emotional initiatives are successfully reaching students.

Resource Accessibility: 100% of respondents confirmed that the school provides access to necessary resources (e.g., food assistance, mental health services), reflecting our success in removing non-academic barriers to learning.

Communication & Input: 97.1% of stakeholders feel comfortable communicating with staff, and 100% of participants expressed satisfaction with the personalized academic support provided to meet their child's specific needs.

Challenges and Areas for Growth

While foundational infrastructure is robust, the data highlights critical areas requiring attention in Year 3.

Student Attendance (Metric 1.5): We observed a decline in attendance (95.44% in 2025-26). An audit of student work samples suggests this is tied to increased student disengagement. Notably, our decision to extend reengagement timelines—while intentionally designed to provide more intensive support before initiating dismissal—impacted our overall ADA. Moving forward, we will refine this process to balance retention support with attendance accountability. (Quick note: the intentional extension of the reengagement timelines was due to a deliberate, student-centered choice rather than a failure of process)

Student Satisfaction (Metric 1.4): While family satisfaction is high, student self-reported satisfaction data indicate a disconnect. 67% of students reported being "maybe" or "not" excited/interested in lessons, and 37% reported that their family "rarely/never" gets involved in school activities (contrasting with the 97% reported by families). We will investigate these gaps to improve student engagement in coursework and better align family involvement strategies with the student experience.

Enrollment Trends (Metric 1.6): Our historical enrollment shows a downward trajectory (180 students in 2015-16 to 126 in 2025-26), mirroring broader regional demographic declines in Humboldt County. To address this, we are recalibrating our MTSS framework to prioritize early warning indicators for disengagement, allowing us to proactively support students before they reach the point of potential disenrollment.

Implementation Capacity: The transition from Tier 1 to more intensive Tier 2/3 behavioral and social-emotional interventions has been slower than projected. Staff capacity was heavily utilized to address immediate attendance and engagement challenges this year; however, we remain committed to fully scaling these interventions in the coming year.

Next Steps

Student Attendance:

Student Satisfaction: The district will conduct focus groups to understand the discrepancy between student and parent perceptions of family engagement.
Enrollment Trends:
Implementation Capacity:

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.

Goal 1, Action 1 - Due to a decline in enrollment, we reduced a principal and teaching position mid year.
Goal 1, Action 4 - Due to a decline in enrollment, we reduced a principal position mid year.
Goal 1, Action 5 - Costs to replace the flooring in the gymnasium were higher than originally anticipated.

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

To date, Pacific View Charter School has successfully built a solid operational foundation. By ensuring we have 100% credentialed teachers, high-quality learning materials, and clear re-engagement structures, we have established the necessary infrastructure to launch our MTSS framework. However, these actions have been less effective at reversing the recent declines in student attendance and satisfaction. While our current support systems have helped, our data shows that we need a more personalized approach to improve student engagement and family involvement. Moving forward, we are adjusting our strategy to focus more directly on these needs. We will integrate the Community School Liaison's role into our MTSS framework to proactively reach out to families with limited engagement. Additionally, we are streamlining our re-engagement process so that if a student shows early signs of disengagement, we immediately bring together a support team—including administration, teachers, support staff, and families—to create a plan for success. This shift will ensure our strong foundation leads to better engagement and student outcomes in the final year of our plan.

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 were made to the core LCAP goal or the primary metrics. However, based on the Year 2 outcomes, the school will refine the actions for the coming year. We will increase focus on attendance recovery programs and targeted social-emotional learning (SEL) supports within the MTSS framework to address the specific decline in student satisfaction and attendance. These adjustments are designed to ensure that the final year of the three-year plan effectively reverses the downward trends observed in the 2025-26 data.

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	Basic Services	All classroom teachers and administrators are fully credentialed and appropriately assigned based on their credential. In addition, instructional materials are aligned to the California State Common Core Standards and a sufficient number of texts/materials are available to all students in all grade levels. School facilities, although leased, are kept in good repair as measured by the FIT.	$1,127,969.00	No
1.2	Access and Enrollment in a Broad Course of Study	All enrolled students have access to enrollment and a broad course of study as evidence by CALPADS and The California State Dashboard CCI and Graduation metrics.	$310,043.00	No Yes
1.3	Community School Implementation and Engagement	From a developed Community School strategic action plan, Pacific View Charter will allocate resources to support the 4 Pillars of a California Community School to support both schools MTSS framework and MTSS continuous improvment engagement : 1. Integrated Student Supports: Addressing students' academic, social-emotional, and physical health needs Providing access to resources such as counseling, health services, and social services Collaborating with community partners to offer additional support and resources 2. Family and Community Engagement: Building strong relationships with students' families and the broader community Involving families in decision-making processes and school activities Providing opportunities for family education, leadership, and empowerment Partnering with community organizations to enhance learning experiences and opportunities 3. Collaborative Leadership and Practices: Fostering a shared leadership model that includes administrators, teachers, staff, students, and families Emphasizing professional development and continuous improvement for all staff members	$150,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Promoting a culture of collaboration, trust, and collective responsibility Engaging in data-driven decision-making and regularly assessing school practices 4.Extended Learning Time and Opportunities: Offering expanded learning time, such as longer school days or years, to provide additional academic support Providing enrichment activities, such as arts, music, sports, and community service projects Creating opportunities for experiential and project-based learning Partnering with community organizations to offer internships, apprenticeships, and other real-world learning experiences in aims to create a comprehensive, equitable, and engaging learning environment that supports the whole child and promotes long-term success.		
1.4	Full MTSS implementation and data driven continous improvement plans	School sites will train staff and adopt the Current California state MTSS framework. After all staff are trained at both sites, staff will utilize community partners, student, parents, and staff to create a MTSS handbook along with the elements and resources needed to execute such handbook. The elements of MTSS in California State Schools include: 1. High-quality, differentiated classroom instruction: Providing engaging, standards-aligned instruction that meets the diverse needs of all students Using research-based instructional strategies and materials Regularly assessing student progress and adjusting instruction accordingly 2. Universal screening and early identification: Conducting regular assessments to identify students who may need additional support Using valid, reliable, and culturally responsive screening tools Analyzing data to inform instructional decisions and interventions 3. Tiered levels of support: Tier 1: High-quality, universal instruction for all students Tier 2: Targeted interventions for students who need additional support	$22,997.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Tier 3: Intensive, individualized interventions for students with significant needs 4. Data-driven decision making: Using multiple sources of data to guide instructional and intervention decisions Regularly monitoring student progress and adjusting support as needed Collaborating with school teams to analyze data and plan interventions 5. Collaborative problem-solving teams: Establishing school-based teams that include administrators, teachers, specialists, and families Meeting regularly to review data, discuss student needs, and plan interventions Coordinating resources and support across grade levels and content areas 6. Family and community engagement: Involving families in the MTSS process and decision-making Providing regular communication and resources to support learning at home Collaborating with community partners to provide additional support and resources 7. Continuous improvement and professional learning: Providing ongoing professional development for all staff members on MTSS practices Regularly evaluating the effectiveness of MTSS implementation and making data-driven improvements Sharing best practices and collaborating with other schools and districts		
1.5	Campus Improvements	PVCS will continue to make upgrades to both sites to support our MTSS and Community school efforts. This includes the planning stages of a multipurpose outdoor assembly area that can be converted into recreation and future vehicle space, improvements in the classrooms, kitchens, hallways, office and playgrounds.	$246,569.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Over the next three years, Pacific View Charter School will focus on significantly improving student achievement as measured by the California School Dashboard and local academic indicators. By June 2027, PVCS aims to: 1. Increase the percentage of students meeting or exceeding standards in English Language Arts (ELA) and Mathematics on state assessments by at least 20 percentage points, with a particular focus on closing achievement gaps for student groups in the "Red" and "Orange" categories. 2. Ensure that all student groups, including those currently in the "Red" and "Orange" categories, demonstrate continuous improvement and progress toward the "Green" or "Blue" performance levels on the California School Dashboard. 3. Implement a robust, standards-aligned curriculum and instructional practices that promote critical thinking, problem-solving, and college and career readiness skills across all grade levels. 4. Utilize formative and summative assessments to regularly monitor student progress, inform instruction, and provide targeted interventions and support to students who are struggling academically. 5. Provide ongoing professional development and collaboration opportunities for teachers and staff to enhance their skills in data analysis, differentiated instruction, and evidence-based practices that support student learning and achievement.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This academic focus goal aligns with our educational partner needs assessments, WASC, and site action plans. By achieving these goals, Pacific View Charter School will demonstrate significant growth in student achievement, exceed state and local academic indicators, and ensure that all students are well-prepared for success in high school, college, and beyond. This commitment to academic excellence and continuous improvement will position PVCS as a model for student success, equitable outcomes in the region.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Scores. P4	All: 63.6 Below Standard SED: 71.1 Points Below Standard (2023 Dashboard Data)	All: 83.4 Points Below standard. SED 87.5 Points Below Standard (2024 Dashboard Data)	All Students: 80.5 Points Below Standard. SED 78.8 Points Below Standard (2025 Dashboard Data)	All (including SED): Increase the percentage of students meeting or exceeding standards by at least 20 percentage points to: ALL: 43.6 Points Below Standard. SED: 51.1Points Below Standard. (2026 Dashboard Data) - Future Data	All Students: 36.9 Points Below Year 3 Target SED 27.7 Points Below Year 3 Target
2.2	Math CAASPP Scores. P4	All: 116.6 Below Standard SED: 123.2 Below Standard (2023 Dashboard Data)	All: 126.7 Points Below Standard. SED: 127 Points Below Standard. (2024 Dashboard Data)	All 126.6 Points Below Standard. SED 127.4 Points Below Standard (2025 Dashboard Data)	All (including SED): Increase the percentage of students meeting or exceeding standards by at least 20 percentage points to: ALL: 96.6 Points Below Standard. SED: 103.2 Points Below Standard.	All Students: 30 Points Below Year 3 Target SED 24.2 Points Below Year 3 Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2026 Dashboard Data) - Future Data	
2.3	CA Science Test Scores (CAST). P4	Not Reported (2023 Dashboard Data)	All: 21.6 Points Below Standard. SED: 27.7 Points Below Standard. (2024 Dashboard Data)	All 49.9 Standard Points SED 52 Standard Points (2025 Dashboard Data)	All (including SED): Increase the percentage of students meeting or exceeding standards by at least 20 percentage points to: ALL: At Standard. SED: At Standard. (2026 Dashboard Data) - Future Data	All Students: 22.8 Points Above Year 3 Target SED 24.3 Points Above Year 3 Target
2.4	English Learner Progress. P4	100% making progress toward English proficiency (2023 Dashboard Data)	Fewer than 11 - No results reported	Fewer than 11 - No results reported	100% making progress toward English proficiency (2023 Dashboard)	Less than 10 students: Progress protected for Student privacy.
2.5	English Learner Reclassification Rate. P4	N/A% reclassified (2023 CALPADS)	Fewer than 11 - No results reported	Fewer than 11 - No results reported	Maintain or exceed State Average % reclassified (2026 CALPADS) - Future Data	Fewer than 11 - No results reported
2.6	College and Career Indicator Readiness as measured from: A-G completion, CTE	6.7% Prepared (2023 Dashboard Data)	Fewer than 11 - No results reported	16.7% Prepared	70% completion rate	53.3% below Year 3 Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway Completion, College Course Completion, CAASPP, and advanced placement. P4				(2026 Dashboard) - Future Data	
2.7	Graduation Rate: Incorporates Middle and High School Drop out Rates. P5	93.8% graduation rate (2023 Dashboard Data)	Fewer than 11 - No results reported	94.4% Graduated (2025 Dashboard)	Maintain or exceed state average of 87.8% (2025 Dashboard)	6.6 above state graduation rate
2.8	Suspension/Expulsion Rate	All: 0.6% SED: 0.7% SWD: 2.6% (2023 Dashboard Data)	All: 1.6% SWD: 5% 2+Races: 5% (2024 Dashboard Data)	All: 0.5% SWD: 1.9% (2025 Dashboard Data)	All: Below State Average SED: Below State Average (2026 Dashboard) - Future Data	All: 2.4% Below State Average SED: Same as State Average

Goal Analysis [2025-26]

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

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

Overall Implementation and Performance Summary: In the 2025-26 academic year, Pacific View Charter School (PVCS) demonstrated significant progress in several key academic indicators, most notably in Science and overall student engagement, while identifying clear areas for growth in ELA, Mathematics, and College/Career readiness.

The school has successfully shifted from a "foundational" phase to an "active implementation" phase. The 2025 data indicate that while standardized test scores in ELA and Math remain below state standards, there is clear movement toward positive growth. The most striking success has been in Science, where the school moved from negative performance points to exceeding standards.

Metric	2025 Outcome	Status/Notes
ELA (CAASPP)	80.5 pts below (All) / 78.8 pts below (SED)	Steady improvement required.
Math (CAASPP)	126.6 pts below (All) / 127.4 pts below (SED)	Significant gap remains; priority for growth.
Science (CAST)	49.9 pts above (All) / 52 pts above (SED)	Success: Significant rebound from 2024.
Graduation Rate	94.40%	Strong performance; exceeds state targets.
CCI Readiness	16.7% Prepared	Improvement noted, but below 70% target.

Suspension Rate 0.5% (All)	Maintained low levels.

Successes

Science Performance Rebound: The transition from "Below Standard" in 2024 to achieving positive standard points in 2025 represents the most significant academic win of the year. This confirms that the instructional shifts in science are effective.

Equitable Growth: Equity in achievement is a highlight for 2025. Socioeconomically Disadvantaged (SED) students achieved parity with or slightly outperformed the "All Students" group in Science, indicating that current interventions are successfully reaching the targeted student populations.

Stability in Engagement: With a 94.4% graduation rate and a low 0.5% suspension rate, the school is successfully maintaining a supportive and engaging environment for students.

Challenges & Implementation Gaps

Math and ELA Growth Trends: While improvement trends are positive, the rate of growth in ELA and Math is slower than desired. The 4.3% performance gap between all students and SED students in Math suggests that current Tier 2/Tier 3 interventions need further refinement and targeted allocation of resources, such as increased in-class interventions and support personnel.

College and Career Indicator (CCI): While 16.7% is an improvement, it remains a significant distance from the 70% target. The data indicates that current actions—though directionally correct—have not yet achieved the scale required to impact graduation-level readiness metrics.

Consistency: Implementation of Tier 3 interventions is still in a developmental phase, and inconsistency in differentiation across classrooms remains a barrier to closing the achievement gap.

Recommendations for 2026-27

Refine Intervention Tiers: Strengthen Tier 2 and Tier 3 systems, particularly in Mathematics. The focus should move from initial diagnostic use to consistent, data-driven instructional adjustments in real-time.

Strengthen CCI Focus: Given the proximity to graduation and the current 16.7% CCI rate, the school must prioritize the integration of A-G aligned coursework and expand CTE pathway enrollment.

Data-Driven Collaboration: Increase structured time for staff collaboration. Data analysis must be translated more efficiently into "prescriptive" classroom strategies to ensure the 20-percentage-point growth target remains achievable.

Sustainability: Build on the "Science Rebound" model by applying similar inquiry-based and data-informed instructional practices to the ELA and Math departments.

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.

Goal 2, Action 1 - Due to a decline in enrollment, a teaching position was reduced mid year.
Goal 2, Action 4 - We received additional learning recovery funds that were utilized for intervention based on our needs assessment.

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

The actions implemented under Goal 2 have established a critical foundation for academic improvement, though performance results indicate the school remains in an early, transitional phase of implementation. The overall effectiveness of these actions has been mixed, characterized by successful systems adoption offset by the need for deeper instructional consistency.

1. Diagnostic and Instructional Systems (ELA/Math)

Effectiveness: The adoption of diagnostic and prescriptive tools has been effective in providing staff with a clearer understanding of student learning gaps. The quarterly administration of universal screening assessments, formative and beginning/middle/end-of-year summative assessments, and the subsequent use of data review protocols in collaborative meetings have successfully moved the school from subjective evaluation to data-driven grouping for Tier 1 and Tier 2 interventions.

Areas for Growth: While Tier 1 and Tier 2 systems are active, the full implementation of Tier 3 individualized interventions remains developmental. Variability in the depth of differentiation across classrooms persists, indicating that professional development has improved staff capacity, but not yet reached the level of consistent, high-impact instructional delivery required to close the achievement gap.

2. Support for Students with Disabilities

Effectiveness: The school has made significant progress in formalizing post-secondary transition planning. The integration of self-advocacy, independent living skills, and career exploration into the curriculum has created a more cohesive framework for student growth. Furthermore, the establishment of partnerships with external agencies and the alignment of IEP goals with post-secondary pathways represent a successful operational shift.

Areas for Growth: Moving forward, the effectiveness of these supports hinges on sustained implementation and more granular tracking of outcomes to ensure that resources are consistently aligned with individual student needs and interests.

3. College and Career Readiness (CCI)

Effectiveness: Initial steps toward increasing post-secondary success—specifically the expansion of CTE pathways, dual enrollment opportunities, and enhanced academic counseling—have successfully raised student awareness regarding college and career options.

Areas for Growth: Despite these efforts, the impact on official College and Career Indicator (CCI) readiness remains limited. The data reflects a clear need to scale these efforts. To achieve the 70% target, the school must transition from providing "access" to ensuring "completion."

This requires a more rigorous alignment of graduation requirements with A-G standards and a more robust implementation of "D/F" recovery programs.

The actions taken to date are directionally aligned with the school's long-term objectives. While foundational systems are now in place, the next phase of implementation must prioritize the "scaling" and "refining" of these actions—specifically in Tier 3 interventions and A-G aligned course completion—to translate current efforts into measurable gains on state assessments and the California School Dashboard.

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

As a result of reflections on prior practice and analysis of student performance data, several refinements have been made to the planned actions for the coming year under Goal 2:

Strengthened Intervention Systems: There will be an increased emphasis on bolstering Tier 2 and Tier 3 intervention systems to provide more targeted and individualized academic support in both ELA and Mathematics.

Enhanced Data Analysis: The school plans to improve data analysis practices by providing more structured, dedicated time for teacher collaboration, specifically focused on assessment results and making real-time instructional adjustments.

Expanded College & Career Readiness (CCI): In response to ongoing challenges in this area, actions will be expanded to include:

More comprehensive academic counseling.

A review of graduation requirement alignment with A-G criteria.

Intentional outreach to increase student enrollment in dual/concurrent enrollment and CTE pathway programs.

Refined Support for Students with Disabilities: Support will be improved through the stronger integration of transition planning into regular instruction and expanded collaboration with community partners.

These changes are designed to build upon the foundational work already established and accelerate progress toward meeting the school's long-term academic achievement goals.

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	Diagnostic and Student Prescription for ELA and Math	Both sites will develop or adopt a diagnostic and prescription tool(s)/process for ELA and Math that: To diagnose student learning, we will: 1. Administer universal screening assessments three times per year to identify students who may need additional support. (Renaissance Reading and Math and DIBELS) 2. Use formative assessments and classroom observations to monitor student progress and adjust instruction accordingly. 3. Analyze student data regularly in collaborative team meetings to identify trends, gaps, and areas for improvement. (Collaborative data analysis 3 times per quarter) Prescribe student interventions based on individual or group need: Tier 1: Provide high-quality, differentiated instruction in the classroom that meets the diverse needs of all students. Tier 2: Offer targeted, small-group interventions for students who need additional support in specific skill areas. Tier 3: Develop intensive, individualized interventions for students with significant needs, in collaboration with families and specialists. Throughout the intervention process, we will: 1. Monitor student progress regularly using a variety of assessment tools and data sources. 2. Adjust interventions as needed based on student response and progress. 3. Communicate regularly with families and involve them in the intervention process. 4. Provide ongoing professional development and support for teachers and staff to ensure high-quality instruction and intervention.	$295,358.00	No Yes
2.2	Success for Students with Disabilities	Support students with disabilities in post-secondary transitions by developing individualized plans, providing career exploration opportunities, offering targeted coursework and skill-building aligned with their goals, and collaborating with community partners to ensure real-world learning experiences. We will integrate self-determination and self-advocacy skills into the curriculum, teach students their rights and responsibilities, assist	$282,343.00	No

Action #	Title	Description	Total Funds	Contributing
		with the college application process, and offer workshops on independent living skills. Throughout the transition process, we will monitor progress, collaborate with families and adult service providers, celebrate successes, and provide ongoing support to help students thrive in their chosen paths.		
2.3	Post Secondary Success for all Students	Increase College and Career Indicator Readiness by allocating funds to increase access to CTE pathway completion, community college dual/concurrent enrollment, align graduation requirements to A-G completion, secondary academic counseling, and mandatory "D/F" recovery programs.	$40,883.00	No Yes

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
$412,728.00	$40,654.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.855%	0.000%	$0.00	27.855%

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:** Basic Services **Need:** Basic staff and facility actions are required to align with our vision and mission. At our WASC Accredited California Public School, we're committed to fostering an environment where all students thrive academically, socially, and personally. We believe in providing a dynamic and innovative	1. Basic services must fund staff and facilities at both school sites to support all students, including "low-income." 2. The Staff and facility actions will address all students including unduplicated populations.	1.1 Teachers, Instructional Materials, and Facilities. Supplementary Indicators Include metric #s 1.2-1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational experience tailored to each student's unique needs and interests. This basic services action provides the highest standards of excellence in education, ensuring that our students receive a well-rounded education that prepares them for success in college, career, and beyond. Our school demographic identifies with 80% or more of our students as "low-income". Therefore all actions will be written for support for unduplicated student group "low-income." **Scope:**		
1.2	**Action:** Access and Enrollment in a Broad Course of Study **Need:** CA Ed Code 51220. For students in grades 1 through 6, a Broad Course of Study includes English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education courses. For students in grades 7 through 12, a Broad Course of Studies includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. Our school demographic identifies 80% or more of our students as "low-income." Therefore, all actions will be written to support this unduplicated student group.	Resource allocations to fund access to a broad course of study for State Law Compliance. Our current greatest need is at the 7-12 level in Career Technical Education. K-12 greatest need is an increase in visual and performing arts. Therefore, allocations are LEA-wide.	1.6 All pupils are enrolled in a broad course of study. Supplementary Indicators Include: 1.2 Implementation of State Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Community School Implementation and Engagement **Need:** Pacific View Charter received a 5-year implementation grant for the Community School. This implementation grant funds a school liaison to carry out a shared educational partner's "strategic action plan." This action plan will support all students, including unduplicated students, with services outside the school in the community, based on the four pillars of community school: 1. Integrated Student Supports 2. Family and Community Engagement 3. Collaborative Leadership and Practices 4. Extended Learning Time and Opportunities **Scope:** LEA-wide	Pacific View Charter received a 5-year implementation grant for Community School. Additional resources must be allocated to support future community school actions and measures. Such as transportation to community resources, family and community engagement, integrated student supports (wrap-around services/mental health), and extended learning opportunities. Collaborative Leadership Practices also require funding nonprofessional development and developing a culture of collaboration and continuous improvement.	1.4 Sense of Safety and School Connectedness 1.3 Parent Involvement 1.5 Attendance Rate 1.7 Student Enrollment
1.4	**Action:** Full MTSS implementation and data driven continous improvement plans **Need:** A comprehensive framework is needed to streamline resources to address the academic, behavioral, and social-emotional needs of all	MTSS is an organizational framework based on collaboration and shared responsibility of all staff. This action will be transformational across the Pacific View Charter Organization, requiring asset allocation in professional development certification, program alignment to the framework, and adoption of site MTSS handbooks that contain	1.1-1.7 -Teachers,Instructional materials, and Facilities -Implementation of Stat Standards -Parent Involvement -Sense of Safety and School Connectedness

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
	students. The goal of MTSS is provide a proactive, data-driven approach to identify and support students who may be struggling, ensuring that they receive the appropriate interventions and resources to succeed. MTSS requires collaboration and shared responsibility: Fostering a culture of collaboration among school staff, families, and community partners to support student learning and well-being. **Scope:** LEA-wide	additional measures to integrate community school assets.	-Attendance Rate -Pupil Access to a Broad Course of Study -Student Enrollment
1.5	**Action:** Campus Improvements **Need:** General Upkeep at both sites and technological upgrades required. Additional campus allocations are needed for our full MTSS and community school adoption. **Scope:** LEA-wide	MTSS and community school adoption is occurring at both sites and may require LEA-Wide allocation adoptions.	1.4 Sense of Safety and School Connectedness Supplementary Indicators: 1.3 Parent Involvement 1.5 Attendance Rate 1.7 Student Enrollment
2.1	**Action:** Diagnostic and Student Prescription for ELA and Math **Need:** Students are struggling in Math and ELA (LEA-wide), as demonstrated in metrics from the past LCAPS and educational partner surveys. A student-centered diagnostic and	Resources must be allocated for both schools to develop or adopt a diagnostic and prescription process for students to attain grade-level averages on ELA and Math CAASPP testing. This measure is LEA-wide because the entire LEA is affected.	2.1 ELA CAASPP Scores 2.2 Math CAASPP Scores

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
	prescription approach would identify needs and provide intervention. Based on the 2023 Dashboard, our low-income student demographics are the greatest need sub-group. **Scope:** LEA-wide		
2.2	**Action:** Success for Students with Disabilities **Need:** Resource allocations are needed for identification and support for students with disabilities. These students need extra resources and support to meet their IEP goals and future success beyond. At the secondary level, additional resources are needed for work readiness, daily living skills, and possible college entrance. **Scope:**	Both sites contain students with IEPs. Therefore this is an LEA wide action.	2.1-2.8 -ELA CAASPP Scores -Math CAASPP Scores -CAST Scores -English Learner Progress -English Learner Reclassification Rate -CCI Readiness -Graduation Rate -Suspension/Expulsion Rate
2.3	**Action:** Post Secondary Success for all Students **Need:** College and Career Readiness is 6% at Pacific View Charter. This metric is our lowest metric and needs a greater targeted support. In order to be CCI ready, students need access to CTE, community college, and A-G support.	This is a Schoolwide action for the MARC because the school contains 9-12th grade students.	2.6 College and Career Readiness 2.7 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
	Scope: Schoolwide		

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

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

N/A

Additional Concentration Grant Funding

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

Pacific View Charter allocates funding to many part time certificated staff to maintain a small student to certificated staff ratio. Moreover, certificated staff are contracted to provide CTE and SPED services. As a school with a greater than 80% listed below the poverty level, all measures specifically target that population and utilize the additional concentration grant add-on funding. English learner population and foster youth vary year to year usually making up .1%-5% our population. However, internal measures are made to provide supports for those students as well.

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		1/25
Staff-to-student ratio of certificated staff providing direct services to students		1/8

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	$1,481,701.00	412,728.00	27.855%	0.000%	27.855%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,787,782.00	$477,547.00	$25,800.00	$185,034.00	$2,476,162.00	$1,494,838.00	$981,324.00

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	Basic Services	All Students with Disabilities	No			All Schools	Ongoing	$569,893.00	$558,076.00	$796,012.00	$176,537.00	$10,800.00	$144,620.00	$1,127,969.00	
1	1.2	Access and Enrollment in a Broad Course of Study	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$302,543.00	$7,500.00	$310,043.00				$310,043.00	
1	1.3	Community School Implementation and Engagement	All Students with Disabilities	No Yes	LEA-wide		All Schools	Ongoing	$92,968.00	$57,032.00		$150,000.00			$150,000.00	
1	1.4	Full MTSS implementation and data driven continous improvement plans	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,997.00	$0.00	$22,997.00				$22,997.00	
1	1.5	Campus Improvements	All Students with Disabilities	No Yes	LEA-wide		All Schools		$65,060.00	$181,509.00	$246,569.00				$246,569.00	
2	2.1	Diagnostic and Student Prescription for ELA and Math	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$295,358.00	$0.00	$295,358.00				$295,358.00	
2	2.2	Success for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$146,019.00	$136,324.00	$90,919.00	$151,010.00		$40,414.00	$282,343.00	
2	2.3	Post Secondary Success for all Students	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Moore Avenue Resource	Ongoing	$0.00	$40,883.00	$25,883.00		$15,000.00		$40,883.00	

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
							Center									

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
$1,481,701.00	412,728.00	27.855%	0.000%	27.855%	$900,850.00	0.000%	60.798 %	**Total:**	$900,850.00
								LEA-wide Total:	$874,967.00
								Limited Total:	$0.00
								Schoolwide Total:	$25,883.00

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	1.2	Access and Enrollment in a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,043.00	
1	1.3	Community School Implementation and Engagement	Yes	LEA-wide				
1	1.4	Full MTSS implementation and data driven continous improvement plans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,997.00	
1	1.5	Campus Improvements	Yes	LEA-wide			$246,569.00	
2	2.1	Diagnostic and Student Prescription for ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,358.00	
2	2.3	Post Secondary Success for all Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Moore Avenue Resource Center	$25,883.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,049,194.00	$2,852,567.00

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**	Basic Services	No	$1,521,044.00	$1,358,412.00
1	**1.2**	Access and Enrollment in a Broad Course of Study	No Yes	$417,223.00	$396,042.00
1	**1.3**	Community School Implementation and Engagement	No Yes	$150,000.00	$149,000.00
1	**1.4**	Full MTSS implementation and data driven continous improvement plans	No Yes	$36,137.00	$30,524.00
1	**1.5**	Campus Improvements	No Yes	$229,688.00	$267,940.00
2	**2.1**	Diagnostic and Student Prescription for ELA and Math	No Yes	$402,539.00	$316,157.00
2	**2.2**	Success for Students with Disabilities	No	$251,680.00	$240,054.00

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**	Post Secondary Success for all Students	No Yes	$40,883.00	$40,883.00
2	**2.4**	Early Intervention and Literacy Development - Learning Recovery			$53,555.00

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)
$392,876.00	$1,111,470.00	$925,587.00	$185,883.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Access and Enrollment in a Broad Course of Study	Yes	$417,223.00	$316,769.00		
1	1.3	Community School Implementation and Engagement	Yes				
1	1.4	Full MTSS implementation and data driven continous improvement plans	Yes	$36,137.00	$30,524.00		
1	1.5	Campus Improvements	Yes	$229,688.00	$236,254.00		
2	2.1	Diagnostic and Student Prescription for ELA and Math	Yes	$402,539.00	$316,157.00		
2	2.3	Post Secondary Success for all Students	Yes	$25,883.00	$25,883.00		

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)
$1,420,479	$392,876.00	0	27.658%	$925,587.00	0.000%	65.160%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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