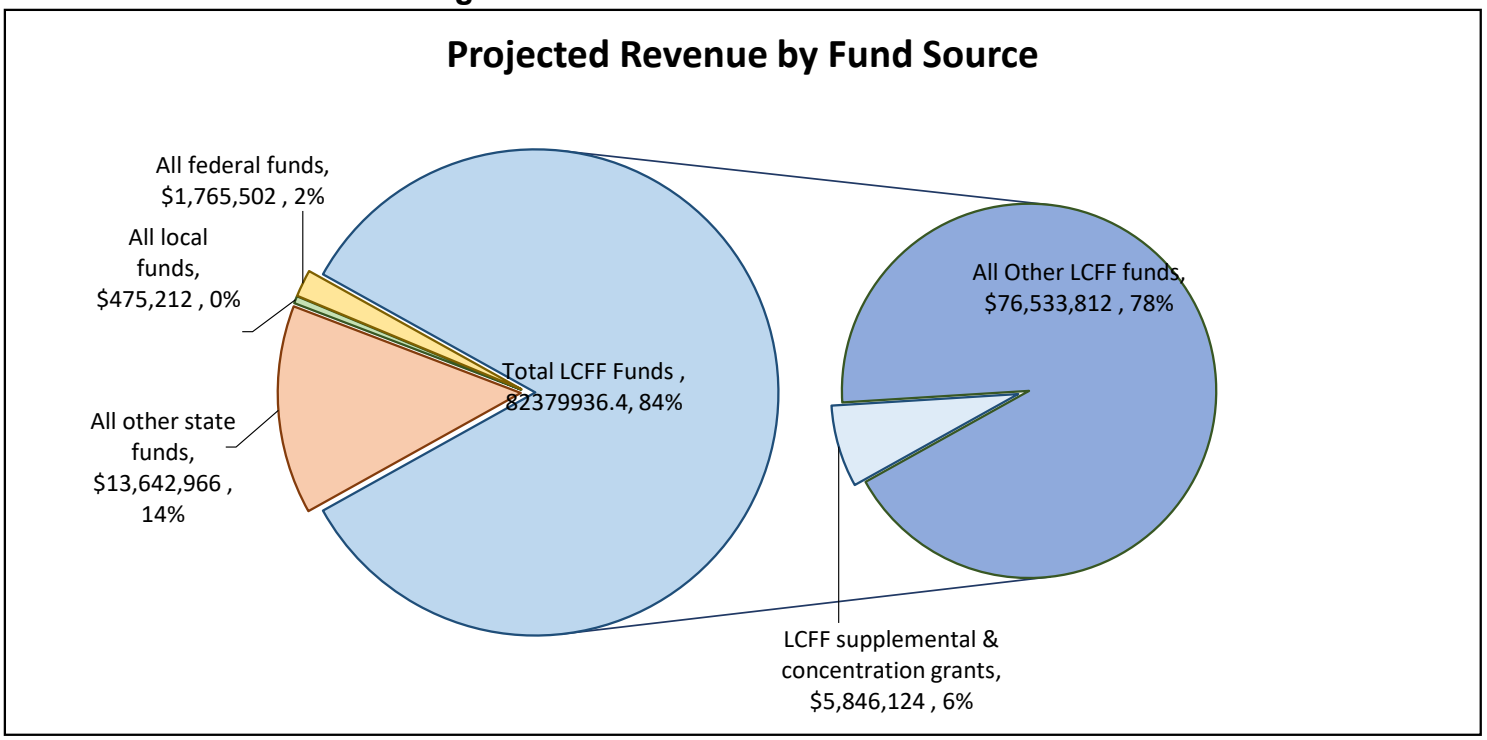
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Coast Academy
CDS Code: 37 68049 0136416
School Year: 2025-26
LEA contact information: Krystin Demofonte

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

Budget Overview for the 2025-26 School Year

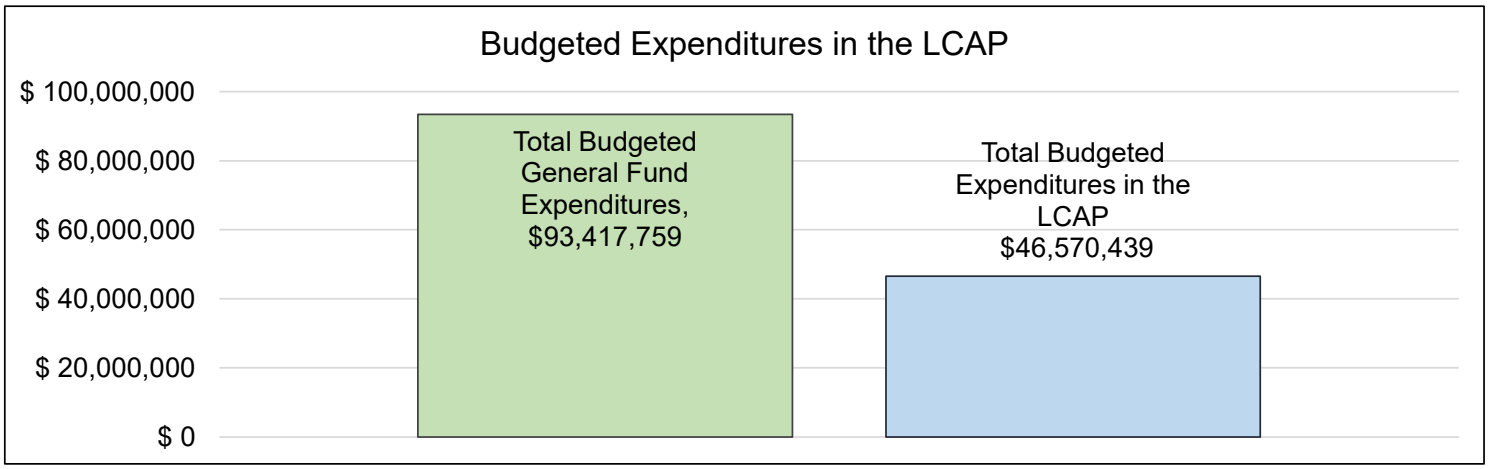


This chart shows the total general purpose revenue Pacific Coast Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Coast Academy is $98,263,616.28, of which $82,379,936.40 is Local Control Funding Formula (LCFF), $13,642,965.69 is other state funds, $475,211.73 is local funds, and $1,765,502.47 is federal funds. Of the $82,379,936.40 in LCFF Funds, $5,846,124.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Pacific Coast Academy plans to spend $93,417,759.32 for the 2025-26 school year. Of that amount, $46,570,439.00 is tied to actions/services in the LCAP and $46,847,320.32 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

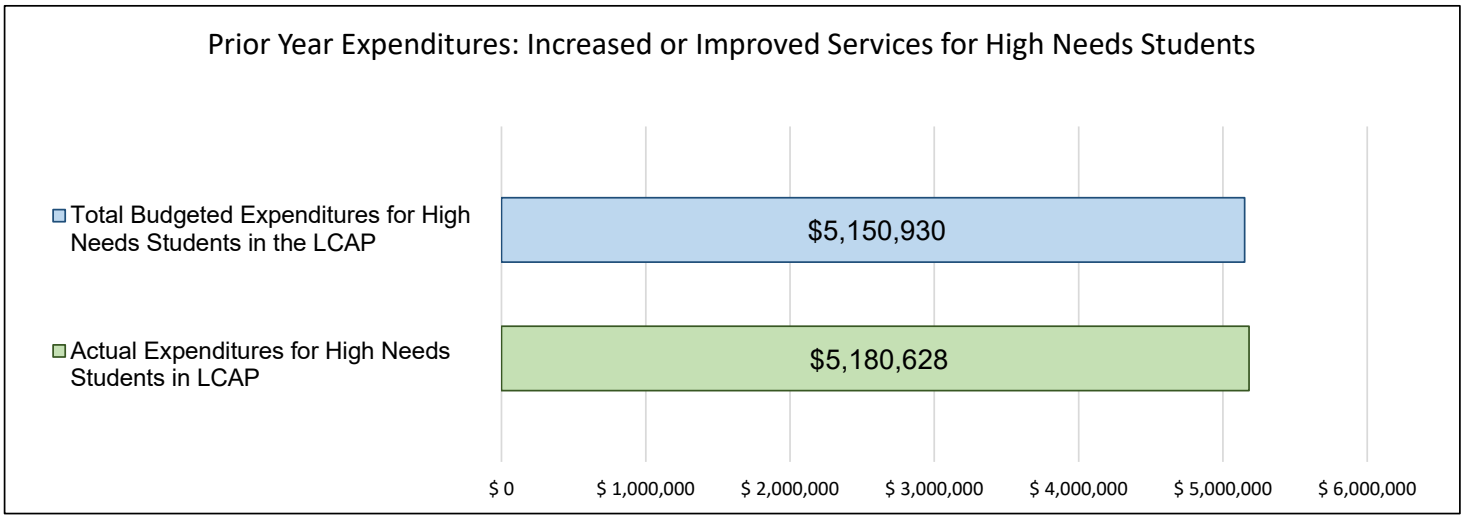
Other General Fund budget expenditures include those for cost of core services, overhead, restricted programs and Grants, some one-time and multi-year in nature allocated to the charter.

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

In 2025-26, Pacific Coast Academy is projecting it will receive $5,846,124.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific Coast Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Coast Academy plans to spend $5,846,249.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Pacific Coast Academy's LCAP budgeted $5,150,930.00 for planned actions to increase or improve services for high needs students. Pacific Coast Academy actually spent $5,180,628.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Coast Academy	Krystin Demofonte, Executive Director	krystin.demofonte@pacificcoastacademy.org (619) 749-1928

Plan Summary [2025-2026]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The mission of Pacific Coast Academy is to develop the individual gifts of our students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st Century. Our academic program is designed to be highly flexible and customizable.

Pacific Coast Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. Of our approximately 5,612 students, 38% are eligible for free/reduced lunch, 2% are English Learners, 1% are Homeless Youth, and 0.1% live in foster care. Our unduplicated priority group percentage is 40%. About 12% of our students have exceptional learning needs. Further, 52% of our students are White, 31% are Hispanic or Latino, 8% are Two or More Races, a little over 1% are Black or African American, 3% are Asian, a little over 1% are Filipino, 0.5% are American Native or Alaskan Native, and 0.2% are Native Hawaiian or Pacific Islander.

As a non-classroom-based independent study charter school, we pride ourselves in offering our students flexible, personalized learning experiences. We assign each family an appropriately credentialed home schoolteacher (HST). HSTs collaborate with families to create an individual education plan that best suits student learning needs and interests. HSTs also facilitate, guide, and monitor educational and emotional support as needed, similar to what a case manager teacher does within an exceptional needs' education environment. HSTs analyze academic progress with students and families during regularly scheduled meetings and schedule additional support as needed virtually and in person. The role of our HSTs is essential. Research demonstrates that establishing a meaningful relationship with at least one staff member fosters a sense of belonging among students that helps them overcome various risk factors in their lives, including exposure to trauma, poverty, or foster care and those learning English.

Pacific Coast Academy supports the successful transition of preschool-aged children into our transitional kindergarten (TK) program by collaborating with families during the enrollment process and offering individualized learning plans tailored to meet developmental needs. Credentialed Home School Teachers (HSTs) are assigned to each TK student and work closely with parents to assess early learning benchmarks

and readiness skills. HSTs also provide families with guidance on how to create learning environments at home that promote early literacy, numeracy, and social-emotional development.

Reflections: Annual Performance

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

Our Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over the next three years. The baseline data from 2022-23 school year will assist the school in establishing goals to reach by 2026-27 school year. The following is a review of PCA's academic data from 2023-2024 school year.

California Assessment of Student Performance and Progress (CAASPP) Data: Schoolwide and Student Group

- The student participation rate on the CAASPP assessments was 99% in 2024-25.
- The chart below lists the results of 2023-2024 California Smarter Balanced Summative Assessments for English language arts/literacy (ELA), Mathematics and Science from DataQuest. The chart also includes State of California data for comparison purpose.

Pacific Coast Academy CAASPP Student Group Data 2023-24	Total # of Students with scores	School % ELA Standards Met or Exceeded	State of CA % ELA Standards Met or Exceeded	School % Math Standards Met or Exceeded	State of CA % Math Standards Met or Exceeded	School % Science Standards Met or Exceeded	State of CA % Science Standards Met or Exceeded
All Students	3,023	50.25%	47.04%	37.08%	35.54%	43.08%	30.70%
Female	1,528	53.53%	51.09%	33.23%	33.56%	40.94%	30.04%
Male	1,494	46.86%	43.15%	40.99%	37.44%	45.22%	31.29%
Asian	105	79.05%	74.25%	67.61%	69.98%	59.38%	60.62%
Amer. Ind/Alaska Nat	15	40.00%	33.30%	26.67%	22.50%	<11 students	21.12%
Black/ Afr. American	45	22.22%	30.34%	11.11%	17.75%	10.00%	14.97%
Filipino	37	75.68%	70.84%	56.75%	57.52%	70.58%	50.46%
Hispanic/ Latino	891	45.46%	36.78%	29.74%	23.73%	38.30%	19.58%
Native Hawaiian or PI	8	< 11 students					
White	1,593	50.66%	60.24%	39.10%	49.57%	44.73%	44.89%
2 or More Races	329	53.49%	60.00%	39.21%	49.55%	44.23%	45.09%
Stu. w/ Disabilities	349	28.08%	15.83%	21.84%	12.54%	21.05%	9.00%
Socio-Econ Disad.	1,202	42.93%	36.81%	28.02%	24.98%	36.55%	20.73%
ELL	41	4.88%	10.29%	12.20%	10.25%	0.00%	2.36%
RFEP	90	60.00%	58.33%	35.55%	38.51%	50.00%	31.00%
LTEL	13	0%	4.64%	0%	2.21%	<11 students	1.00%
Homeless Youth	37	21.63%	25.58%	16.22%	16.32%	15.38%	13.53%
Foster Youth	*	< 11 students					

- In 2024, the percentage of students who Met or Exceeded the Standard for ELA increased by one percent to 50%, which is slightly higher than the state rate of 47%.
- In 2024, the schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 37%, slightly higher than the statewide average of 36%.
- 2024 California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science is 43%, higher than the state rate of 31%.

CAASPP Student Groups Data: The table below highlights how PCA student groups performed compare to 2022-2023 in ELA, Math and Science.

CAASPP DATA Comparison (2023-24 VS 2022-23)	
Areas of Growth & Strengths	**Areas of Improvement**
• **All Students** improved across all subjects: o ELA: ↑ from 49.21% → 50.25% o Math: ↑ from 34.29% → 37.08% o Science: ↑ from 38.40% → 43.08% • **Asian and Filipino Students** maintained exceptionally high performance: o Asian: ELA ↑ to 79.05%, Math ↑ to 67.61% o Filipino: Science ↑ to 70.58% • **RFEP Students** continued strong performance: o ELA ↑ from 50.63% → 60.00% o Science ↑ from 20.51% → 50.00% • **Students with Disabilities** showed steady improvement: o ELA: ↑ from 28.16% → 28.08% (steady) o Math: ↑ from 20.26% → 21.84% o Science: ↑ from 18.65% → 21.05% • **Socioeconomically Disadvantaged Students** also improved: o ELA ↑ from 43.23% → 42.93% (minor dip) o Math ↑ from 25.38% → 28.02% o Science ↑ from 29.59% → 36.55%	• **Black/African American Students**: o ELA ↓ from 25.00% → 22.22% o Math ↑ from 5.72% → 11.11% o Science ↓ from 15.38% → 10.00% • **English Learners (ELs)**: o ELA ↓ from 5.46% → 4.88% o Science ↓ from 10.00% → 0% • **LTEL (Long-Term ELs)**: o ELA and Math: remained at 0% o Significant need for language support • **White Students** showed decline in ELA but increase in Math and Science: o ELA ↓ from 51.20% → 50.66% o Math ↑ slightly: 36.47% → 39.10% o Science ↑ slightly: 40.74% → 44.73%, • **Homeless Youth** showed decline in ELA but increased in Math & Science: o ELA ↓ from 38.71% → 21.63% o Math ↑ from 16.13% → 16.22% o Science ↑ from 9.09% → 15.38%, but all scores remain well below average

Summary

- PCA continues to outperform the state average in ELA, Math, and Science across all students.
- Asian, Filipino, RFEP, and Two or More Races subgroups are leading schoolwide achievement, particularly in ELA and Science.
- English Learners (ELs), LTELs, and Homeless Youth demonstrate persistent academic challenges, especially in Math and ELA, requiring focused intervention.
- Mathematics remains the greatest area of concern, despite modest schoolwide improvement; targeted support for underperforming subgroups is essential.
- Science achievement has risen notably, suggesting effective implementation of inquiry-based or NGSS-aligned instructional practices.

2024 California Dashboard (Distance from Standards)

2023-24 PCA Student Group Performance Level in ELA					
Student Group	**# of Students**	**% Met/ Exceeded Standards**	**Distance from Standard**	**Change**	**Dashboard Color**
All Students	**2901**	**50.3%**	**I point below**	**Increased 5.3 points**	**Green**
Homeless	**39**	21.6%	45.9 points below	Maintained 0.6 points	**Orange**
Students with Disabilities	**39**	28.1%	53.3 points below	Maintained 2.6 points	**Orange**
Black or African American	**43**	22.2%	51.9 points below	Decline 3.5 points	**Orange**
English Learners	**394**	4.9%	43.5 points below	Increased 34.8 points	**Yellow**
Hispanic	**847**	45.5%	13.2 points below	Increased 11.3 points	**Yellow**
Socioeconomically Disadvantaged	**1,179**	42.9%	16.8 points below	Increased 5.8 points	**Yellow**
White	**1,593**	50.7%	0.8 points below	Maintained 2.8 points	**Yellow**
Two or more Races	**260**	53.5%	7.2 points above	Maintained 0.9 points	**Yellow**
Filipino	**37**	75.7%	38.8 points above	Maintained 1 point	**Green**
Asian	**104**	79.1%	67.3 points above	Increased 10.7 points	**Blue**
Long-Term EL	**17**	0.0%	132.2 points below	Increased 10.5 points	**No Color**
American Indian/Alaska Native	**14**	40.0%	11.5 points below	n/a	**No Color**
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Foster Youth (1), Native Hawaiian or Pacific Islander (8)**					

2023-24 PCA Student Group Performance Level in Mathematics					
Student Group	**# of Students**	**% Met/ Exceeded Standards**	**Distance from Standard**	**Change**	**Dashboard Color**
All Students	**2,901**	**37.1%**	**35.1 points below**	**Increased 7.9 points**	**Yellow**
Black or African American	**43**	11.1%	96.7 points below	Maintained 1.8 points	**Red**
Two or more Races	**259**	39.2%	34.8 points below	Maintained -2 points	**Orange**
English Learners	**94**	12.2%	82.4 points below	Increased 19.9 points	**Yellow**
Hispanic	**848**	29.7%	55 points below	Increased 13.1 points	**Yellow**
Socioeconomically Disadvantaged	**1,179**	28.0%	57 points below	Increased 7.8 points	**Yellow**
Students with Disabilities	**394**	21.8%	88.9 points below	Increased 5.7 points	**Yellow**
White	**1,533**	39.1%	30.4 points below	Increased 6.3 points	**Yellow**
Filipino	**37**	56.8%	3.1 points below	Declined 4.8 points	**Yellow**
Homeless	**39**	16.2%	82.5 points below	Increased 19.4 points	**Yellow**
Asian	**104**	67.6%	47.1 points above	Increased 11.6 points	**Blue**
Long Term EL	**17**	0.0%	152.9 points below	Increased 18,8 points	**No Color**
American Indian	**14**	26.7%	23.7 points below	Not available	**No Color**
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Foster Youth (1), and Pacific Islander (8)**					

PCA 2023–24 Performance Highlights

- **Schoolwide improvement** in both ELA (+5.3 pts) and Math (+7.9 pts); ELA now just 1 point below standard (Green).
- **Asian and Filipino students** are top performers, exceeding standards in both ELA and Math with Blue and Green indicators.
- **Two or More Races** and **White students** performed near or above standard in ELA and improved in Math (Yellow).
- **English Learners (ELs)** and **Long-Term ELs** showed major growth in both subjects (+19–35 points), though still below standard.
- **Homeless Youth** and **Socioeconomically Disadvantaged students** demonstrated notable gains in Math.

2024 EAP and College/Career Readiness Indicator (CCRI)

2023-24 PCA EAP & College/Career Indicator						
Student Group	**# of Students**	**% Met/ Exceeded ELA CAASPP Standards**	**% Met/ Exceeded Math CAASPP Standards**	**College/ Career % Prepared**	**Change**	**College & Career Dashboard Color**
All Students	149	72.1%	38.1%	45.6%	Increased 9.2%	Green
White	63	77.6%	47.4%	58.7%	Increased 23.8%	Green
Socioeconomically Disadvantaged	89	63.2%	30.3%	39.3%	Increased 10.6%	Green
Hispanic	58	66.7%	25.0%	32.8%	Maintained -1.3%	Orange
Two or more Races	15	75.0%	33.3%	33.3%	Declined 2.4%	No Color
Students with Disabilities	28	31.6%	10.5%	17.9%	Increased 7.1%	No Color
English Learners	12	>11 students		16.7%	N/A	No Color
*The following student groups had less than 11 students, so data was not displayed due to privacy: **Asian (1), Black/African American (5), American Indian (1), Filipino (5), Foster Youth (1), Homeless (9), and Long-Term English Learners (10)**						

- The college and career indicator for 2024 increased from 36.4% to 45.6%.
- PCA's all students (schoolwide) California School Dashboard color was Green.

PCA's student groups:

- White and Socioeconomically Disadvantaged received green color on California School Dashboard color.
- Hispanic student group received orange on the California School Dashboard.

2024 Graduation Rate

2023-2024 PCA Graduation Data				
Student Group	**# of students**	**2024**	**Change**	**Dashboard Color**
State of CA	--	86.7%	Maintained 0.3%	Yellow
Dehesa SD	K-6 District			
Schoolwide	150	92%	Maintained 0.6%	Green
Hispanic/ Latino	58	93.1%	Increased 1.6%	Green
White	64	90.6%	Declined 1%	Yellow
Socioeconomically Disadvantaged	90	94.4%	Increased 5.8%	Green
Two or more races	15	100%	Increased 7.1%	No Color
English Learners	12	91.7%	Not Available	No Color
Students with Disabilities	28	78.6%	Maintained 0%	No Color
*The following student groups had less than 11 students, so data was not displayed due to privacy: **American Indian (1), African American (5), Asian (1), Filipino (5), Foster Youth (1), Homeless (9), Long-Term English Learners (10)**				

- 2024 schoolwide high school graduation rate increased to 92% which is higher than the statewide average of 86.7%. The 2023-24 Graduation Rates chart compares the graduation rate of the school to the state rate, lists the graduation rate for numerically significant student groups, and dashboard color for schoolwide as well as numerically significant student groups.
- Students identified as Socioeconomically Disadvantaged increased from 88.6% to 94.4%, Hispanic students increased from 91.5% to 93.1%, White students decreased slightly from 91.7% to 90.6%, and Students with Disabilities maintained at 78.6% (Dashboard).

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
Staff Engagement	Staff members (Teachers and classified) contributed meaningful suggestions through advisory groups and LCAP-focused discussions (LCAP Advisory Committee meetings in October 2024 and January, March, and April 2025). Staff also provided input through LCAP Input Worksheets that they completed during regional team meetings. Feedback included: - A desire to expand access to advanced math courses, particularly Geometry and beyond, and to consider implementing the Integrated Math sequence. - Strategies to increase survey participation, such as obtaining a waiver at the start of the year to allow students to complete LCAP surveys during class.
Teachers and principal	Teachers provided structured feedback through regional team meetings and surveys, offering specific recommendations such as expanding advanced math access and revising AP preparation supports. Principals engaged in quarterly leadership meetings to review Dashboard data, align LCAP goals with site needs, and shape implementation of Actions 1.2 and 2.3
Student Engagement	Students and Parents voice played a central role in shaping the plan. We invited parents and middle/high school students to attend and provide input during LCAP Advisory Committee meetings (October, January, March, and April). During listening sessions and through survey feedback Students expressed: - A need for more accessible information on Career Technical Education (CTE) pathways and courses. They asked for direct communication from teachers regarding CTE opportunities. - Interest in having a more formal invitation process to LCAP Advisory Committee meetings, suggesting personalized messages such as “You are cordially invited…” be sent to increase parent and student participation. - Students in grades 4-12 also complete the annual student LCAP survey to rate various aspects of our program and share feedback on school strengths and areas for improvement.
Additional Engagement	Parents, administrators (Principals), and other educational partners were consulted through school outreach meetings, LCAP advisory committees, and surveys.

Insert or delete rows, as necessary.

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

The adopted 2025–26 LCAP for Pacific Coast Academy (PCA) was developed through a collaborative process informed by robust educational partner engagement. Input was gathered through surveys, LCAP Advisory Committee meetings (held October 2024, January 2025, March 2025, and April 2025), listening sessions, and regional outreach. The school consulted with students, parents, staff, and administrators across all regions, ensuring inclusive input that influenced each goal area and corresponding actions.

Goals	Feedback already in the goal	Feedback
Goal 1: Conditions for Learning	• Credentialing and instructional materials access • Engagement survey efforts • Technology expansion (laptops, hotspots, etc.) • PD for staff growth and support	• Staff request for summer access to tech/resources • More specific mention of BrainPOP, Lexia, and Reading Horizons as new tools • Request for hands-on curriculum access during PD days • Streamlining of tech request process (not stated clearly)
Goal 2: College & Career Readiness	• Addition of new CTE pathways • Expansion of AP offerings • College credit access and support • Focus on A-G tracking and readiness	This goal was *well aligned* with the staff and student feedback

Goal 3: Family Engagement & Supports	• Parent workshops and liaison support
	• Academic and SEL support roles
	• English Learner and SPED resources
	• STAR360 and interim assessments
	• Expanded library and digital access
		• Family engagement ideas like:
		  ○ QR survey cards for incentives
		  ○ "Explore PCA" Bingo
		• Specific mention of SEL PD on anxiety
		• More breakout PD sessions by grade level

Goal 1 – Conditions of Learning:
Staff (Teachers and Principal) and families highlighted the need for year-round access to digital resources and better technology support. In response, PCA added summer tech checkouts and enhanced Chromebook distribution protocols (Goal 1, Action 4). Teachers requested greater access to standards-aligned digital tools**,** which led to expanded integration of BrainPOP, Lexia, and Reading Horizons (Goal 1, Action 2). To streamline resource access, the school also improved supply tracking and facility inspection procedures.

Goal 2: College and Career Readiness

Students expressed a desire for more visible CTE opportunities and earlier college/career planning. In response, PCA launched three new CTE pathways, increased counselor-led A–G planning meetings, and expanded dual enrollment offerings with flexible outreach for families (Goal 2, Actions 1, 3, and 4). AP offerings were also expanded based on student and teacher requests, with training support provided to staff (Goal 2, Action 2).

Goal 3: Academic Supports and Family Engagement

Parents requested more multilingual engagement and clarity around support services. In response, PCA hired a Parent Liaison and developed new multilingual workshop series (Goal 3, Action 1). Stakeholders emphasized the need for expanded SEL and MTSS supports, leading to the hiring of a credentialed Mental Health Professional and a redesign of Tier 2/3 supports (Goal 3, Action 2). Staff also called for clearer academic growth tracking, prompting expanded use of STAR360 diagnostics (Goal 3, Action 4). Additional feedback led to new engagement strategies such as "Explore PCA" bingo cards and QR code surveys to increase parent participation.

Title I Planning:

As PCA uses its LCAP as the School Plan for Student Achievement (SPSA), input from the Title I School Site Council was reviewed. The Council confirmed that no additional Title I-funded activities were required beyond those already embedded in the plan. This is documented to clarify that all Title I-related strategies are already integrated into the broader LCAP goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Optimize Conditions for Learning:** This goal focuses on ensuring student engagement by optimizing conditions for learning by addressing the LCFF priorities 1, 5 and 6.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services: (Rate of teacher misassignment, access to standards-aligned instructional materials and facilities in good repair-Fit Survey).

Priority 5: Student Engagement: School attendance rates, Chronic Absenteeism rates, Middle school dropout rate, High school graduation and dropout rate (School Pathways/CalPads).

Priority 6: School Climate: (Student suspension and expulsion rates; student surveys, English learner advisory Committee, Title I report)

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) is a three-year plan (2024-25 through 2026-27) initially informed by performance data in the 2022-2023 school year. Goal one is considered a Maintenance Goal, and relevant data suggests corresponding actions are effectively helping to meet this Goal.

In 2023-2024, ninety-nine percent of the teachers were fully credentialed and appropriately assigned based on California Education Code 44865. All students had access to instructional material aligned with state academic standards. The student attendance rate was 98%, the chronic absenteeism rate is 0.8% (Blue on Dashboard), and the suspension and expulsion rate were 0% (both were Blue on Dashboard). The climate surveys indicate that most of our students and parents feel safe and connected to the school.

The 2023-2024 high school graduation rate is 92%, higher than the state rate of 86.7%. Numerically significant subgroups' graduation rates are as follows: Socioeconomically disadvantaged group was 94.4%, Students with Disabilities 78.6%, Hispanic students 93.1%, and White students 90.6%. The overall graduation rate improved by 0.6% from the previous year. The California School Dashboard color was green for schoolwide and all student groups except for White student group. White student group received a yellow color on the dashboard due to a slight decrease (1%) in graduation rate, The focus continues to be on improving the quality of engagement data related to student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-2024	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-27 Outcome	**Current difference from Baseline**
1	% of teachers fully credentialed & appropriately assigned	99%	99%		100%	0%
2	% of students who have access to the standards-aligned instruction materials resources	100%	100%		100%	0%
3	% of facilities maintained in good repair (metric may be School facilities in "Good Repair" (local survey)	100%	100%		100%	0%
4	Student Attendance Rate (CALPADS)	98%	98%		100%	0%
5	Chronic Absenteeism Rate (Dashboard)	0.5%	0.8%		0%	0.3%
6	High School Graduation Rate (Dashboard)	91%	92%		95%	1%
7	High School Dropout Rate (CALPADS)	7% (44/642)	1% (8/768)		0%	-6%
8	Middle School Dropout Rate (CALPADS)	11% (75/671)	2.9% (25/855)		0%	-8.1%
9	Student Suspension Rate (Dashboard)	0%	0%		0.0%	0%
10	Student Expulsion Rate (Dashboard)	0%	0%		0.0%	0%
11	% of students who feel high levels of connectedness to their school	98%	80.4%		100%	-17.6%
12	% of parents who strongly agree/agree Adults at the school care about students (Internal Survey).	99%	96.9%		100%	-2.1%
13	% of staff who strongly agree/agree they are aware of academic and social emotional supports for students (Internal Survey).	96%	95.5%		100%	-0.5%

Goal 1 Analysis for [2024-25]

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

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

During the 2023–24 school year, Pacific Coast Academy implemented the planned actions related to ensuring students had access to credentialed teachers, instructional materials, appropriate facilities, technology, and engagement tools. While most actions were carried out as intended, there were some differences in timelines and resource delivery, particularly regarding technology distribution and in-person engagement events, which varied across regions. Nonetheless, all students were assigned appropriately credentialed teachers and had access to core materials. Expanded professional development opportunities and increased tech access supported overall implementation success.

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.

In reviewing expenditures for Goal 1, there were minimal differences between the budgeted and actual costs, with most planned actions executed as expected. For instance, Action 1.4 (Technology), budgeted at $378,798, had an actual expenditure **of** $342,914, reflecting cost savings from lower-than-anticipated hardware and software pricing. Action 1.5 (Monitor Student Engagement), while budgeted at $500**,** had no reported expenditures, due to survey tools were integrated into existing platforms at no additional cost. All other Goal 1 actions, including credentialed staffing and instructional materials, were implemented on budget, and no changes in percentage of improved services were noted.

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

The actions under this goal were largely effective in supporting student access and success. We met most of our metrics with the exception metric 11 and 12. Metric 11 states % of students who feel high levels of connectedness to their school and Metric 12 states % of parents who strongly agree/agree Adults at the school care about students. Action 1.4 (Technology) was effective, evidenced by increase in graduation rate, decrease in dropout rate and all students had access to the standards-aligned instruction materials resources. We will continue to work on these two areas. The credentialing compliance remained high, and the implementation of online platforms (e.g., IXL, Reading Eggs) helped support student achievement, especially among priority groups. The professional development offerings increased staff knowledge of curricular tools and engagement strategies. However, feedback from staff noted a need for more personalized PD, extended tech access into summer, and a streamlined process for tech checkout.

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.

In response to feedback and implementation review: Access to tools such as BrainPOP and Lexia will be expanded; New supports will be added to streamline tech checkout for students and staff; Summer access to instructional materials and technology will be promoted; More customized PD offerings, including SEL and grade-span focused sessions, will be introduced; Family engagement strategies tied to survey incentives and QR

outreach cards will also be implemented. In addition, the following metrics were added: Middle and High School student dropout rate, and school wide attendance rate.

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	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials.	LCFF 1000 Salaries/3000 Benefits: $32,973,560	N
2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	LCFF 4000 Instructional Materials: $7,750,630	Y
3	Maintain all facilities in "Good Repair"	Although we are a non-classroom-based school, we monitor the condition of facilities we use for administrative tasks, including administering state assessments or intensive support	$ 0.00	N
4	Technology	To ensure all students have access to appropriate technology (improving the likelihood they will succeed academically), we will purchase servers for our school, laptops for students, modems and routers, and cybersecurity software.	LCFF 1000 Salaries/3000 Benefits: $261,410 3220 Non- Capitalized Equipment: $81,104 Total: $342,514	Y
5	Monitor student engagement	To improve and increase our ability to identify reasons students disengage from school, we will administer student engagement surveys.	$ 0	N
6	Systems of professional growth and improvement	Funded by Title II, Part A, this action provides professional learning opportunities for teachers and administrators, including collaborative planning by grade/subject area and training on effective instruction.	Title II $105,000 1000 Salaries/3000 Benefits 5000 Purchase Services $5,000 -LCFF Total: $110,000	N
7	Professional Learning through Exemplary School Partnerships	PCA will use LREBG funds to partner with organizations that support high-performing, equity-focused schools. Staff will visit award-winning schools and engage in professional networks to observe and apply evidence-based practices shown to close achievement gaps. Research supports that experiential, job-embedded learning improves instructional quality and student outcomes (Darling-Hammond et al., 2017). Effectiveness will be measured through staff reflection logs, observation rubrics, participation rates, and progress in subgroup academic outcomes.	LREBG 5000 Purchase Services: $300,000 -LREBG	Y

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	**Improve College and Career Readiness:** Goal 2 is a Focused Goal intended to increase/improve college and career readiness. Research indicates that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. This Goal is essential to offering high school students a quality opportunity to prepare for and demonstrate college and career readiness, particularly those living in poverty or foster care and those learning English. This Goal addresses LCFF priorities 4 and 7.	**Broad**

State Priorities addressed by this goal.

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Leaner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and are enrolled in all required areas of student (Student Learning Contract, School Pathways).

An explanation of why the LEA has developed this goal.

This Focused Goal and corresponding Actions were developed in collaboration with our educational partners based on related student performance data and interests. Students indicated they enjoy increased opportunities to participate in career-related programs and want to continue taking an increased number and variety of apprenticeships. Families have clearly expressed their desire to ensure that their children/teens are ready for their choice of college or a career immediately following high school. During meetings, we have shared research indicating that the skills needed to succeed in the modern workforce overlap significantly with those needed to succeed in college. Additionally, staff (teachers/classified/administrators) reviewed our related performance data (see below) and have suggested the four specific Actions we have adopted to meet this Goal. The Actions were intentionally aligned to the state's metrics to assess college and career readiness.

In 2023-2024: A review of College and Career Readiness Indicator (CCRI) demonstrates a need to improve the number of students who graduate meeting prepared on the CCRI, meet A-G requirements, increase enrollment in at least two Advanced Placement (AP) course and score 3 or higher on two AP examinations, and increase the percentage of students who complete a CTE pathways prior to graduation. The following examples indicate that the Actions in Goal 2 are beginning to improve college and career readiness indicator among students. For example, 45.6% of high school students graduating were prepared for College and Career Indicator. Of the 45.6% students who were identified as prepared on the College and Career Readiness Indicator (CCRI), 76.4% of the students completed college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded and 3.6% of the students scored 3 or higher on two Advanced Placement courses, who were identified as being prepared on the College and Career Indicator. met UC/CSU requirements upon graduation. The graduating cohort had 58.8% met A-G course requirements. In 2024, 43.8% Earned a Golden Seal Merit Diploma. We continue to add CTE courses to support students' interest and career path.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24 (2022-23)	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target Year 3 2026-2027 Outcome	Current difference from Baseline
1	Schoolwide **ELA** Distance from Standard (DFS) and (California School Dashboard color)	-6.4 (Orange)	-1 (Green)		0.0 (Green)	Decreased 5.4%
2	Schoolwide **Math** Distance from Standard (DFS) and (California School Dashboard Color)	-43.0 (Yellow)	-35.1 (Yellow)		-37.0 (Green)	Decreased 7.1%
3	Schoolwide **Science** Distance from Standard (DFS) and (California School Dashboard Color)	NA	-6.6 (Baseline)		0.0 (Green)	Baseline year
4	% of students scoring At Standard or Exceed Standard on the California **Science** Test (Dataquest)	34.4%	43.1%		45.4%	8.7%
5	% of students scoring at Conditionally Ready or Prepared on **ELA** Early Assessment Program (EAP) (Dataquest)	49.2%	72.1%		55.2%	22.9%
6	% of students scoring at Conditionally Ready or Prepared on **Math** Early Assessment Program (EAP) (Dataquest)	34.3%	38.1%		40.3%	3.7%
7	% of Cohort Graduates who met **UC/CSU Requirements** (Dataquest)	27.5%	37.2%		33.5%	9.7%
8	% of students who met **UC/CSU requirements** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	58.2%	58.8%		67.2%	0.6%
9	% of students in **AP Courses** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	3.6%	1.5%		10.6%	-2.1%
10	% of students completed a **CTE pathway** who were identified as prepared on College and Career Readiness Indicator CCRI (Dashboard)	1.8%	1.5%		8.8%	-0.3%
11	% prepared on **College and Career Readiness Indicator (CCRI)** Dashboard Status (Dashboard)	36.4% Medium	45.6% (Green)		51.4%	9.2%
12	% of **College Credit Courses** completed by high school students identified as Prepared on the College and Career Indicator (Dashboard)	76%	52.9%		80%	-23.1
13	% of students who were identified as Prepared on the CCRI who received a **State Seal of Biliteracy**	5.5%	1.5%		12.5%	-4%
14	% of Graduates Earning a **Golden State Seal Merit** Diploma (Dataquest)	43.5%	43.8%		49.5%	0.3%
15	**English Learners** progress on ELA Distance from Standard (DFS) and (California School Dashboard color)	-78.3 (Red)	-43.5 (Yellow)		-50 (Green)	-34.8%
16	**English Learners** progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-102.3 (Red)	-82.4 (Yellow)		-70 (Green)	-19.9
17	**African American** student progress on Math Distance from Standard (DFS) and (California School Dashboard color)	-98.5 (Red)	-96.7 (Red)		-90 (Green)	-1.8%

Goal 2 Analysis for [2024-2025]

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.

Goal 2 focused on increasing student access to college and career readiness opportunities. Actions were implemented as planned, including expansion of dual enrollment options, career pathway awareness, and support for A–G aligned coursework. Additional AP course offerings were introduced, and several students participated in community college programs. While the Fast Track A–G Summer Program was piloted successfully, participation varied across regions due to awareness and scheduling. One challenge was ensuring consistent student understanding of CTE pathways; however, teacher and counselor involvement helped bridge this gap.

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 actions were closely aligned with the budget, with most actuals falling within expected ranges. Action 2.1 (CTE Pathways**)** was budgeted at $124,369 and slightly exceeded projections at $127,418, reflecting additional costs in instructional materials. Action 2.2 (AP courses and exams**)** came in under budget at $345,824 versus $393,044, due in part to fewer students than expected registering for multiple AP exams. Action 2.3 (A–G Readiness) and Action 2.4 (College Credit Courses) were both slightly over budget **(**$282,311 vs. $273,095 and $51,574 vs. $30,000**,** respectively), likely due to increased dual enrollment materials and counselor support. Overall, these differences were modest and did not materially affect the implementation or proportional services.

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

Actions 2.3 and 2.5 taken under this goal were effective in expanding student options and increasing alignment with college/career goals as confirmed by data from Metrics 5 through 8 on the Measuring and Reporting Table on the previous page. Action 2.1 increased students awareness of CTE and AP offerings, and staff supported the development of A–G aligned Individual Graduation Plans (IGPs) as evident in Metrics 11 & 12. Staff also helped students access virtual and in-person dual enrollment. Early outreach and pathway exposure at the middle school level still need further development, and students expressed interest in clearer CTE communications. Students showed growth in ELA including English Learners, African American, Socioeconomic students. The Foster Youth and Long-Term English Learner data was not available due to very small number of students in the cohort.

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

Based on reflections: Three new CTE pathways will launch through SkyRocket, with no cost to families; Early CTE exposure will be expanded for middle school students; More AP courses will be added (e.g., Human Geography, Pre-Calculus), and lab kits and AP summer training will be provided; The Fast Track A–G Summer Program will be expanded and better promoted; IGP forms will be revised to emphasize A–G planning, and a Spanish Heritage track will be explored; Professional development for counselors and staff supporting CCRI and CTE will be expanded. In addition, the metric for the statewide science assessment was added.

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	Career Technical Education (CTE) Pathways	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersed experiences. Expenditures for this action include the costs of maintaining the additional CTE certified teachers, associated training, creation of internships, curriculum development, and instructional materials.	LCFF 1000 Salaries/3000 Benefits: $187,000 4000 Instructional Materials: $40,418 Total: $227,418	Y
2	Advanced Placement (AP) courses and exams	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take AP courses and pass the corresponding test. We will add AP courses and offer increased AP examinations. Expenditures associated with Action include teacher AP course and examination training, curriculum development, and the cost of instructional materials.	LCFF 1000 Salaries/3000 Benefits: $213,091 4000 Instructional Materials: $32,732 Total: $245,823	Y
3	A-G Readiness	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve the number of students who take A-G courses. To help us increase our A-G pass rates, we plan to facilitate quality support, including meeting with each student in grade eight (and their families) to develop an A-G completion plan. Expenditures include maintaining funding for the additional counselor brought on in 2021-22 and teacher brought on in 2023-24.	LCFF 1000 Salaries/3000 Benefits: $152,300 4000 Instructional Materials/ 5000 Purchase Services: $30,011 Total: $182,311	Y
4	College Credit Courses	We are improving the number of students who take and pass college credit courses. We want to continue this positive trend by increasing/improving opportunities for our students to take and pass college credit courses. Expenditures associated with this Action include instructional material needed for dual enrollment classes.	LCFF 1000 Salaries/3000 Benefits: $41,574 4000 Instructional Materials: $10,000 Total: $51,574	Y
5	Credit Recovery Summer School Program	Based on input from students, staff, and families, PCA will use LREBG funds to implement a summer school program focused on credit recovery for at-risk students. Research supports that extended learning time, particularly targeted summer interventions, improves graduation rates and academic performance (Allensworth & Easton, 2007). Effectiveness will be measured by course completion rates, credit recovery data, student attendance, and subsequent academic progress.	LREBG 1000 Salaries/3000 Benefits $3,400 4000 Instructional Materials $7,000 Total: $10,400	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	**Improve Access and Success in a Broad Course of Study** This Goal is a Broad Goal and focuses on providing each student with the support they need to attain the expected learning outcomes for each class, particularly those required (per state or district policy). Each student has different needs related to learning, including academic specific needs and social-emotional needs. This Goal addresses LCFF priorities 2, 3, 4 and 7.	Broad

State Priorities addressed by this goal.

Priority 2: CCSS Implementation (Teacher participation in training/workshop regarding CCSS) for all students, including English Learners.

Priority 3: Parent Involvement: Efforts to seek parent input (WASC, LCAP, Surveys, LCAP Advisory, English Learner committee) and Promotion of parent participation (committees, school enrichment, field trips, student clubs, etc.,)

Priority 4: Student Achievement: Performance on Standardized Tests, College- and -Career Readiness Indicator: Graduation rate, EAP indicating percentage of students prepared for College, English Leaner Progress toward English proficiency (Title III), English Learner Reclassification rate, Students pass AP exams with 3 or higher (AP results & College Board online reports).

Priority 7: Course Access: Students have access and enrollment in all required areas of student (Student Learning Contract, School Pathway).

An explanation of why the LEA has developed this goal.

Goal 3 and corresponding Actions identify and address various needs of students to mitigate learning loss and accelerate learning, particularly those living in poverty or foster care, those learning English, those experiencing homelessness, and those with exceptional needs.

To improve student engagement and thus academic success, the Goal 3 Actions mirror California's multi-tiered system of support framework (MTSS), an inclusive model for meeting all students' needs, including those with exceptional needs. For example, Action 3.2 focuses on increasing and improving support beyond the initial instruction (Tier 2) to help students access and succeed academically. The designed metrics measure the success of the Actions. For example, one of the metrics involves monitoring the percentage of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year. These meetings play a pivotal role in reviewing academic progress, including identifying challenges, and needed support to maximize student learning. We believe student disengagement affected student performance outcomes. We made a concerted effort to identify students in need of support beyond Tier 1, particularly those in foster care, and those living in low socio-economic conditions (priority groups). However, a low percentage participated in Tier 2 services with fidelity.

Thus, indicating the need to maintain Goal 3 while there are indications that our Goal 3 Actions are affecting positive change. For example, according to the 2024 California School Dashboard 2024 English Learner Progress Indicator (ELPI), 48.5% of the students were making progress toward English Language Proficiency which is slightly higher than the state rate of 45.7%. In 2024, 23.53% of the English Language Learners (ELLs) scored At Proficient on the English Language Proficiency Assessment for California (ELPAC), higher than the state rate of 14.63%. The success of the ELL progress is attributed to Goal 3 Actions, including Action 3.3 (hiring an English Language Development (ELD) Director to provide related professional learning). We will be using the LREBG funds to support academic progress

We are use the Learning Recovery Emergency Block Grant (LREBG) to enhance and amplify this goal in support learning opportunities in ELA and Mathematics via interventions and tutoring.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 2024-25 Outcome	Year 2 2025-26 Outcome	Target for Year 3 2026-2027 Outcome	Current difference from Baseline
1	% of **English Learners** (ELs) who made progress toward **English proficiency** as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI)	56.3%	48.5%		62.3%	-7.8%
2	% of **English Learner** students who scored proficient on the English Language Proficiency for **Summative ELPAC** (Dataquest).	20.9%	23.53%		26.9%	2.63%
3	English Learner Reclassification Rate	28% (26/93)	27% (27/101)		35%	1%
4	% of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by **school-administered parent survey.**	98%	92.8%		100%	-5.5%
5	**% of parents/guardians** of English Learners, Long-Term English Learners those in foster care, and those living in low socio-economic conditions (priority groups) who met with a counselor/coordinator once per school year	43%	50%		63%	7%
6	% English Language Development (ELD) teachers who participate in research-based instructional strategies and academic support **professional learning**	100%	100%		100%	0%
7	% of students who have *access **and are** enrolled* in a **broad course of study (Pathways)**	100%	100%		100%	0%
8	Increase graduation rate of students with exceptional needs (decrease dropout rate by 3%) (DataQuest)	78.6% (22/28) 21.4% dropout	78.6% (22/28) 21.4% dropout		18.4% dropout	0%
9	% of **English Learners**, Long Term English Learners those in foster care, homeless youth and those living in low socio-economic conditions (priority groups) who are *offered **and** participate* in supplemental supports (beyond Tier 1) through our Multi-Tiered System of Supports (MTSS)	24.1%	33.0%		50.%	8.9%

Goal Analysis for [2024-2025]

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.

Goal 3 focused on expanding academic supports, improving family engagement, and strengthening services for students with exceptional needs. The majority of planned actions were implemented successfully. Key supports included increased outreach through newsletters, social media, and school events; expansion of tiered academic support; and improved communication about special education and English learner services. One challenge was consistently reaching families across diverse regions, though efforts such as park days, parent workshops, and staff outreach helped mitigate this. Virtual and in-person supports were adapted based on family needs and feedback.

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.

Spending under Goal 3 remained largely consistent with planned expenditures, though some actions did experience some adjustments. Action 3.2 (Academic and Social-Emotional Supports) was originally budgeted at $2,681,950 and had a higher actual expenditure of $2,900,970**,** due to expanded staffing needs and increased support service costs. Action 3.1 (Parental Involvement**)** also slightly exceeded its budget **(**$191,737 actual vs. $170,244 planned) due to increased outreach activities and workshops. Conversely, Action 3.3 (English Learner Support) came in under budget **(**$140,310 actual vs. $153,351 planned**),** as some professional development costs were absorbed through other funding sources. These variations were expected and consistent with evolving student and family needs across regions. All contributing actions remained within the parameters of proportional services required.

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

These actions were generally effective in supporting student academic and social-emotional needs while increasing family connection to the school. Staff reported improved use of resources such as the digital library and academic interventions. Action 3.1 increased parent participation in workshops and advisory meetings increased slightly but according to the survey, there was 5.5 percentage point decrease in Metric 4: % of parents/guardians who felt the school provide opportunities to provide input in making decisions regarding the school (surveys, various meetings, and committee participation) as measured by **school-administered parent survey.** We will continue to solicit feedback through variety of pathways. However, staff and families requested more structured SEL training, family incentives, and tools to help families understand academic programs and assessments more clearly. There was a 7.8 percentage point decrease in Metric 1: % of **English Learners** (Els) who made progress toward **English proficiency** as measured by the California Schools Dashboard English Learner Progress Indicator (ELPI). The additional training and helping families understand academic program and assessments should increase the percentage of ELs making progress toward English Proficiency as measured by ELPI. The school increased the percentage of students making academic success in the remaining metrics listed on previous page under Measuring and Reporting Results table. There were too few students in Long Term English Learner and Foster Youth to report data. We continue to monitor and support students in these groups internally.

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.

Informed by feedback and outcomes: Additional outreach strategies will be used (e.g., “Explore PCA” bingo cards, QR code survey incentives); SEL support will expand to include guest speakers and mental health-focused workshops for both staff and families; Staff roles were updated (e.g., replacing SEL Coordinator with Mental Health Professional) and new positions proposed (e.g., SLP, Program Specialist); More visual and multilingual communication tools will be used to support family understanding of assessments and services; SPED and EL-specific events (e.g., biliteracy park days) will be introduced; and Continued focus on personalized academic supports such as pacing guides, enrichment access, and home learning resources. In addition, a metric for the English Learner Reclassification rate will be added and monitored.

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	Parental Involvement	School experiences survey results show a need to increase family awareness of academic and social-emotional supports. PCA will use **LREBG and LCFF funds** to expand this action by offering multilingual family workshops, sustaining a parent liaison, and developing resources that clarify our MTSS supports. This meets **LREBG criteria** by addressing the disproportionate impact of disrupted learning on historically underserved families and supporting student recovery through stronger home-school collaboration. Research shows that family engagement significantly boosts student achievement and well-being, especially for at-risk populations (Henderson & Mapp, 2002). Effectiveness will be measured through survey data, workshop participation rates, and improved student outcomes in academics and engagement.	LCFF/LREBG 1000 Salaries/3000 Benefits $141,574 -LCFF $45,000 LREBG 5000 Purchase Services: $50,000 -LCFF $50,000-LREBG Total: $381,574	Y
2	Academic and Social-Emotional Supports	To enhance and amplify Tier 2 academic and social-emotional supports, PCA will use **LREBG and LCFF funds** to sustain and expand positions added due to the pandemic: Student Support Coordinator, 504 Coordinator, Intervention Support Coordinator, Regional Coordinator, Paraeducators, Intervention/Support Staff, SEL Coordinator, Enrichment Specialists/Student Advisors, Library Support, Foster Youth/Homeless Liaison, and a range of online and in-person tutoring programs. Funds will also support research-based professional development for educators focused on the needs of underperforming student groups. This action meets **LREBG criteria** by addressing learning recovery and the disproportionate impact of disrupted learning. As Dr. Joseph F. Johnson, Jr. states, *"Students succeed when adults surround them with unwavering belief in their potential and provide the targeted support they need to thrive."* Effectiveness will be measured through tutoring participation, survey data, internal benchmarks, and subgroup outcomes on CAASPP.	LCFF/LREBG 1000 Salaries/3000 Benefits: $3,500,500 – LCFF $265,000 -LREBG 4000 Instructional Materials: $301,470 – LCFF $45,000 -LREBG Total: $4,111,970	Y
3	English Learner Supports	To enhance and amplify supports for English Learners, PCA will use **LREBG and LCFF funds** to expand staffing and services, including an ELD Director, ELD teachers, tutoring, and integrated ELD-focused professional learning. This action builds on positive EL progress data and addresses ongoing needs for language development acceleration. Research supports that sustained, explicit language instruction—paired with integrated academic supports—improves long-term outcomes for multilingual learners (August & Shanahan, 2006). Effectiveness will be measured through ELPAC growth, reclassification rates, and participation in ELD support classes.	LCFF/LREBG 1000 Salaries/3000 Benefits: $111,285 -LCFF $45,330-LREBG 4000 Instructional Materials: $24,025-LCFF 5000 Purchase Services: $5,000 -LCFF $25,000- LREBG Total: $210,640	Y

4	Interim Assessments	To enhance learning recovery efforts, PCA will use **LREBG and LCFF funds** to implement STAR360 diagnostic assessments in ELA, early literacy, and math, and provide individualized support through Exact Path. This includes funding for assessment tools and staff responsible for implementation, progress monitoring, and reporting. This action aligns with **LREBG criteria** by supporting real-time academic diagnostics to address disrupted learning and target interventions. Research supports that frequent, high-quality formative assessment paired with adaptive intervention improves student achievement and accelerates growth (Black & Wiliam, 1998). Effectiveness will be measured by student growth on STAR360, usage reports from Exact Path, and subgroup progress over time.	LCFF/LREBG 1000 Salaries/3000 Benefits $185,755-LCFF $109,110-LREBG 4000 Instructional Materials: $127,000 -LCFF $80,000-LREBG 5000 Purchase Services: $25,160 -LREBG Total: $527,025	Y
5	Students with exceptional needs: Community partnerships	By utilizing stronger collaboration between special education and general education staff, developing asynchronous SAI learning opportunities, and providing better communication with students and parents as they transition into high school from junior high, the school will decrease the drop-out rate of students with special needs	$0	N

Action #	Title	Description	Total Funds	Contributing
6	School Support Lead Position	This action focuses on creating and funding several positions to help monitor the academic progress of priority group students, including low-income, English Language Learners, and foster youth. Expenditures associated with this action include stipends for School Support Lead positions that directly support priority group students.	LCFF 1000 Salaries/3000 Benefits: $350,000	Y
7	Professional learning related to English Learners	This action, funded by **Title III – EL**, provides teachers with instructional materials and professional development focused on evidence-based strategies to accelerate English language development and improve academic outcomes for English Learners.	$ 18,863 (Title III, A) 4000 Instructional Materials	N
8	Digital Library	Funded by **Title I, Part A**, this action promotes academic achievement by providing access to a digital library platform and staffing a library technician. The digital library supports foundational literacy, subject-area knowledge, and multilingual access through a wide range of texts, including audiobooks and titles in students' home languages. This program strengthens literacy and language development and will be expanded to create digital technology and information literacy centers.	Title I, A: 1000 Salaries/3000 Benefits: $186,927 4000 Instructional Materials: $25,000 Total: $211,927	N
9	Targeted Academic Support	Funded by **Title I, Part A**, this action provides targeted instructional support for students performing below proficiency on state assessments. Supports include ELD teachers, a counselor, and academic interventions designed to address learning gaps and accelerate progress for struggling learners.	Title I, A 1000 Salaries/3000 Benefits: $340,084	N
10	Non-English Speaking Parent Support	Funded by **Title I, Part A**, this action supports Spanish-speaking families through bilingual (Spanish) ELD program assistants who facilitate effective home-school communication and increase access to school resources. With approximately 70% of English Learners speaking Spanish at home, this action strengthens family engagement and ensures parents can meaningfully support their children's education.	Title I, A 1000 Salaries/3000 Benefits: $134,107	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,846,124	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.10%	0%	$0	7.10%

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).

PCA is implementing a series of schoolwide actions designed to increase and improve services for English learners, foster youth, and low-income students. These actions include targeted academic supports, EL services, social-emotional counseling, and professional development focused on equity. PCA will monitor LREBG-funded supports through internal dashboards and progress reports aligned to each metric, including disaggregated subgroup tracking.

Goal and Action #(s)	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
1.4	Student surveys and demographic analysis show that many unduplicated students including English Learners, low-income students, and foster youth, lack consistent access to updated technology and reliable internet. Given that PCA operates in an online instructional model, tech access is essential for equitable participation and learning success.	Devices and internet hotspots are distributed schoolwide, but they principally benefit unduplicated students who lack resources at home. Updated devices and internet access ensure these students can access core content and digital platforms effectively.	Graduation rate, percentage of students with device access, tech support data, attendance rates
1.5	Many unduplicated students report low levels of school connectedness or disengagement. This may be due to environmental stressors such as economic hardship, housing instability, or limited access to emotional/academic support at home.	A research-based engagement survey is implemented schoolwide to diagnose reasons for disengagement. The results guide supports and interventions that disproportionately benefit unduplicated students by identifying barriers and needs.	Survey metrics: student connectedness, family perceptions, staff feedback on safety and support.
1.6	Analysis of local and state assessment data indicates that while some students are making progress, significant achievement gaps persist for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, staff and stakeholder feedback reveal inconsistencies in the implementation of rigorous, inclusive instructional practices. There is a clear need to strengthen staff capacity in supporting learning coaches in delivering high-quality, equitable instruction that accelerates learning for all students, especially those most impacted by the effects of the pandemic.	This action provides targeted professional learning opportunities through visits to exemplary schools and engagement in networks known for closing achievement gaps. By observing and analyzing real-world examples of effective instructional practices and systems of support, PCA staff will gain practical tools and strategies to improve teaching and learning. The focus is on implementing scalable, evidence-based practices that can be adapted to PCA's unique context and student population, thus directly addressing instructional quality and equity. PCA is implementing this action schoolwide to ensure all educators are equipped with the tools and strategies to meet the needs of all student groups. This approach supports schoolwide instructional coherence and targets improved outcomes for unduplicated pupils.	Number of staff participating in professional learning site visits or network opportunities or symposiums-attendance logs; PD agendas, Post-PD surveys and reflection forms, CAASPP scores, internal benchmark assessments (iReady, STAR, etc.)

2.1	CCRI data indicates only 1.5% of students completed a CTE Pathway. Many unduplicated students lack access to career exploration, internships, or industry certifications due to financial limitations or geographic isolation.	CTE offerings and internships are expanded schoolwide to provide equitable access, but they address a major gap for unduplicated students who often do not have these opportunities outside of school.	CTE pathway completion, CCRI scores, participation in internships
2.2	Low AP exam success (only 1.5% scored 3+ in 2024) indicates a lack of access and readiness, particularly for unduplicated students. These students often lack access to AP prep tools, tutoring, or home support to succeed in rigorous coursework.	Expands AP offerings and staff training to increase access and support for all students. Principally benefits unduplicated students by reducing cost and readiness barriers.	AP pass rate (3+), CCRI indicator, AP course enrollment.
2.3	A little over half (58.8%) of PCA graduates met UC/CSU A–G eligibility. Unduplicated students are often unfamiliar with A–G requirements and lack guidance to select and succeed in required courses.	Adds academic counselors to reduce caseloads and improve A–G tracking and course selection. Helps unduplicated students stay on path to 4-year college eligibility.	A–G completion rate, counselor meeting logs, UC/CSU eligibility data
2.4	In 2024, 52.9% of college credits earned are from students marked 'Prepared' on the CCRI, overall preparedness remains low (45.6%). Unduplicated students often lack exposure to college environments, can't afford course materials, and face barriers to counseling access.	Supports dual enrollment access by paying fees, materials, and offering flexible parent support hours. Removes access and equity barriers for unduplicated families.	College course enrollment and completion, CCRI preparedness, parent engagement logs
2.5	A review of student data and input from educational partners shows that a number of students, particularly low-income and English Learners, are not on track to meet graduation or A–G eligibility requirements. These gaps were exacerbated by learning disruptions during the COVID-19 pandemic, increasing the need for credit recovery options.	This action funds a summer credit recovery program that allows students to make up missing credits required for graduation and/or A–G completion. By offering flexible scheduling, virtual options, and instructional materials, the program removes barriers often faced by unduplicated students. As a single-school LEA, PCA provides this action schoolwide, while prioritizing access and outreach to students most in need of academic recovery and support.	Percentage of students enrolled and completing credit recover, Graduation and A-G completion rate of participants, Disaggregated outcome data by student group (EL, low-income, etc.)

3.1	Family engagement data shows low awareness of academic and SEL supports. Families of unduplicated students are least likely to receive or understand this information, often due to language, time, or work-related constraints.	Funds a parent liaison and workshops to increase communication and awareness. Designed schoolwide but targets unduplicated families who benefit most from outreach.	Workshop attendance, follow-up surveys, % of students identified for Tier 2/3 supports
3.2	Survey results and MTSS data show a need for increased Tier 2/3 interventions. Unduplicated students are more likely to face academic and social-emotional challenges, exacerbated by economic stress and post-pandemic effects.	Provides intervention coordinators, SEL staff, and behavior supports. These services help unduplicated students access core instruction and SEL care in a structured MTSS model.	Tier 2/3 service counts, staff caseloads, parent-counselor meetings

Insert or delete rows, as necessary.

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
3.3	Only 48.5% of English Learners are making progress toward English proficiency (ELPI), and 24% scored Proficient on the ELPAC, despite being above the state rate of 15%.	This action funds an English Language Development Director and integrated ELD professional learning. In addition, explicit ELD instruction is provided virtually. These supports address the unique needs of ELs by ensuring access to core instruction while building English proficiency and providing professional development to core teachers.	English Learner Progress Indicator (ELPI), ELPAC proficiency levels, reclassification rate
3.7	Significant achievement gaps exist among English Learners, Long-Term English Learners (10 students), students with disabilities, Latino students, Foster Youth and socioeconomically disadvantaged students. For example, only 5% of ELs and 28% of students with disabilities met standards in ELA according to the CAASPP data in 2023-24. Data was not provided on LTELs or Foster Youth due to small sample size.	Funds several School Support Leads positions who have a caseload of students consisting of English Learners, Long-term English Learns, socioeconomically disadvantage and Foster Youth. The Leads provides direct, personalized academic monitoring and support for the students on their caseload while supporting parents with resources. This mitigates learning barriers linked to poverty, language needs, and other environmental factors.	Percentage of unduplicated students scoring “Met” or “Exceeded” on CAASPP ELA and Math assessments.

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.

In addition to the school-wide (we are a single-school charter school) actions described in Prompt 1 (previous prompt), we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups. For all Actions (schoolwide and limited) identified as Contributing, we determine the percent contributing to our required increased or improved percentage by using a quantitative metric (an LCFF dollar amount) --We will ***not*** use a qualitative methodology for any Actions. Our **r**equired percentage to increase or improve services is 7.1% ($5,846,124). The planned quantitative increase in services is 7.1% ($5,846,124**)** for actions listed below.
The following **school-wide** Action (please see the previous prompt) contribute to meeting our required percentage to increase or improve services—please see Action/Expenditure tables for details:
• Action 1.4- Technology
• Action 1.5- Monitor Student Engagement
• Action 2.1- Career Technical Education (CTE) Pathways
• Action 2.2- Advanced Placement (AP) courses and exams
• Action 2.3- A-G Readiness
• Action 2.4- College Credit Courses
• Action 3.1 -Parent Involvement.
• Action 3.2- Academic and Social-Emotional Support.
• Action 3.4- Interim Assessments

Additional Concentration Grant Funding

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

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

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

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$ 82,379,936	$ 5,846,124	7.097%	0.000%	7.097%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 46,570,439	$ 1,000,000	$ -	$ 824,261	$ 48,394,700.00	$ 39,143,680	$ 9,251,020

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	Fully credentialed & appropriately assigned teachers	All	No	schoolwide	all	schoolwide	full day	$ 32,973,560	$ -	$ 32,973,560	$ -	$ -	$ -	$ 32,973,560	0.000%
1	2	Access to the standards-aligned instruction materials	All	No	schoolwide	all	schoolwide	full day		$ 7,750,630	$ 7,750,630	$ -	$ -	$ -	$ 7,750,630	0.000%
1	3	Maintain all facilities in “Good Repair”	All	No	schoolwide	all	schoolwide	full day	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
1	4	Technology	All	Yes	schoolwide	all	schoolwide	full day	$ 161,410	$ 181,104	$ 342,514	$ -	$ -	$ -	$ 342,514	0.000%
1	5	Monitor student engagement	All	Yes	schoolwide	all	schoolwide	full day	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 105,000	$ 14,280	$ -	$ -	$ -	$ 119,280	$ 119,280	0.000%
1	7	Professional Learning through Exemplary School Partnerships	All	Yes	Schoolwide	All	schoolwide	full day	$ -	$ 300,000	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
2	1	Career Technical Education (CTE) Pathways	All	Yes	schoolwide	all	schoolwide	full day	$ 187,000	$ 40,418	$ 227,418	$ -	$ -	$ -	$ 227,418	0.000%
2	2	Advanced Placement (AP) courses and exams	All	Yes	schoolwide	all	schoolwide	full day	$ 213,091	$ 32,732	$ 245,823	$ -	$ -	$ -	$ 245,823	0.000%
2	3	A-G Readiness	All	Yes	schoolwide	all	schoolwide	full day	$ 152,300	$ 30,011	$ 182,311	$ -	$ -	$ -	$ 182,311	0.000%
2	4	College Credit Courses	All	Yes	schoolwide	all	schoolwide	full day	$ 41,574	$ 10,000	$ 51,574	$ -	$ -	$ -	$ 51,574	0.000%
2	5	Credit Recovery Summer School Program	All	Yes	Schoolwide	All	schoolwide	full day	$ 3,400	$ 7,000		$ 10,400	$ -	$ -	$ 10,400	0.000%
3	1	Parental Involvement	All	Yes	schoolwide	all	schoolwide	full day	$ 186,574	$ 100,000	$ 191,574	$ 95,000	$ -	$ -	$ 286,574	0.000%
3	2	Academic and Social-Emotional Supports	All	Yes	schoolwide	all	schoolwide	full day	$ 3,765,500	$ 346,470	$ 3,801,970	$ 310,000	$ -	$ -	$ 4,111,970	0.000%
3	3	English Learner Support	English Learners	Yes	schoolwide	all	schoolwide	full day	$ 156,615	$ 54,025	$ 140,310	$ 70,330	$ -	$ -	$ 210,640	0.000%
3	4	Interim Assessments	All	Yes	schoolwide	all	schoolwide	full day	$ 294,865	$ 232,160	$ 312,755	$ 214,270	$ -	$ -	$ 527,025	0.000%
3	5	Students with exceptional needs: Community partnerships	Exceptional Needs	No	schoolwide	all	schoolwide	full day	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	School Support Lead Position	Priority Group	Yes	schoolwide	all	schoolwide	full day	$ 325,000	$ 25,000	$ 350,000	$ -	$ -	$ -	$ 350,000	0.000%
3	7	Professional learning related to English Learners (Title 3 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day		$ 18,863	$ -	$ -	$ -	$ 18,863	$ 18,863	0.000%
3	8	Digital Library (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 123,600	$ 88,327	$ -	$ -	$ -	$ 211,927	$ 211,927	0.000%
3	9	Targeted Academic Support (Title 1 Federal Funds)	All	No	schoolwide	all	schoolwide	full day	$ 340,084	$ -	$ -	$ -	$ -	$ 340,084	$ 340,084	0.000%
3	10	Non-English Speaking Parent Support (Title 1 Federal Funds)	English Learners	No	Limited	English Learners	schoolwide	full day	$ 114,107	$ 20,000	$ -	$ -	$ -	$ 134,107	$ 134,107	0.000%

2025-2026 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
$ 82,379,936	$ 5,846,124	7.097%	0.000%	7.097%	$ 5,846,249	0.000%	7.097%	**Total:**	$ 5,846,249
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 5,846,249

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	Fully credentialed & appropriately assigne	No	schoolwide		schoolwide	$ -	0.000%
1	2	Access to the standards-aligned instructio	No	schoolwide		schoolwide	$ -	0.000%
1	3	Maintain all facilities in “Good Repair”	No	schoolwide		schoolwide	$ -	0.000%
1	4	Technology	Yes	schoolwide	all	schoolwide	$ 342,514	0.000%
1	5	Monitor student engagement	Yes	schoolwide	all	schoolwide	$ -	0.000%
1	6	Systems of professional growth and impro	No	schoolwide		schoolwide	$ -	0.000%
1	7	Professional Learning through Exemplary	Yes	Schoolwide	All	schoolwide	$ -	0.000%
2	1	Career Technical Education (CTE) Pathwa	Yes	schoolwide	all	schoolwide	$ 227,418	0.000%
2	2	Advanced Placement (AP) courses and ex	Yes	schoolwide	all	schoolwide	$ 245,823	0.000%
2	3	A-G Readiness	Yes	schoolwide	all	schoolwide	$ 182,311	0.000%
2	4	College Credit Courses	Yes	schoolwide	all	schoolwide	$ 51,574	0.000%
2	5	Credit Recovery Summer School Program	Yes	Schoolwide	All	schoolwide	$ -	0.000%
3	1	Parental Involvement	Yes	schoolwide	all	schoolwide	$ 191,574	0.000%
3	2	Academic and Social-Emotional Supports	Yes	schoolwide	all	schoolwide	$ 3,801,970	0.000%
3	3	English Learner Support	Yes	schoolwide	all	schoolwide	$ 140,310	0.000%
3	4	Interim Assessments	Yes	schoolwide	all	schoolwide	$ 312,755	0.000%
3	5	Students with exceptional needs: Commu	No	schoolwide		schoolwide	$ -	0.000%
3	6	School Support Lead Position	Yes	schoolwide	all	schoolwide	$ 350,000	0.000%
3	7	Professional learning related to English L	No	Limited		schoolwide	$ -	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	schoolwide		schoolwide	$ -	0.000%
3	9	Targeted Academic Support (Title 1 Feder	No	schoolwide		schoolwide	$ -	0.000%
3	10	Non-English Speaking Parent Support (Ti	No	Limited		schoolwide	$ -	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 42,768,192.00	$ 46,026,770.00

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	Fully credentialed & appropriately assigned teachers	No	$ 28,968,478	$ 32,735,594
1	2	Access to the standards-aligned instruction materials	No	$ 7,844,683	$ 6,909,732
1	3	Maintain all facilities in “Good Repair”	No	$ -	
1	4	Technology	Yes	$ 378,798	$ 342,914
1	5	Monitor student engagement	Yes	$ 500	$ -
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ 115,000	$ 119,280
2	1	Career Technical Education (CTE) Pathways	Yes	$ 124,369	$ 127,418
2	2	Advanced Placement (AP) courses and exams	Yes	$ 393,044	$ 422,558
2	3	A-G Readiness	Yes	$ 273,095	$ 382,311
2	4	College Credit Courses	Yes	$ 30,000	$ 51,574
3	1	Parental Involvement	Yes	$ 170,244	$ 191,737
3	2	Academic and Social-Emotional Supports	Yes	$ 2,681,950	$ 2,900,970
3	3	English Learner Support	Yes	$ 153,351	$ 140,310
3	4	Interim Assessments	Yes	$ 410,882	$ 412,755
3	5	Students with exceptional needs: Community partnerships	No	$ -	
3	6	School Support Lead Position	Yes	$ 534,697	$ 584,815
3	7	Professional learning related to English	No	$ 16,887	$ 18,684
3	8	Digital Library (Title 1 Federal Funds)	No	$ 185,000	$ 211,927
3	9	Targeted Academic Support (Title 1 Federal	No	$ 410,057	$ 340,084
3	10	Non-English Speaking Parent Support (Title	No	$ 77,157	$ 134,107

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 5,150,930	$ 5,150,930	$ 5,180,628	$ (29,698)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Fully credentialed & appropriately assigned teachers	No	$ -		0.000%	0.000%
1	2	Access to the standards-aligned instruction materials	No	$ -		0.000%	0.000%
1	3	Maintain all facilities in “Good Repair”	No	$ -		0.000%	0.000%
1	4	Technology	Yes	$ 378,798	$ 342,914.00	0.000%	0.000%
1	5	Monitor student engagement	Yes	$ 500	$ -	0.000%	
1	6	Systems of professional growth and improvement (Title 2 Federal Funds)	No	$ -		0.000%	0.000%
2	1	Career Technical Education (CTE) Pathways	Yes	$ 124,369	$ 127,418.00	0.000%	0.000%
2	2	Advanced Placement (AP) courses and exams	Yes	$ 393,044	$ 345,824.00	0.000%	0.000%
2	3	A-G Readiness	Yes	$ 273,095	$ 282,311.00	0.000%	0.000%
2	4	College Credit Courses	Yes	$ 30,000	$ 51,574.00	0.000%	0.000%
3	1	Parental Involvement	Yes	$ 170,244	$ 191,737.00	0.000%	0.000%
3	2	Academic and Social-Emotional Supports	Yes	$ 2,681,950	$ 2,900,970.00	0.000%	0.000%
3	3	English Learner Support	Yes	$ 153,351	$ 140,310.00	0.000%	0.000%
3	4	Interim Assessments	Yes	$ 410,882	$ 412,755.00	0.000%	0.000%
3	5	Students with exceptional needs: Community partnerships	No	$ -		0.000%	0.000%
3	6	School Support Lead Position	Yes	$ 534,697	$ 384,815.00	0.000%	0.000%
3	7	Professional learning related to English Learners	No	$ -		0.000%	0.000%
3	8	Digital Library (Title 1 Federal Funds)	No	$ -		0.000%	0.000%
3	9	Targeted Academic Support (Title 1 Federal	No	$ -		0.000%	0.000%
3	10	Non-English Speaking Parent Support (Title 1	No	$ -		0.000%	0.000%

2024-2025 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)
$ 5,150,930	$ 5,150,930	0.000%	100.000%	$ 5,180,628	0.000%	100.577%	$0.00 - No Carryover	0.00% - No Carryover

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

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 of 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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