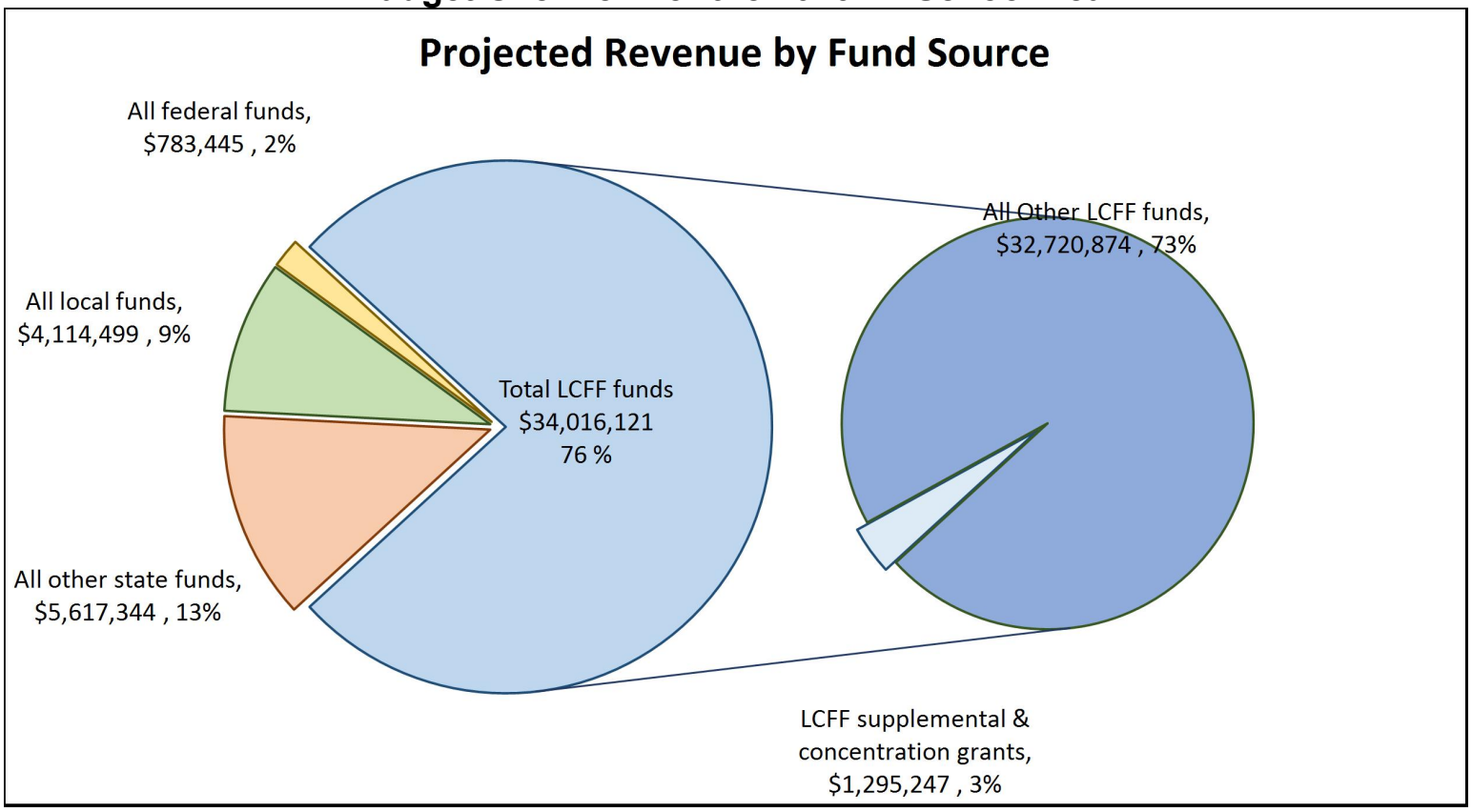
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacifica School District
CDS Code: 41689320000000
School Year: 2026-27
LEA contact information:
Dr. Carisa Bowman
Superintendent
cbowman@pacificasd.org
(650) 738-6616

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

Budget Overview for the 2026-27 School Year

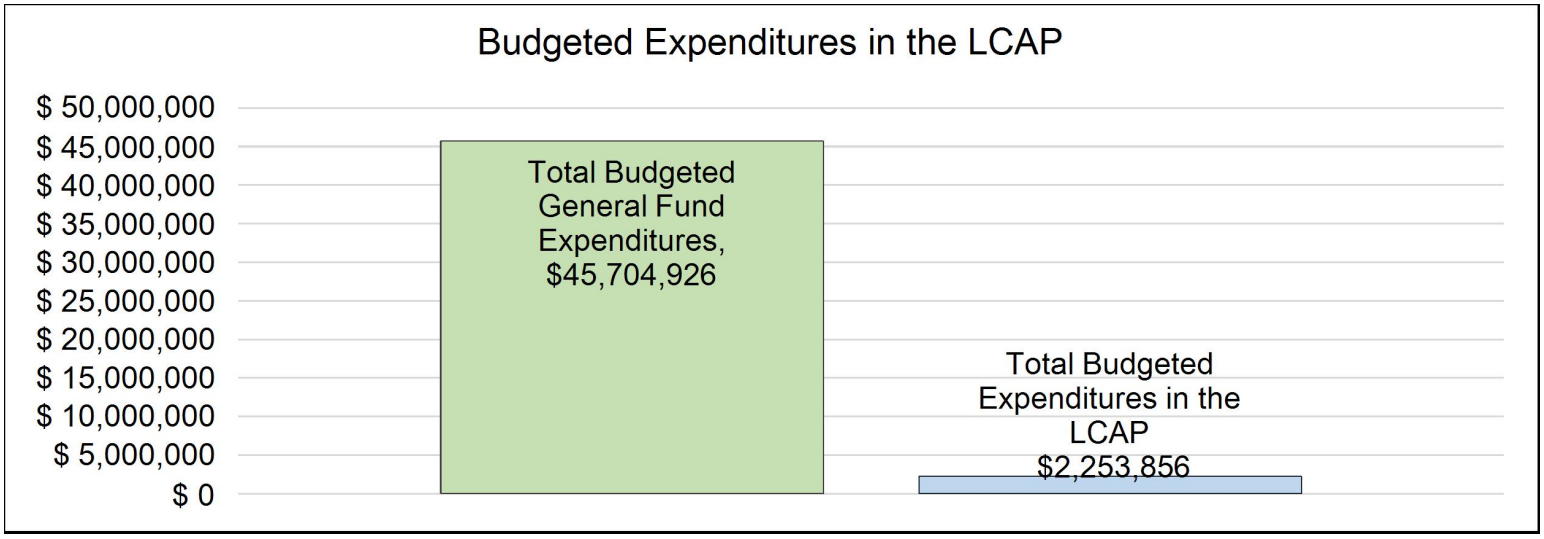


This chart shows the total general purpose revenue Pacifica School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacifica School District is $44,531,409, of which $34,016,121 is Local Control Funding Formula (LCFF), $5,617,344 is other state funds, $4,114,499 is local funds, and $783,445 is federal funds. Of the $34,016,121 in LCFF Funds, $1,295,247 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacifica School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

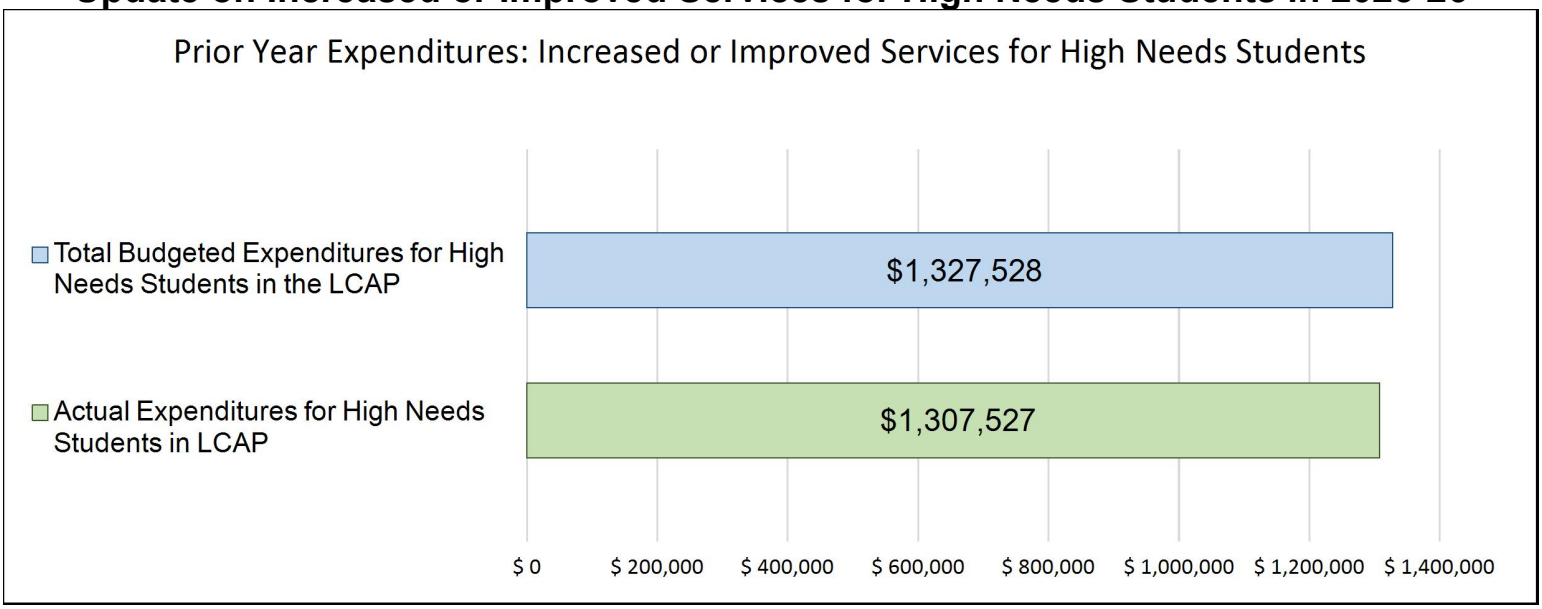
The text description of the above chart is as follows: Pacifica School District plans to spend $45,704,926 for the 2026-27 school year. Of that amount, $2,253,856 is tied to actions/services in the LCAP and $43,451,070 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Pacifica School District is projecting it will receive $1,295,247 based on the enrollment of Foster Youth, English learner, and low-income students. Pacifica School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacifica School District plans to spend $1,295,247 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Pacifica School District's LCAP budgeted $1,327,528 for planned actions to increase or improve services for high needs students. Pacifica School District actually spent $1,307,527 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacifica School District	Dr. Carisa Bowman Superintendent	cbowman@pacificasd.org (650) 738-6616

Plan Summary [2026-27]

General Information

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

General Information
Pacifica School District (PSD) serves a diverse coastal community committed to academic excellence and the holistic well-being of every student. As we enter the 2026-27 school year, PSD continues to focus on "Supporting Students, Strengthening Learning, and Partnering with Community." Our district remains dedicated to closing the achievement gap for our unduplicated student populations including Multilingual Learners, students experiencing socio-economic disadvantages, and foster youth while maintaining high standards for all.

This plan reflects a transition from foundational implementation to deep, evidence-based instructional practices, specifically within our Comprehensive Literacy Action Plan and the expansion of our Multi-Tiered Systems of Support (MTSS).

Reflections: Successes
Based on the mid-year report and engagement data, PSD celebrates several key achievements:

Systemic Support: Coordination of Services Teams (COST) are now fully operational at every school site, providing a streamlined pathway for student interventions.

Multilingual Excellence: We successfully hosted our inaugural districtwide Reclassification Ceremony, celebrating the linguistic assets of our students. Mid-year data shows steady growth in English Language Development (ELD) domains.

Early Literacy: The implementation of DIBELS screening and the Literacy Action Plan has provided teachers with actionable data to target foundational reading skills effectively.

Engagement: A high level of participation in the January 2026 Panorama surveys and student engagement sessions (Grades 6-8) has ensured that this plan is co-constructed with our educational partners.

Reflections: Identified Need
Despite our progress, data from the Mid-Year Update and Panorama surveys indicate clear areas for growth:

Staff Support: Panorama results (34% favorable for Feedback & Coaching) highlight a critical need to strengthen instructional coaching and provide clearer role expectations for staff.

ELA & Math Performance: While attendance is high (95.51%), we are still working to return to and exceed pre-pandemic proficiency levels in core academic areas.

Student Voice: Middle school engagement sessions revealed a desire for more "relevant and rigorous" learning experiences and a stronger sense of belonging.

Communication: Families expressed a need for continued clarity and responsiveness in district-to-home communications.

LCAP Highlights
The 2026-27 LCAP prioritizes the following "Big Moves" identified during our spring planning:

Instructional Coaching: Establishing a robust coaching cycle to support teachers in ELA and Math implementation.

Inclusive Climates: Deepening safe and inclusive school environments through expanded SEL resources and student-led initiatives.

Literacy Focus: Full-scale implementation of the Literacy Action Plan with a focus on Tier 1 and Tier 2 interventions.

Family Partnerships: Expanding multilingual family outreach and community engagement sessions to ensure all voices shape our district's direction.

Reflections: Annual Performance

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

At the district level, the 2023 Dashboard indicates that Homeless Students and Students with Disabilities received the lowest performance level on the state indicators in English Language Arts and Mathematics.

At the site level, "All Students" at Ortega Elementary received the lowest performance on Chronic Absenteeism and English Learners at Sunset Ridge Elementary received the lowest performance on EL Progress.

At Cabrillo Elementary School, students with disabilities received the lowest performance level on the SBAC ELA indicator and the Chronic Absenteeism indicator.

At Ingrid B Lacy Middle School, students with disabilities received the lowest performance level on the SBAC ELA indicator and the Math SBAC indicator. Students who identify as two or more races received the lowest performance level on the Chronic Absenteeism indicator.

At Ocean Shore Elementary School, English learners and socioeconomically disadvantaged students received the lowest performance level on the SBAC Math indicator. English learners, Hispanic/Latino, socioeconomically disadvantaged students, and students with disabilities received the lowest performance level on the Chronic Absenteeism indicator.

At Ortega Elementary School, students who identify as two or more races and students with disabilities received the lowest performance level on the Chronic Absenteeism indicator.

At Sunset Ridge Elementary, English learners, Hispanic/Latino, socioeconomically disadvantaged students, and students with disabilities received the lowest performance level on the SBAC ELA indicator. English learners and students with disabilities received the lowest performance level on the SBAC Math indicator. Students who identify as two or more races, socioeconomically disadvantaged students, and white students received the lowest performance rate for Chronic Absenteeism.

PSD’s collection of multiple data sources provides us with valuable information to better address the identified needs of student groups. Analysis of the most recent 2025-26 mid-year outcomes and Panorama survey data highlights significant successes as well as critical areas for growth.

Successes
Specifically, Multilingual Learners continue to show progress across language development domains. A major milestone this year was the inaugural districtwide Reclassification Ceremony Celebration, which honored students who reached English proficiency. Furthermore, our early literacy initiatives are showing strong results: 89.3% of students who participated in the Big Lift Inspiring Summers (BLIS) program maintained or grew in their DIBELS scores. At the mid-year point, 100% of new teachers are receiving onboarding and mentoring support, and the district has successfully reduced vacant teacher positions to just one.The district has also seen high levels of trust and connection within our school communities. Panorama survey data from January 2026 indicates strong foundational relationships, with 79% favorable staff-leadership relationships and 77% favorable staff-family relationships. Additionally, 75% of staff report a strong sense of belonging, feeling valued within their school communities.

Identified Needs & Growth Areas
As part of the reflection process, we conducted a thorough data analysis to identify specific areas where student groups or schools face challenges. Despite overall attendance remaining strong at 95.51%, chronic absenteeism remains a priority, with 233 students currently missing 10% or more of school days.Academic performance in ELA and Math continues to be a primary area for improvement. While early

benchmarks show steady progress, interim assessments align with state trends indicating that many students are still working toward grade-level proficiency. Specific growth areas identified through student and staff feedback include:Student Engagement: Currently at 22% favorable (10th percentile nationally), particularly in grades 6–8, where students have expressed a need for more relevant and meaningful learning.Instructional Coaching: Staff feedback regarding Feedback & Coaching (34% favorable) highlights a critical need for stronger instructional support systems and clearer role expectations. School Climate:Student climate favorability stands at 30%, with calls for a stronger sense of connection, belonging, and wellness.

Student Groups & Equity Focus
PSD remains focused on reducing the achievement and opportunity gaps for the following student groups (Referenced - Current Enrollment Data):Ethnic Student Groups: Hispanic or Latino (26.2%), White (39.6%), Two or more races (15.9%), Asian (8.0%), Filipino (8.08%), Black or African American (0.9%), and other groups.Socioeconomically Disadvantaged Students: 18.8% of enrollment.Students with Disabilities: 13.94% of enrollment.English Learners: 4.98% of enrollment.

Supports and Interventions
To address these needs, PSD has fully operationalized Coordination of Services Teams (COST) at every school site. These multidisciplinary teams meet every 1–2 weeks to review holistic data—including attendance and health—to remove non-academic barriers to learning. Our Comprehensive Literacy Action Plan is also in full effect, utilizing DIBELS early screening and progress monitoring to ensure strong foundational reading skills for all TK-3 students.Looking toward the 2026-27 school year, we will continue to use mid-year learning and educational partner voice to shape actions that deepen safe, inclusive school climates and strengthen coaching systems for our educators.

The district has unexpended LREBG funding for the 2026-27 school year. We plan to do a comprehensive needs assessment during the 2026-27 school year to inform us on how to best utilize these funds during the 2027-28 school year.

Reflections: Technical Assistance

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

LCAP Update: Technical Assistance (Differentiated Assistance)
Status and Eligibility:
For the 2025-26 and 2026-27 LCAP cycles, Pacifica School District (PSD) continues to receive Differentiated Assistance (DA) from the San Mateo County Office of Education (SMCOE). While the 2024 Dashboard identified challenges across multiple indicators, the 2025 Dashboard indicates progress, with PSD now eligible for DA specifically based on the performance of Long-Term English Learners (LTELs) in the English Learner Progress Indicator (ELPI).

Collaborative Partnership with SMCOE:
PSD has engaged in a structured "Beginning-of-Cycle" and "Continuous Improvement" process with the SMCOE leadership team. This collaboration focuses on conducting deep data dives through DataZone to identify the root causes of performance disparities for LTELs and aligning district resources to support their academic and linguistic growth.

The PSD DA Core Team including the Superintendent, Executive Director of Educational Support Services, site principals, and Student Services representatives has met or is scheduled to meet with SMCOE on the following dates to monitor progress and refine LCAP actions:

January 15, 2026: Initial DA Cycle Meeting (Eligibility and Purpose)

February 9, 2026: Continuous Improvement & LTEL Support Review

March 12, 2026: DataZone Dive & Team Coordination

March 18, 2026: LTEL Academics & Attendance Data Analysis

March 23, 2026: Strategy Alignment and Intervention Planning

April 2, 2026: LCAP Goal Finalization and Action Synthesis

Impact on LCAP Actions:
Through this technical assistance, PSD has prioritized the following systemic improvements to be reflected in the 2026-27 LCAP:

Individualized Support Plans: Ensuring every LTEL student is identified early with a tailored intervention plan.

Professional Development: Refocusing staff training on multilingualism as a "superpower" and embedding literacy/writing strategies across all content areas (specifically Social Studies).

Attendance Initiatives: Strengthening the "Strive for Five" and "Drive for 95" campaigns to reduce chronic absenteeism specifically among historically marginalized student groups.

Monitoring: Comparing Beginning of Year (BOY) LTEL lists against reclassification data to ensure timely progress toward English proficiency.

The Pacifica School District is identified for Differentiated Assistance in Year 2 Progress Monitoring based on the 2024 Dashboard identification for LTELs in Pupil Achievement and Pupil Engagement. There was no new eligibility identified from the 2025 CA Dashboard. The district worked with SMCOE to ensure process mapping for LTEL’s and studied data across our elementary and middle schools to gain a systematic understanding and address the needs of this population.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Multiple LCAP engagement sessions were held that teachers could have attended, including: January 27, 2026 - all community; January 28, 2026- all three schools on the same day: Sunset Ridge, Ocean Shore, Ingrid B. Lacy; and January 29, 2026 - all three schools on the same day: Vallemar, Ortega, and Cabrillo.
Principals	• Engagement: Included in the general LCAP consultations throughout the year during site visits and mid-year LCAP update sessions held in late January. • Feedback: Focus was placed on high-quality instruction and using data to avoid over-identifying students for special education.
Administrators	• Engagement: Included in the general LCAP consultation and mid-year LCAP update sessions held in late January. • Feedback: Focus was placed on high-quality instruction and using data to avoid over-identifying students for special education.
Other School Personnel	Multiple LCAP engagement sessions were held where other school personnel could have attended, including: January 27, 2026 - all community; January 28, 2026- all three schools on the same day: Sunset Ridge, Ocean Shore, and Ingrid B. Lacy; and January 29, 2026- all three schools on the same day: Vallemar, Ortega, and Cabrillo.
Local Bargaining Units	• Engagement: Virtual mid-year LCAP sessions were held on January 27 and 29, 2026, with members of LSEA and CSEA.

Educational Partner(s)	Process for Engagement
	• Feedback: Staff expressed concerns regarding well-being and the need for better feedback and coaching. There was a suggestion to conduct surveys during staff meetings to improve participation rates.
Parents	• Engagement: Dedicated LCAP focus at PAC meeting on January 28, 2026. Site-specific sessions for Ocean Shore, Sunset Ridge, and IBL occurred on the same day. A Vallemar, Cabrillo, and Ortega session was held all three schools on the same day, on January 29, 2026. • Feedback: Parents requested more clarity on what the LCAP is and how they can support it. Suggestions included holding these sessions during existing PTO or school nights to increase attendance. • The superintendent responded in writing to feedback from PAC.
Students	• Engagement: Leadership sessions for 6th, 7th, and 8th grades were held on February 4, 2026, to gather direct student input on the LCAP. • Feedback: Students requested more hands-on projects, longer snack/lunch times, and more movement during the school day. • The superintendent responded in writing to feedback from students.
SELPA Administrator	• Engagement: 2/27/26 consultation through the broader mid-year LCAP update process ensured alignment with special education needs. • Feedback: Emphasized that "failure of instruction" should not be the reason for special education assessment and advocated for robust RTI (Response to Intervention). Engagement - SELPA consultation also occurred on 3/27/26. The topic of discussion was engaging our educational partners inside and outside our district. This would include groups like Family Resource Center, Golden Gate Regional Center, Behavioral Health Recovery Services as well as other local district partners like the Youth Services Bureau. Feedback - Discussion also focused on ways we could develop round tables or workshops for families or districts to become more engaged

Educational Partner(s)	Process for Engagement
	with our educational partners for professional learning and student support.
District English Learner Advisory Committee	An LCAP-focused meeting and an agenda were planned for DELAC and Multilingual Learner Families for January 29, 2026. Invitations were sent out, but unfortunately, there were no participants who attended. • The superintendent responded in writing to feedback from DELAC.
Board of Trustees	Throughout the 2026 LCAP cycle, the Board of Trustees remained deeply integrated into the strategic planning and feedback process to ensure transparency and alignment with the district's goals. This engagement began in January 2026, when Board members were welcomed to participate in all Community Partner LCAP Engagement Sessions, providing them with firsthand insight into the priorities of our educational partners. Following these collaborative sessions, a formal Mid-Year LCAP Presentation and Update was delivered during the Board meeting on February 25, 2026, to review progress and fiscal alignments. The process will move toward its formal conclusion with a Public Hearing scheduled for the May 20, 2026 Board Meeting, followed by the official LCAP 2026-2027 Adoption on June 10, 2026.
Special Education Parent Advisory Committee (SEPAC)	Engagement: In 2025-26, a Special Education Parent Advisory Committee (SEPAC) held regular meetings throughout the year. This group of twelve parents had representation from all school sites and offered feedback on the LCAP. Feedback: LCAP feedback was focused on inclusive practices. The superintendent responded in writing to feedback from SEPAC.

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

The 2026–27 LCAP has been deeply influenced by the collective feedback of educational partners, integrating insights from the Panorama and LCAP surveys with the direct input gathered during mid-year engagement sessions and student leadership meetings. This feedback highlights a unified call for instructional innovation, increased transparency, and a revitalized school culture. Sharing our strategic focus did not result in new goals or actions; however, we received confirmation of the importance of our areas of focus.

Goal 1: High-Quality Instruction
Feedback from educational partners, particularly students and staff, revealed a strong desire for more "hands-on," experimental, and project-based learning to combat student boredom and increase engagement. Middle school students specifically requested more interactive digital

engagement platforms, more science experiments, and clearer, more consistent daily schedules. In response, the LCAP prioritizes professional development for teachers in project-based learning and interactive strategies, moving away from traditional lecturing. Furthermore, staff and labor partners emphasized that improving feedback and coaching systems is critical for professional growth and rebuilding trust within the district.

Goal 2: Achievement & Equity
After reviewing iReady data showing roughly 50% of students meeting or exceeding standards, educational partners expressed an urgent need for more targeted interventions and support for diverse learners, including neurodivergent students. These discussions influenced the LCAP to strengthen "Response to Intervention" (RTI) frameworks, ensuring that instructional failure is addressed before special education referrals are considered. Additionally, parents requested more context for achievement data—such as comparisons with similar districts—to help the community better understand the significance of current literacy and math scores.

Goal 3: Family & Community Engagement
To address a 22% survey response rate and a perceived lack of connection, the LCAP now emphasizes "rebuilding trust" through improved communication and more representative participation. Educational partners suggested moving toward in-person or "in-meeting" survey formats during PTO nights to encourage more families to share their voices. On the student level, the LCAP commits to protecting school spirit activities—such as rallies, spirit weeks, and the maintenance of positive staff relationships—which students identified as vital to their sense of belonging.

Data Correlation and System Improvement
Finally, the district has committed to a more holistic approach to data by analyzing Panorama sentiment scores—such as how valued students feel—alongside retention and attendance data. By correlating these metrics, the district aims to better understand the holistic needs of the school community and ensure that the LCAP actions are directly addressing the barriers identified by all educational partners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in direct response to a clear call from our educational partners for a shift toward more dynamic, interactive, and supported classroom environments. While local and state achievement data shows growing academic progress, mid-year reflections from students and parents highlighted a "boredom gap," where students expressed a strong desire for more hands-on science experiments, collaborative group projects, and interactive digital engagement platforms to make learning feel relevant and exciting.

Simultaneously, feedback from teachers and labor partners (LSEA/CSEA) identified a critical unmet need for systemic professional support and coaching. This goal stems from the belief that rigorous instruction cannot exist without highly supported educators; therefore, we have prioritized professional development that focuses on project-based learning and "Response to Intervention" (RTI) strategies. A key component of this goal is our commitment to supporting new educators through the SMCOE Teacher Induction , which the district funds to ensure that new teachers receive the mentorship and training necessary to be successful.

By providing ongoing coaching and mentorship, we ensure that our staff are not only appropriately credentialed but are also exceptionally prepared to meet the unique needs of our target groups, including neurodivergent students, English learners, and students with disabilities. Ultimately, this goal was established to move beyond traditional lecturing and ensure that every student is met with an exemplary educational experience that fosters high engagement, reduces boredom, and builds a culture of lifelong learning for both students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers without full credentials, teacher mis assignments, and vacant positions	9 teachers without full credentials; 4 teacher mis assignments 8 vacant teacher positions 2024	9 teachers without full credentials; 4 teacher misassignments .6 vacant teacher positions 2025	6 teachers without full credentials; 2 teacher misassignments; 1 vacant teacher positions, 2026	0 teachers without full credentials; 0 teacher mis assignments 0 vacant teacher positions	Decrease of 3 teachers not having a full credential. Decrease of 2 Misassignments. Decrease of 7 Vacant Positions.
1.2	Retention of teaching staff	19.3% of teachers separate from the district 2024	16.3% of teachers separate from the district, 2025	20.4% of teachers separated from the district, 2026	19.3% of teachers separate from the district.	There is a 1.1% increase in the number of staff leaving the district.
1.3	New teacher onboarding and mentoring	100% of new teachers receive onboarding and mentoring support. 2024	100% of new teachers receive onboarding and mentoring support, 2025	100% of new teachers receive onboarding and mentoring support, 2026	100% of new teachers receive onboarding and mentoring support.	No change.
1.4	Teacher and administrator professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool	0% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool. 2024	100% of Administrators & 30% of Teachers participated in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool, 2025	100% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool, 2026	100% of teachers and admin participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.	Increase of 100% of Administrators and Teachers participating in professional development focused on district-wide instructional shifts, data analysis, and a common walk-through tool.
1.5	Grade-appropriate and standards-aligned IEP goals	100% of IEP goals are grade-appropriate and standards-aligned, 2024	100% of IEP goals are grade-appropriate and standards-aligned, 2025	100% of IEP goals are grade-appropriate and	100% of IEP goals are grade-appropriate and standards-aligned.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standards-aligned, 2026		
1.6	Suspension rate	Dashboard 2023 District - 0.7% Asian: 0.4% Filipino: 0.8% Two or More Races: 0.9% White: 0.4% Hispanic: 1.2% African America/Black: 0.0% English Learners: 1.5% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 0.5% Homeless: 2.3%	Dashboard 2024 District: 1.5% American Indian or Alaska Native: .2% Asian: 0% Filipino: 2.3% Multiple Races: 1.8% White: 1.29% Hispanic: 1.2% African America/Black: 6.3% Native Hawaii/Pacific Islander: .5% English Learners: 1.5% Long-Term English Learners: 5.3% Socioeconomically Disadvantaged: 2.8% Students with disabilities: 2.7% Homeless: 2.1%	Mid-Year February 2026 District: 0.55% American Indian or Alaska Native: 0% Asian: 0% Filipino: 0% Multiple Races: 0.23% White: 0.30% Hispanic: 1.52% African America/Black: 0% Native Hawaii/Pacific Islander: 0% English Learners: 1.59% Long-Term English Learners: 8.33% Socioeconomically Disadvantaged: 1.05% Students with disabilities: 1.41% Homeless: 0%	Dashboard 2026 District - 0.0% American Indian or Alaska Native: 0% Asian: 0.0% Filipino: 0.0% Two or More Races: 0.0% White: 0.0% Hispanic: 0.0% Black: 0.0% English Learners: 0.0% Native Hawaii/Pacific Islander: 0% Long-Term English Learners: 0.0% Socioeconomically Disadvantaged: 0.0% Students with disabilities: 0.0% Homeless: 0.0%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District suspension rate decreased .15% Decrease of .04 Asian Decrease of .8% of Filipino Decrease of .67% of Multiple Races Decrease of .1% of white No change African American/Black students. Increase .32% Hispanic Increase .09% English Learners. Increase of 8.33% Long Term English Learners.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decrease of .35% of Socioeconomically Disadvantaged Increase of .91% students with disabilities. Decrease of 2.3% Homeless
1.7	Behavioral referrals for non-suspendable incidents	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School in 2023-2024 (only baseline data available) Ingrid B Lacy Middle School - 198 Asian: 6 Filipino: 4 Two or More Races: 31 White: 75 Hispanic:77 Black: 3 English Learners:3 Long-Term English Learners: 2 Socioeconomically Disadvantaged: 53 Students with disabilities: 67 Homeless: 0	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School in 2024-2025 Ingrid B Lacy Middle School: 360 American Indian or Alaska Native: 3 Asian: 27 Filipino: 30 Multiple Races: 49 White: 106 Hispanic: 121 African American/Black: 3 Native Hawaii/ Pacific Islander: 0 English Learners: 13 Long-Term English Learners: 2 Socioeconomically Disadvantaged: 86	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School in 2025-2026 Mid-Year Ingrid B Lacy Middle School: 106 American Indian or Alaska Native: 0 Asian: 3 Filipino: 6 Multiple Races: 10 White: 14 Hispanic: 33 African American/Black: 2 Native Hawaii/ Pacific Islander: 0 English Learners: 8 Long-Term English	Behavioral referrals for non-suspendable incidents at Ingrid B Lacy Middle School - 158 American Indian or Alaska Native: 1 Asian: 4 Filipino: 3 Multiple Races: 24 White: 60 Hispanic:61 African American/Black:1 Native Hawaii/ Pacific Islander: 0 English Learners:1 Long-Term English Learners: 1 Socioeconomically Disadvantaged: 42 Students with disabilities: 53 Homeless: 0	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. IBL decreased in behavioral referrals by 92 American Indian or Alaska Native - First year tracking American Indian or Alaska Native: First year baseline Asian: Decrease of 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with disabilities: 82 Homeless: 0	Learners: 5 Socioeconomically Disadvantaged: 18 Students with disabilities: 17 Homeless: 0		Filipino: Increase of 2 Multiple Races: Decrease of 21 White: Decrease of 61 Hispanic: Decrease of 44 African American/Black: Decrease of 1 Native Hawaii/ Pacific Islander: First Year of Baseline English Learners: Increase of 5 Long-Term English Learners: Increase of 3 Socioeconomically Disadvantaged: Decrease of 35 Students with disabilities: Decrease of 50 Homeless: No Change
1.8	Students in elementary and middle school thematic pathways and/or courses	0 students in elementary and middle school pathways that are anchored in high interest themes, topics and/or thematic courses, 2024	0% students in elementary and middle school pathways that are anchored in high interest themes, topics and/or	330 students in elementary and middle school pathways that are anchored in high	75 students in elementary and middle school pathways that are anchored in high interest themes,	Increase of 330 students in elementary and middle school pathways that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			thematic courses, 2025	interest themes, topics and/or thematic courses 2026	topics and/or thematic courses	are anchored in high interest themes, topics and/or thematic courses
1.9	Percent of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better	0% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better 2024	0% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better, 2025	96% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better 2026	80% of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better	96% increase of students completing a middle school pathway course with a “C” grade or better or with an elementary grade of “developing” or better
1.10	Student access to state-adopted curriculum appropriate for the grade level and course	100% of students have access to state adopted curriculum appropriate for the grade level, 2024	100% of our students have access to state adopted curriculum; it should be noted that our K-5 Social Studies is from 2005 in 2025	100% of students have access to state adopted curriculum appropriate for the grade level, 2026	100% of students have access to state adopted curriculum appropriate for the grade level.	No change
1.11	Number of English learners students receiving Designated English Language Development instruction	An undetermined number of English learner students are receiving 30 minutes of Designated English Language Development instruction, due to inconsistent monitoring and documentation, 2024	Less than of 10% of our elementary and middle students are receiving are receiving 30 minutes of Designated English Language	An undetermined number of English learner students are receiving 30 minutes of Designated English Language Development	100% of English learner students are receiving 30 minutes of Designated English Language Development instruction	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Development instruction, 2025	instruction, due to inconsistent monitoring and documentation, 2026		
1.12	Research-based Tier I and II interventions	0 Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites, 2024	Tier I - PSD has confirmed that 50% of our students receive universal interventions and supports Tier II - 50% of of students are receiving interventions that have been formally established, consistently applied or consistently monitored at the school site. 2025	100% of school site have formally established Tier I and II Intervention that are consistently applied or consistently monitored via COST, 2026	Tier I and II Interventions have been formally established, consistently applied or consistently monitored across school sites.	Increase of 100% of our students are receiving Tier I and II supports.
1.13	Tier I and II intervention data during the IEP referral process	0% of IEP referral conversations include the data from formally established interventions, 2024	PSD has confirmed 50% of IEP conversations include data from established interventions, 2025	PSD has confirmed 100% of IEP conversations include data from established interventions, 2026	100% of IEP referral conversations include the data from formally established interventions.	Increase of 100% of our students with special needs IEP meetings are discussing Tier I and II interventions.

Goal Analysis [2025-26]

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

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

The 2025–26 school year was a foundational year for Pacifica School District, characterized by a major commitment to comprehensive literacy reform and engaging instructional practices. The district successfully executed the "Year 1" implementation of newly adopted English Language Arts (ELA) curricula: Open Court Reading for elementary sites (K–5) and Amplify for middle school sites (6–8). In transitional kindergarten (TK), the district implemented the SEEDS of Learning framework to align instruction with pre-kindergarten standards.

Implementation was supported by a robust professional development (PD) strategy designed for all levels of staff:

Leadership: Site administrators participated in the Reading Fundamental Leaders' Institute and monthly "Data Dialogues" to calibrate literacy walkthroughs and ensure instructional consistency across the district.

Teachers & Support Staff: On the Districtwide PD Day on March 13, 2026, a significant focus was placed on Project-Based Learning (PBL) for both elementary and middle school teachers. This session aimed to address the "boredom gap" identified by students and provide teachers with strategies to create more interactive and hands-on learning environments.

Targeted Support: RTI (Response to Intervention) teachers and Literacy Liaisons provided site-based coaching, helping staff use data from DIBELS and i-Ready to plan small-group interventions. Elementary teachers also engaged in "Program Show-and-Tells" focused on "Green Band" foundational routines, including decodables and phonological awareness.

A description of any substantive differences between planned actions and actual implementation of those actions:

The district followed its planned roadmap; however, the implementation of instructional coaching saw a substantive shift. While the district successfully provided the SMCOE Teacher Induction (formerly BTSA) for new educators, mid-year feedback from veteran staff highlighted a need for more "non-evaluative" coaching for all teachers to master the new Amplify and Open Court materials. Additionally, based on mid-year student feedback and DIBELS data, the district increased the emphasis on Project-Based Learning and practical "Program Show-and-Tells" to provide more hands-on training than originally scheduled.

An announcement of the challenges and successes experienced with implementation:

Successes: * High Fidelity Rollout: Reaching the milestone of full Year 1 implementation for Open Court, Amplify, and SEEDS across all sites.

Professional Growth: Strong participation in the Multilingual Learner (MLL) Support Cohort with Dr. Elsa Cardenas-Hagan and the Project-Based Learning sessions, leading to more diversified instructional strategies.

Data Trends: Mid-year reports showed an increase in students performing at "Level 4" in literacy compared to the 2020-21 baseline, indicating that the shift to evidence-based structured literacy and high-engagement strategies is yielding results.

Challenges: * The "Boredom Gap": Engagement sessions with students revealed that while the new curricula are rigorous, there remains a persistent need for more interactive supplements to keep students motivated and connected to their learning.

Engagement Rates: The district faced a challenge with a low (22%) educational partner survey response rate, signaling a need to move toward "in-meeting" feedback models for the next cycle.

Staff Workload: The learning curve associated with launching two major curricula (Open Court and Amplify) proved to be a heavy workload for staff for year 1, leading to a renewed focus on staff well-being and streamlined communication.

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

There were significant material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the 2025–26 school year. These differences were driven by a deliberate and targeted shift in district priorities to support the "Year 1" implementation of the new Open Court (K–5) and Amplify (6–8) ELA curricula, alongside a district-wide commitment to Project-Based Learning (PBL).

To ensure these primary instructional goals were fully resourced, several lower-priority actions and legacy programs from previous LCAP cycles were "sunsetted." The funding originally allocated for those sunsetted actions was redirected into high-impact areas, including:

Targeted Professional Development: Increased investment in the Districtwide PD Day on March 13, 2026, which provided specialized PBL training for both elementary and middle school staff.

Specialized Coaching: Additional resources were allocated to support the Multilingual Learner (MLL) Support Cohort and site-based coaching provided by Literacy Liaisons and RTI teachers.

Curriculum Launch Support: Redirected funds covered the costs of "Launch Institutes" and "Program Show-and-Tell" sessions to ensure teachers had the practical skills needed for the new adoptions.

An explanation of material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services:
The Estimated Actual Percentage of Improved Services met or exceeded the planned percentage due to the intensification of support for unduplicated student groups (English learners, socioeconomically disadvantaged students, and foster youth). By sunsetting broader, less-targeted actions, the district was able to concentrate "Improved Services" on high-yield strategies. Specifically, the redirection of funds allowed for more frequent and targeted small-group interventions using SIPPS and evidence-based routines, directly benefiting students who were identified through DIBELS and i-Ready data as needing the most support. This pivot ensured that the district’s most vulnerable learners received higher-quality, more engaging instruction than originally projected in the initial budget.

We did not spend what we had planned on Designated and Integrated ELD, partially due to significant turnover in high-level staff positions, but also because of our new ELA adoption that included ELD components. Instead of spending the funds allocated for Designated and Integrated ELD, we decided it would be better to wait until we completed Year 1 of the new ELA implementation. This would give teachers time to see if the ELD materials included in the new ELA curriculum were sufficient to meet the needs of Designated and Integrated ELD instruction without making an additional purchase.

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

Goal 1 Analysis: [2025-26]
A description of the overall implementation of the actions described in this goal:

The 2025–26 school year was a foundational year for Pacifica School District, characterized by a major commitment to comprehensive literacy reform and engaging instructional practices. The district successfully executed the "Year 1" rollout of newly adopted English Language Arts (ELA) curricula: Open Court Reading for elementary sites (K–5) and Amplify for middle school sites (6–8). In transitional kindergarten (TK), the district implemented the SEEDS of Learning framework to align instruction with pre-kindergarten standards.

Implementation was supported by a robust professional development (PD) strategy:

Leadership: Site administrators participated in the Reading Fundamental Leaders' Institute and monthly "Data Dialogues" to calibrate literacy walkthroughs.

Teachers & Support Staff: On the Districtwide PD Day on March 13, 2026, a significant focus was placed on Project-Based Learning (PBL) for both elementary and middle school teachers to address the "boredom gap" and provide more hands-on learning environments.

Targeted Support: RTI teachers and Literacy Liaisons provided site-based coaching, helping staff use data from DIBELS and i-Ready to plan small-group interventions.

A description of the effectiveness or ineffectiveness of the specific actions to date:

The actions to date have been effective in establishing the framework for a research-based instructional core. Reaching the milestone of a district-wide Year 1 rollout of Open Court and Amplify has standardized Tier 1 instruction across sites. The introduction of PBL has also been an effective first step in responding to student desires for more interactive learning. However, while the curricula are in place, the district has not yet reached high-fidelity implementation; this remains a developmental area as staff continue to internalize the new routines and digital components.

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.

We are not changing any planned goals, metrics, target outcomes or actions for the coming school year. Changes for the Coming Year (2026-27).

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 a comprehensive review of the 2025–26 school year and strategic planning for the next two years of our literacy partnership, the following changes will be implemented for 2026–27:

Focus on Districtwide Alignment and Pacing: A top priority for the coming year is establishing greater alignment across all school sites regarding the pacing and schedules of Language Arts instruction. The district will implement a unified pacing calendar and a master schedule that explicitly protects literacy instructional minutes to ensure equity and instructional coherence for every student.

Deepening Instructional Leadership Coaching: Reflections on prior practice showed that site administrators need specific tools to effectively monitor and coach the new curricula. As a result, we are adding additional coaching for instructional leadership with a focus on literacy. This includes sustained partnership with CORE experts to provide administrators with the high-level lenses needed to lead systemic shifts in classroom practice.

Shift to High-Fidelity Implementation: While the prior year focused on the initial "launch" and adoption of Open Court and Amplify, the 2026–27 year transitions to achieving high-fidelity implementation. This includes deepening the use of "Green Band" foundational routines in elementary and the rigorous components of Amplify in middle school through continued site-based coaching.

Deepening PBL Integration: In response to student feedback regarding the "boredom gap," the district has formally included Project-Based Learning (PBL) in the LCAP goal language. We will move from "introductory training" to "applied practice," ensuring PBL strategies are used to make rigorous instruction more hands-on and engaging.

Refined Survey Engagement Strategy: To address the challenge of low survey response rates (22%), district and site leaders will refine their engagement process. While continuing to hold formal engagement sessions and digital surveys, leaders will prioritize implementing surveys during staff meetings and for parents during PTO meetings to capture a more representative voice of our educational partners.

Systemic Coaching Support: In response to teacher feedback calling for more "non-evaluative" support, the district will continue to prioritize the SMCOE Teacher Induction program and expand opportunities for peer coaching and "Program Show-and-Tells."

Continued Resource Alignment: The district will continue to sunset actions that do not align with the core focus of literacy and engagement. We are currently looking for funding to sustain human capital, such as our site-based TK-3 Literacy Liaisons, and maintaining critical data systems like mCLASS/DIBELS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Incentive Structure for Hiring Highly Qualified Teachers	Develop an innovative incentive structure for attracting highly qualified teachers to reduce vacant positions.	$107,000.00	No
1.2	Onboard and Mentor Highly Qualified Teachers	Implement new teacher onboarding and mentoring in 3-year cycles.	$105,000.00	No
1.3	Professional Learning for Highly Qualified Teachers	Structure and resource opportunities for ongoing professional learning focused on district-wide instructional shifts, data analysis, and a common walk-through tool	$30,000.00	No
1.4	iReady Professional Learning	Provide professional learning to utilize quarterly IReady data to adjust ongoing instruction.	$107,500.00	No
1.5	IEP Goal Monitoring	Monitor IEP goals for grade level appropriateness and standards alignment.	$3,000.00	No
1.6	Suspension Tracking and Reporting	Begin monthly suspension tracking and reporting (suspension type, school, grade level, classroom, and student group).	$0.00	No
1.7	Behavioral Referrals Tracking and Reporting	Begin monthly behavioral referrals tracking and reporting for non-suspendable actions (by referral type, school, grade level, classroom, and student group)	$0.00	No
1.8	Engaging Instruction Through Pathways	Identify and implement elementary and middle school pathways anchored in high interest themes, topics and/or thematic courses like computer science, engineering, and medical detectives. Work with local high schools to align. Monitor and track student grade outcomes in pathway courses.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Integrated and Designated English Learner Language Instruction	Implement daily Integrated and Designated English Language Development instruction and provide resources and professional learning focused on district-wide instructional shifts to support English Learners and Long-Term English Learners.	$110,150.00	Yes
1.10	Pathway-Aligned Grant	Identify and submit at least one pathway-aligned grant per year.	$30,000.00	No
1.11	Research-Based Tier I and II Interventions	Establish and track a set of research-based Tier I and II interventions.	$18,000.00	No
1.12	IEP Referral Process and Tier I and II Interventions	Utilize data from Tier I and II interventions during the IEP referral process.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to address a persistent gap between our district's foundational strengths and the academic outcomes for our most vulnerable student groups. While mid-year data from 2025-26 indicates that over 50% of students are meeting or exceeding literacy standards, a deep dive into i-Ready and DIBELS data revealed that significant performance gaps remain for our "unduplicated" student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students.

The development of this goal was specifically influenced by the following insights from our educational partners:

Instructional Equity: Discussions with the SELPA administrator and staff emphasized that "instructional failure" should never be the cause of a special education referral. This goal was created to ensure a robust Response to Intervention (RTI) framework is applied consistently across all sites, providing high-quality Tier 1 instruction and targeted Tier 2 supports before students fall behind.

Data Transparency: Parents and community members requested more context for achievement data, specifically asking for comparisons with similar districts to better understand the significance of current literacy and math scores. This goal responds to that need by committing to transparent "Data Dialogues" at the Beginning, Middle, and End of Year (BOY, MOY, EOY).

Targeted Support for Diverse Learners: Feedback from the Multilingual Learner (MLL) Support Cohort highlighted the need for specialized instructional routines (such as the "Green Band" foundational skills and SIPPS) to support language acquisition alongside core content. This goal ensures that teachers receive the specific coaching—such as that provided by Dr. Elsa Cardenas-Hagan—necessary to bridge these gaps.

Systemic Alignment: As outlined in our Comprehensive Literacy Action Plan, this goal was developed to transition the district toward a "Science of Reading" approach. By aligning master schedules and protecting instructional minutes for literacy, we are ensuring that equity is not just a value, but a structural reality in our schools.

Ultimately, this goal stems from the collective belief of our educational partners that every student deserves access to a rigorous curriculum. By using data-informed, student-centered instruction tailored to meet each learner's needs, we aim to eliminate inequities and ensure that all students—particularly those in our target groups—are prepared for high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA SBAC Proficient or Above Scores	ELA SBAC 2023 District - 53.4% Asian: 63.2% Filipino: 53.1% Two or More Races: 59.6% White: 59.8% Hispanic: 40.0% Black: 28.6% English Learners: 15.4% Long-Term English Learners: 3.7% Socioeconomically Disadvantaged: 35.8% Students with disabilities: 16.3% Homeless: 14.3%	ELA SBAC 2024 District: 52% American Indian or Alaska native: 50% Asian: 61% Filipino: 44% Multiple Races: 62% White: 57% Hispanic: 38% African American/ Black: 43% Native Hawaii/ Pacific Islander: 25% English Learners: 9% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 43.98% Students with Disabilities: 14.41% Homeless: 14.29%	ELA SBAC Dashboard 2025 District - 53% American Indian or Alaska native: 50% Asian: 68% Filipino: 51% Multiple Races: 63% White: 58% Hispanic: 51% African American/ Black: 25% Native Hawaii/ Pacific Islander: 47% English Learners: 14% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 35% Students with disabilities: 14% Homeless: 21%	ELA SBAC Dashboard 2026 District - 62.4% American Indian or Alaska native: 70% Asian: 72.2% Filipino: 62.1% Multiple Races: 68.6% White: 68.8% Hispanic: 64.0% African American/ Black: 52.6% Native Hawaii/ Pacific Islander: 50% English Learners: 18% Long-Term English Learners: 27.7% Socioeconomically Disadvantaged: 59.8% Students with disabilities: 40.3% Homeless: 38.3%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District: decrease by .4% American Indian or Alaska native: Baseline this year Asian: increase 4.8% Filipino: decrease 2.1% Multiple Races: increase 3.4% White: decrease of 1.8% Hispanic: increase 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American/ Black: decrease 3.6% Native Hawaii/ Pacific Islander: Baseline this year English Learners: decrease 1.4% Long-Term English Learners: decrease of 3.7% Socioeconomically Disadvantaged: decrease .8% Students with Disabilities: decrease of 2.3% Homeless: increase of 6.7%
2.2	Math SBAC Proficient or Above Scores	Math SBAC 2023 District - 53.6% Asian: 69.7% Filipino: 49.7% Two or More Races: 60.2% White: 60.2% Hispanic: 39.1% African American/ Black: 28.6% English Learners: 18.8% Long-Term English Learners: 7.4% Socioeconomically Disadvantaged: 35.2%	Math SBAC 2024 District: 53% American Indian or Alaska native: 0% Asian: 70% Filipino: 49% Multiple Races: 61% White: 50% Hispanic: 38% African American/ Black: 36% Native Hawaii/ Pacific Islander: 14% English Learners: 0%	Math SBAC Dashboard 2025 District - 51% American Indian or Alaska native: 50% Asian: 67% Filipino: 47% Multiple Races: 41% White: 55% Hispanic: 37% African American/ Black: 44% Native Hawaii/ Pacific Islander: 27%	ELA SBAC Dashboard 2026 District - 68.6% American Indian or Alaska native: 40% Asian: 84.7% Filipino: 64.7% Multiple Races: 75.2% White: 75.2% Hispanic: 63.1% African American/ Black: 52.6% Native Hawaii/ Pacific Islander: 40%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District: decrease by 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities: 20.7% Homeless: 30.8%	Long-Term English Learners: 10% Socioeconomically Disadvantaged: 42.57 Students with disabilities: 17.12% Homeless: 14.28%	English Learners: 17% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 31% Students with disabilities: 14% Homeless: 21%	English Learners: 42.8% Long-Term English Learners: 31.4% Socioeconomically Disadvantaged: 59.2% Students with disabilities: 44.7% Homeless: 54.8%	American Indian or Alaska native: Baseline this year Asian: decrease 2.7% Filipino: decrease 2.7% Multiple Races: decrease 19.2% White: decrease of 5.2% Hispanic: decrease 2.1% African American/ Black: increase 15.4% Native Hawaii/ Pacific Islander: Baseline this year English Learners: decrease 1.8% Long-Term English Learners: decrease of 7.4% Socioeconomically Disadvantaged: decrease 4.2% Students with Disabilities: decrease of 6.7% Homeless: decrease of 9.8%
2.3	ELPAC Summative Scores of “4”	19.2% of English Learners score a “4” on the ELPAC 2024	43.2% of English Learners score a “4” on the ELPAC 2025	43.04% of English Learners score a “4” on the ELPAC 2026	43% of English Learners score a “4” on the ELPAC	increase of 23.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Number of Long-Term English Learners	27 Long-Term English Learners 2024	57 Long-Term English Learners 2025	24 Long-Term English Learners 2026	20 Long-Term English Learners	decrease of 3 Long Term English Learners.
2.5	English Learner Reclassification Rate	14.0% Reclassification Rate 2024	19% Reclassification Rate 2025	32.7% Reclassification Rate 2026	44.0% Reclassification Rate	increase of 18.7%
2.6	ELA i-Ready “at or above grade level” percentages	ELA i-Ready January 2024 District - 52% Asian: 63% Filipino: 40% Two or More Races: 58% White: 57% Hispanic: 40% Black: 29% English Learners: 11% Long-Term English Learners: 8% Socioeconomically Disadvantaged: 31% Students with disabilities: 10% Homeless: 21%	ELA i-Ready January 2025 District: 54% American Indian or Alaska Native: 0% Asian: 65% Filipino: 46% Multiple Races: 63% White: 59% Hispanic: 40% African American/Black: 28% Native Hawaii/Pacific Islander: 32% English Learners: 0% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 35% Students with disabilities: 11% Homeless: 18%	ELA i-Ready January 2026 District: 54% American Indian or Alaska Native: 25% Asian: 68.55% Filipino: 51.76% Multiple Races: 61% White: 55% Hispanic: 40.34% African American/Black: 45% Native Hawaii/Pacific Islander: 14% English Learners: 6% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 40% Students with disabilities: 20% Homeless: 27.28%	ELA i-Ready District - 68% Asian: 78% Filipino: 55% Multiple Races: 73% White: 72% Hispanic: 55% African American/Black: 44% Native Hawaii/Pacific Islander: English Learners: 26% Long-Term English Learners: 32% Socioeconomically Disadvantaged: 46% Students with disabilities: 33% Homeless: 36%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District - increase of 2% American Indian or Alaska native: new baseline this year Asian: increase of 5.55% Filipino: increase of 11.76% Multiple Races: increase of 3% White: decrease of 2% Hispanic: increase of .34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American/Black: increase of 16% Native Hawaii/ Pacific Islander: new baseline this year English Learners: decrease of 5% Long-Term English Learners: decrease of 8% Socioeconomically Disadvantaged: increase of 9% Students with disabilities: increase of 10% Homeless: increase of 6.28%
2.7	Math i-Ready “at or above grade level” percentages	Math iReady January 2024 District: Asian: 59% Filipino: 37% Two or More Races: 53% White: 50% Hispanic: 33% Black: 21% English Learners: 10% Long-Term English Learners: 7% Socioeconomically Disadvantaged: 27% Students with disabilities: 15%	Math i-Ready January 2025 District: 54% American Indian or Alaska Native: First Year Tracking Asian: 58% Filipino: 38% Multiple Races: 47% White: 42% Hispanic: 31% African American/Black: 21% Native Hawaii/ Pacific Islander:	Math i-Ready January 2026 District: 54% American Indian or Alaska Native: 0% Asian: 63.63% Filipino: 38.98% Multiple Races: 53% White: 55% Hispanic: 31.63% African American/Black: 15% Native Hawaii/ Pacific Islander: 7%	Math iReady District - 61% American Indian or Alaska Native Asian: 74% Filipino: 52% Multiple Races: 68% White: 65% Hispanic: 48% African American/Black: 36% Native Hawaii/ Pacific Islander: English Learners: 25%	Add baseline %. Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 13%	English Learners: 10% Long-Term English Learners: 6% Socioeconomically Disadvantaged: 21% Students with disabilities: 14% Homeless: 13%	English Learners: 9.14% Long-Term English Learners: 6% Socioeconomically Disadvantaged: 31% Students with disabilities: 16% Homeless: 19.55%	Long-Term English Learners: 22% Socioeconomically Disadvantaged: 42% Students with disabilities: 30% Homeless: 28%	American Indian or Alaska native: new baseline this year Asian: increase 4.63% Filipino: Increase 1.98% Multiple Races: new baseline White: increase 5% Hispanic: Decrease 1.37% African American/ Black: decrease 6% Native Hawaii/ Pacific Islander: new baseline this year English Learners: decrease .86% Long-Term English Learners: Decrease 1% Socioeconomically Disadvantaged: increase 4% Students with disabilities: increase 1% Homeless: increase 6.55%
2.8	iReady staff development for math and English teachers	100% of math and English teachers	100% of math and English teachers participate in i-	0% of math and English teachers	100% of math and English teachers participate in	decrease of 100% of math and English teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participate in iReady staff development. 2024	Ready staff development. 2025	participate in iReady 2026 The planned districtwide professional development for i-Ready was not implemented during the 2025–26 school year to avoid overwhelming staff during the simultaneous launch of Open Court and Amplify.	iReady staff development.	participate in iReady staff development.
2.9	Depth of Knowledge (DOK) questioning and “thinking about our thinking” strategies within daily instruction maps	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps 2024	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps 2025	0% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps 2026 Sunsetting of Depth of Knowledge (DOK) Action: The action specifically related to districtwide DOK training has been sunsetted. While DOK remains a valuable	30% of teachers embed DOK questioning and “thinking about our thinking” strategies within daily instruction maps	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				framework for cognitive rigor, the district has transitioned its primary focus toward more targeted instructional areas, specifically the implementation of the new ELA curricula and PBL. By sunsetting this action, the district was able to redirect resources and instructional "bandwidth" toward the high-priority "Year 1" rollouts of Open Court and Amplify.		
2.10	Percentage of current EL students at Sunset Ridge Elementary who progressed at least one ELPI level or maintained ELPI level 4	26.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4, 2024	40% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4, 2025	36.8% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4, 2026	56.7% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4	Increase of 10.1% of students at Sunset Ridge Elementary progressed at least one ELPI level or maintained ELPI level 4
2.11	The percentage of English teachers receiving Integrated and Designated English Language Development (ELD) staff development	0% of English teachers who teach English learners will receive Integrated and Designated English Language Development	0% of English teachers who teach English learners will receive Integrated and Designated English Language	0% of English teachers who teach English learners will receive Integrated and	100% of English teachers who teach English learners will receive Integrated and Designated English Language	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(ELD) staff development, 2024	Development (ELD) staff development 2025	Designated English Language Development (ELD) staff development, 2026	Development (ELD) staff development	

Goal Analysis [2025-26]

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

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

We are not changing any planned goals, metrics, target outcomes or actions for the coming school year. Changes for the Coming Year (2026-27).

The 2025–26 school year focused on establishing a standardized, evidence-based instructional core to ensure all students, particularly those in "unduplicated" groups, have equitable access to high-quality learning. Implementation centered on the "Year 1" rollout of Open Court (K–5) and Amplify (6–8). Support was provided through site-based Literacy Liaisons and RTI teachers who facilitated lesson internalization and small-group interventions using SIPPS. To monitor progress, the district utilized mCLASS/DIBELS and curriculum-embedded assessments, holding Data Dialogues at the Beginning, Middle, and End of Year (BOY, MOY, EOY) to review student growth and adjust instruction.

A description of any substantive differences between planned actions and actual implementation of those actions:
While the district remained committed to the goal of equity, the following strategic shifts occurred:

Sunsetting of Depth of Knowledge (DOK): The specific action for districtwide DOK training was sunsetted. While cognitive rigor remains a priority, the district redirected its focus and resources toward the high-priority ELA and Project-Based Learning (PBL) rollouts to prevent initiative fatigue.

i-Ready Professional Development: Planned districtwide i-Ready PD was not implemented this year to allow staff to focus on mastering the new ELA curricula. Additionally, i-Ready was not used to inform the BOY, MOY, or EOY data cycles this year as originally planned, as the district prioritized mCLASS/DIBELS and curriculum-embedded data.

Launch of "Understanding Assessments" for Leadership: Recognizing a need for greater clarity, the district launched a PD series for site leadership titled "Understanding Assessments: Using the Right Tool for the Right Literacy Decisions." This shifted the focus from merely "testing" to understanding which tools act as "vital signs" (DIBELS) versus "diagnostics" (i-Ready) and will continue for 2026-2027.

An explanation of the effectiveness or ineffectiveness of the specific actions to date:

Successes (Effective):

Standardized Tier 1 Instruction: Implementing Open Court and Amplify districtwide has successfully created a more equitable baseline of instruction across all schools.

Leadership Calibration: The Reading Fundamental Leaders' Institute and MLL Support Cohort (with Dr. Elsa Cardenas-Hagan) have been highly effective in giving administrators the "lenses" needed to monitor instructional equity.

Early Intervention: Site-based coaching and SIPPS interventions have been effective in providing immediate support to students identified through DIBELS as needing foundational skills.

Challenges (Ineffective/Developing):

Assessment Confusion: Feedback indicated that having multiple tools (DIBELS, i-Ready, etc.) was at times confusing for staff, leading to the development of the new 2026-27 Assessment Calendar to clarify purposes.

Engagement Gaps: Traditional digital surveys only yielded a 22% response rate, proving ineffective for capturing a representative voice. This led to the pivot toward administering surveys during staff and PTO meetings for next year.

Material Differences in Expenditures:
There were significant differences in expenditures as the district redirected funds from sunsetted actions (DOK and centralized i-Ready PD) toward:

Pending funds, sustaining human capital, specifically the site-based TK-3 Literacy Liaisons.

Funding the March 13 Districtwide PD Day focused on Project-Based Learning.

Expanded site-based coaching and instructional leadership training through CORE.

Looking Ahead: Changes for 2026-27
High-Fidelity Implementation: Moving from "launch" to "high-fidelity" by using a unified pacing calendar and master schedules that protect literacy instructional minutes.

Understanding Assessments (Staff Phase): Site leaders will bring the "Understanding Assessments" training to their teaching staff to align everyone on data usage.

Triangulating Data: The district will reintroduce i-Ready PD at the school-site level and begin triangulating i-Ready data with other local assessments to provide a 360-degree view of student achievement and inequities.

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

There were several material differences between the budgeted expenditures and the actual mid-year expenditures for Goal 2, primarily due to the strategic prioritization of new curriculum implementation.

Sunsetted Actions (Action 2.3): A significant difference exists for Action 2.3 (Depth of Knowledge/DOK training), where $65,000 was budgeted but $0 was spent by mid-year. The district made a strategic decision to sunset this action to redirect instructional "bandwidth" and resources toward the high-priority Year 1 rollout of the new English Language Arts (ELA) curricula, Open Court and Amplify.

Deferred Professional Development (Action 2.2): Action 2.2 (iReady Staff Development) also showed a difference of $13,500 budgeted versus $0 spent. This districtwide training was not implemented during the 2025-26 school year to avoid overwhelming staff during the simultaneous launch of the new ELA programs.

Underspent Mid-Year Actions: Several other actions showed $0 mid-year expenditures against their budgeted amounts, including Action 2.1 (ELD Implementation - $201,000), Action 2.4 (Make-Up Work Program - $30,000), and Actions 2.6, 2.7, and 2.8 (Site-based progress monitoring - total $16,000). These differences are attributed to activities either being scheduled for the second half of the year or being managed through existing staff time without additional supplemental costs at the mid-year mark.

Primary Expenditure Alignment: Conversely, major personnel-related actions remained on track, such as Action 2.9 (Intervention Supports), which spent $454,384.60 of its $687,700 budget (approx. 66%) to provide RTI teachers and academic support classes for unduplicated students.

Explanation of Planned vs. Actual Percentage of Improved Services
The Actual Percentage of Improved Services for Goal 2 is lower than the Planned Percentage due to the intentional pause on several supplemental professional development initiatives. Prioritization of Core Services: The district prioritized the successful implementation of the new ELA curricula (Open Court and Amplify) over secondary improved services like DOK training (Action 2.3) and iReady staff development (Action 2.2).

Strategic Resource Redirection: While these specific "improved services" were not delivered as originally planned, the district redirected those resources to ensure that the primary instructional shift—the new core curriculum—was implemented with high fidelity to benefit all students, including English Learners and socioeconomically disadvantaged students.

Maintained Intervention Services: Despite the reduction in professional development services, the district maintained critical direct services to students through its Intervention Supports (Action 2.9) and Supplemental Site Administration (Action 2.10), ensuring that academic and behavioral interventions for unduplicated populations continued as planned.

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

Effectiveness of Specific Actions to Date (Goal 2)
Overall Progress Toward the Goal:

The district has made meaningful progress in creating a more equitable instructional framework, moving away from fragmented practices toward a unified, research-based approach. Progress is most evident in the standardization of Tier 1 literacy instruction, which serves as the primary engine for closing achievement gaps. However, as the district is still in the "launch" phase of its new curricula, the full impact on decreasing performance gaps for all student groups is still developing.

Effectiveness of Specific Actions:

Standardized Literacy Routines (Open Court & Amplify):

Effectiveness: Highly Effective. By implementing a single, evidence-based curriculum districtwide, the district has effectively eliminated the "luck of the draw" regarding the quality of materials a student receives. This is a foundational step in addressing educational inequities.

Multilingual Learner (MLL) Support Cohort:

Effectiveness: Highly Effective. The partnership with Dr. Elsa Cardenas-Hagan and the "Reading Fundamental Leaders' Institute" has been instrumental. Site administrators and teachers are gaining the specific "lenses" needed to identify and support the linguistic needs of English Learners within the core curriculum.

Literacy Liaisons and RTI Support:

Effectiveness: Effective. The site-based support from Literacy Liaisons has been critical for lesson internalization. Using data from mCLASS/DIBELS to plan SIPPS interventions has allowed for more timely support for students at risk of falling behind.

Sunsetting of Depth of Knowledge (DOK) Actions:

Effectiveness: Strategically Effective. While DOK is a valid framework, sunsetting this specific action was effective because it allowed the district to reduce "initiative fatigue." Redirecting that energy into the high-priority ELA and PBL rollouts has led to a more focused and coherent instructional shift.

Ineffective Areas or Challenges:

i-Ready Professional Development and Data Integration:

Ineffectiveness to Date: The planned districtwide PD for i-Ready was not implemented this year due to the priority placed on the ELA launch. Furthermore, because i-Ready data was not used to inform the BOY, MOY, or EOY data cycles this year, its effectiveness as a diagnostic tool for triangulating student needs has not yet been realized.

Assessment Clarity:

Ineffective / Developing: Reflections from leadership and staff indicated that having multiple assessment tools (DIBELS, i-Ready, curriculum-embedded checks) created confusion regarding which tool to use for specific instructional decisions. This led to the realization that the district needs a more coherent "Understanding Assessments" framework, which is now a priority for the coming year.

Conclusion:
The transition to a "Science of Reading" model and the implementation of structured data cycles (BOY, MOY, EOY) have been effective in identifying achievement gaps earlier. The focus for the next phase of this goal will be to move from identifying these gaps to triangulating data—using the new Assessment Calendar and i-Ready training—to ensure interventions are precisely matched to student needs.

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.

We are not changing any planned goals, metrics, target outcomes or actions for the coming school year. Changes for the Coming Year (2026-27).

Changes for the Coming Year (2026-27)
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 a review of 2025–26 implementation and feedback regarding the need for clearer data protocols, the following changes will be implemented for 2026–27:

"Understanding Assessments" Professional Development: To ensure our data-driven culture is coherent and manageable, the district is launching a new PD series: "Understanding Assessments: Using the Right Tool for the Right Literacy Decisions."

Phase 1 (Leadership): In the current window, professional development is being provided to site leadership to realign around the specific purposes of our tools (e.g., distinguishing between "vital signs" like DIBELS and "diagnostics" like i-Ready).

Phase 2 (Staff): Next school year, site administrators will facilitate this same training with their staff to ensure every teacher understands how to use the right tool for the right instructional decision.

New 2026-27 Assessment Calendar for Instruction: The district has developed a streamlined Assessment Calendar with clear windows for State (ELPAC, CAASPP) and Local (i-Ready, mCLASS/DIBELS) assessments. This tool is designed to support teachers in managing data collection without creating "testing fatigue."

Triangulating Data with i-Ready: For the 2026–27 year, the district plans to reintroduce i-Ready professional development at the school-site level. A key goal for next year is to begin triangulating i-Ready data with other local assessments to provide a more comprehensive view of student achievement and to better identify persistent performance gaps.

Focus on High-Fidelity Implementation: The 2026–27 year will transition from the "launch" phase to achieving high-fidelity implementation of the ELA curricula. This includes a unified pacing calendar and master schedules that protect literacy instructional minutes to ensure that once data is analyzed, teachers have the time to provide necessary interventions.

Refined Survey Engagement Strategy: To ensure the data used to measure Goal 2 is representative, leaders will prioritize implementing LCAP and Panorama surveys during staff meetings and PTO meetings, targeting a higher and more diverse response rate than the previous 22%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Implementation of Integrated and Designated ELD and Professional Development	Implement systemic and consistent implementation of Integrated and Designated English Language Development (ELD) and provide relevant staff development to support English Learners and Long-Term English Learners.	$189,703.00	Yes
2.2	iReady Staff Development	Provide iReady staff development for teachers to assist them in making adjustments to instruction on a regular basis during the school year.	$13,500.00	No
2.3	Social/Emotional Embedded Classroom Strategies	Questioning techniques and metacognitive strategies will be embedded within daily instruction maps.	$65,000.00	No
2.4	Make-Up Work Program	Identify and implement innovative methods for students to make up work for excused absences.	$30,000.00	No
2.5	Dedicated Instructional Staff	Dedicated instructional staff will support TK-8 desired instructional shifts across Pacifica classrooms.	$301,409.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Progress at Sunset Ridge Elementary	The principal and teachers will meet monthly to discuss the progress of English Learners and Long-Term English Learners and shifts in instructional practice.	$4,000.00	No
2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC ELA and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Cabrillo ES: students with disabilities Lacy MS: students with disabilities Sunset Ridge ES: English learners, Hispanic, socio-economically disadvantaged, students with disabilities	$6,000.00	No
2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	District staff and school site teams will examine and discuss SBAC math and iReady progress data at monthly meetings with a focus on the following student groups: Pacifica District: homeless, students with disabilities Lacy MS: students with disabilities Ocean Shore ES: English learners, socio-economically disadvantaged Sunset Ridge ES: English learners, students with disabilities	$6,000.00	No
2.9	Invervention Supports for Unduplicated Student Population	Provide the following staff to directly support the unduplicated student population: Certificated sub at Cabrillo ES to help run additional response to intervention groups; 0.5 FTE Response to Intervention Teacher at Cabrillo, Ortega, Vallemar, Ocean Shore and Sunset Ridge; Academic support classes; extra Library time and after-school tutoring for the unduplicated student population at Ingrid B Lacy Middle school	$780,315.00	Yes
2.10	Supplemental Site Administrator Support for	Supplemental site administrator support for academic, behavioral and social-emotional intervention with specific attention to English Learners	$221,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic, Behavioral and Social-Emotional Intervention	(ELs), Foster Youth and Socio-Economically Disadvantaged (SED) student groups: 0.5 FTE Assistant Principal at Sunset Ridge ES 0.5 FTE Assistant Principal at Ingrid B. Lacy MS		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was established through extensive engagement with educational partners, where the importance of family engagement was repeatedly emphasized during feedback sessions and survey data. Partners highlighted the need for increased access to community resources and parent education programming. Because chronic absenteeism remains a key area of concern, the district is dedicated to ensuring daily attendance improves through targeted monitoring, support efforts, and family education.

2025-2026 Refinements & Current Focus:This year, the district has moved toward a more systematic and proactive approach to supporting students and families through several key initiatives:

Coordination of Services Team (COST): We have pivoted to a COST model to provide a more responsive and data-driven approach to student and family needs. This multidisciplinary team allows us to identify families requiring support earlier and provides a direct conduit to essential community resources, addressing the root causes of absenteeism.

Pacifica Pipeline Project (P3) – Year 1: We successfully launched the first year of this project to support middle school students in becoming more career-oriented. By aligning middle school exploration courses with Career Technical Education (CTE) pathways at local high schools, we are actively engaging families in the long-term journey of college and career readiness.

Celebrating Multilingual Excellence: The district hosted its first Districtwide Reclassification Ceremony to honor the academic milestones of our Multilingual Learners and their families. This event served as a platform to present the Pacifica Pipeline Project, ensuring these families are fully integrated into our career readiness initiatives.

Targeted Family Workshops: We expanded our outreach through specialized Multilingual Learner Parent Workshops. These sessions provided families with practical tools to support their children’s success on the ELPAC and offered a space for parent voice to drive continuous improvement for district programs.

Ongoing LCAP Engagement Sessions: We provided multiple opportunities for parents and the community to participate in LCAP Engagement Sessions throughout January and February 2026. These sessions focused on sharing mid-year outcome data, reviewing progress, and gathering community input to shape future LCAP priorities.

Impact and Future Direction:
Our mid-year data reinforces the importance of these efforts, showing that students with 95%+ attendance achieve significantly stronger academic outcomes. By combining the systematic support of the COST model with the career-focused engagement of the Pacifica Pipeline and our specialized ML outreach, we are building an "Effective Two-Way Community" where family and staff relationships are central to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	Data from 2022-23 to date but will need to be updated in May. District - 93.1% Asian: 94.8% Filipino: 94.1% Two or More Races: 93.2% White: 93.5% Hispanic: 92.0% Black: 88.5% English Learners: 92.2% Long-Term English Learners: 92.3% Socioeconomically Disadvantaged: 90.7% Students with disabilities: 91.8% Homeless: 87.5%	Attendance Rate 2024 District: 93.81% American Indian or Alaska Native: Asian: 95.26% Filipino: 95.26% Two or More Races: 94.28% White: 94.18% Hispanic: 92.24% African American/ Black: 93.47% Native Hawaii/ Pacific Islander: English Learners: 92.15% Long-Term English Learners: 0% Socioeconomically Disadvantaged: 94.78% Homeless: 0%	Attendance Rate 2025-26 District: 95.1% American Indian or Alaska Native: 93.21% Asian: 96.82% Filipino: 96.18% Two or More Races: 95.61% White: 96.10% Hispanic: 93.97% African American/ Black: 95.77% Native Hawaii/ Pacific Islander: 93.60% English Learners: 92.77% Long-Term English Learners: 90.16% Socioeconomically Disadvantaged: 93.84%	District - 94.6% American Indian or Alaska Native: Asian: 96.3% Filipino: 95.6% Two or More Races: 94.7% White: 95.0% Hispanic: 93.0% Black: 91.5% Native Hawaii/ Pacific Islander: English Learners: 95.2% Long-Term English Learners: 95.3% Socioeconomically Disadvantaged: 93.7% Students with disabilities: 94.8% Homeless: 90.5%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander. District: increase 2% American Indian or Alaska Native: new baseline Asian: increase of 2.02% Filipino: increase 2.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Homeless: 90.01%		Two or More Races: increase 2.41% White: increase 2.6% Hispanic: increase 1.97% African American/ Black: increase 7.277% Native Hawaii/ Pacific Islander: new baseline English Learners: increase .57% Long-Term English Learners: decrease 2.14% Socioeconomically Disadvantaged: increase 3.14% Homeless: increase 2.51%
3.2	Chronic Absenteeism	Chronic Absenteeism Dashboard 2023 District - 18.5% Asian: 8% Filipino: 14.7% Two or More Races: 19.9% White: 15.9% Hispanic: 25.1% Black: 11.9% English Learners: 25.1% Long Term English Learners: 24%	Chronic Absenteeism 2024 District: 14.3% Asian: 7.2% Filipino: 8.7% Two or More Races: 13.2% White: 12.4% Hispanic: 20.5% Black: 21.9% English Learners: 25.1% Long-Term English Learners: 29.7%	Chronic Absenteeism 2025-26 District: 9.2% Asian: 0.63% Filipino: 0.43% Two or More Races: 1.3% White: 2.48% Hispanic: 3.94%% Black: 0.15%% English Learners: 1.14%	Chronic Absenteeism Dashboard Data District - 9.5% Asian: 0% Filipino: 5.7% Two or More Races: 10.9% White: 6.9% Hispanic: 1.1% Black: 0% English Learners: 1.1%	Ethnicities were updated to include all students. The names of ethnicities were altered to match the Dashboard and DataZone language. First Year Tracking American Indian or Alaska Native and Native Hawaii/ Pacific Islander.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 33% Students with disabilities: 25.5% Homeless: 44.4%	Socioeconomically Disadvantaged: 27.8% Homeless: 41.7%	Long-Term English Learners: 0.27%% Socioeconomically Disadvantaged: 3% Homeless: 0.5%	Long-Term English Learners: 0% Socioeconomically Disadvantaged: 9% Students with disabilities: 1.5% Homeless: 20.4%	District increase 9.3% Asian: decrease 7.37% Filipino: decrease 14.27% Two or More Races: decrease 18.6% White: decrease 13.42% Hispanic: decrease 21.16% Black: decrease 11.75% English Learners: decrease 23.96% Long-Term English Learners: decrease 23.73% Socioeconomically Disadvantaged: decrease 30% Students with disabilities: Homeless: decrease 43.9%
3.3	Parent/Family Education Workshop Attendance	0% of parents/families participated in Education Workshop (Parent University) 2023-24	0% of parents/families participated in Education Workshop (Parent University) 2024-25	2025-26, There have been an increase in family engagement, but it is not a parent university style. We have had 2 multilingual family	30% of parents/families participated in Education Workshop (Parent University)	increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				engagement nights and 2 literacy family engagement nights. We are planning to have additional family engagement before the end of the school year.		
3.4	Parent Survey Participation	22% of parents/families participate in Perception surveys 9% of parents/families participated in the LCAP Feedback Survey 2023-24	22% of parents/families participate in Perception surveys 8% of parents/families participated in the LCAP Feedback Survey 2024-25	0% of parents/families participate in Perception Surveys 12.7% of parents/families participated in the LCAP Feedback Survey Parent Feedback (Metric 3.4): The district is not conducting separate parent and staff perception surveys this school year. Instead, we have successfully transitioned to the Panorama Surveys. This platform has provided a wealth of comprehensive	52% of parents/families participate in Perception surveys 39% of parent/families participated in the LCAP Feedback Survey	22% decrease 4.7% Increase LCAP Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				information and high-quality data from our students, staff, and families, which we are using to identify specific areas for improvement and to set meaningful new goals and actions for the Pacifica School District. 2025-26		
3.5	Staff Participation on Decision Making Input Surveys	74.1% of staff participate in Perception surveys 29% of staff participate in the LCAP Feedback Survey 2023-24	50%of staff participate in Perception surveys 41% of staff participate in the LCAP Feedback Survey 2024-25	0% of staff participate in Perception Surveys 42% of staff participate in the LCAP Feedback Survey Staff Feedback (Metric 3.5): The district is not conducting separate parent and staff perception surveys this school year. Instead, we have successfully transitioned to the Panorama	100% of staff participate in Perception surveys 59% of staff participate in the LCAP Feedback Survey	74.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Surveys. This platform has provided a wealth of comprehensive information and high-quality data from our students, staff, and families, which we are using to identify specific areas for improvement and to set meaningful new goals and actions for the Pacifica School District. 2025-26		
3.6	Favorable Responses on Student Survey measuring students' perceptions of connectedness to school	64% for 3rd-5th graders 39% for 6th-8th graders 2023-24	40% for 3rd-5th graders 67% for 6th-8th graders 2024-25	54% for 3rd-5th graders 44% for 6th-8th graders (sense of belonging) 2025-26	94% for 3rd-5th graders 69% for 6th-8th graders	10% decrease for 3rd-5th grade students 5% increase for students 6-8th
3.7	Written and verbal communication in the home language for mandated populations	0% of information is sent to families in languages other than English for populations at or above 15%. 2023-24	0% of information is sent to families in languages other than English for populations at or above 15%. 2024-25	0% of information is sent to families in languages other than English for populations at or above 15%. 2025-26	100% of information is sent to families in languages other than English for populations at or above 15%.	No change
3.8	K-8/Middle School Reconfiguration Input from Educational Partners	0 yearly educational partner meetings that provide input on potential K-8/Middle School Reconfiguration	9 yearly educational partner meetings that provide input on potential K-	0 yearly educational partner meetings that provide input on	4 yearly educational partner meetings provide input on potential K-	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24	8/Middle School Reconfiguration. Additionally listening sessions were conducted as well as formation of visionary teams at each school. 2024-25	potential K-8/Middle School Reconfiguration Reconfiguration Meetings (Metric 3.8): Please note that the specific educational partner meetings regarding K-8/Middle School reconfiguration were only for the year leading up to the transition. Consequently, these specific meetings have been discontinued for this school year as the transition has been implemented.2025-26	8/Middle School Reconfiguration	

Goal Analysis [2025-26]

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

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

OVERALL IMPLEMENTATION & SUBSTANTIVE DIFFERENCES
The implementation of Goal 3 this year transitioned from general parent outreach to a highly structured, data-driven system of support. While the original plan focused on broad monitoring, the district successfully pivoted to a more integrated approach centered on the Coordination of Services Team (COST) and the Pacifica Pipeline Project (P3).

COST Model Integration: A significant development this year was the focus on the COST model, which provides a multidisciplinary approach to identifying students and families in need of support earlier. This shift allows for more targeted interventions to address the root causes of chronic absenteeism.Pacifica

Pipeline Project (Year 1): The district successfully launched Year 1 of this project, aligning middle school exploration courses with Career Technical Education (CTE) pathways at Terra Nova and Oceana High Schools. This initiative directly connects middle school families to long-term career readiness.

Multilingual Learner (ML) Engagement: A major implementation highlight was the first Districtwide Reclassification Ceremony held on January 14, 2026. This event, along with specialized ML family workshops, focused on honoring bilingualism as a "superpower" and a career asset.

SUCCESSES EXPERIENCED
Strong Foundations: Panorama Survey data indicates strong relationships between families and school leadership as a foundational success.

Attendance Awareness: Families expressed high confidence in supporting regular attendance, with the district average reaching 95.51% at mid-year.

Community Recognition: The reclassification ceremony successfully celebrated academic milestones while providing a platform to present the P3 project to ML families, bridging the gap between language proficiency and career goals.

Two-Way Communication: The use of Language Link, providing interpretation in over 240 languages, ensured equitable access for all families to participate in their child's education.

CHALLENGES & AREAS FOR IMPROVEMENT
Chronic Absenteeism: Despite strong average attendance, 233 students (roughly 10% or more) continue to miss critical instructional days, requiring ongoing COST intervention.

Engagement Gaps: Survey data revealed lower engagement levels in grades 6–8, signaling a need to make learning feel more relevant and interesting to middle schoolers.

Clarity of Expectations: Families expressed a desire for deeper insight into what students are learning and clearer academic expectations.

Sustaining Systems: As curriculum adoption (Open Court Reading and Amplify ELA) is a multi-year process, sustaining the necessary professional development and family education remains a challenge.

RELEVANT SUCCESS METRICS
Attendance Trend: 95.51% average attendance.

Engagement Data: 53% of students meeting/exceeding ELA standards, with strong alignment between attendance and these academic outcomes.

Feedback Loops: Active participation in January and February 2026 LCAP engagement sessions to shape future priorities.

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

The implementation of Goal 3 shifted this year from broad engagement to a highly targeted, systems-oriented approach focused on the Coordination of Services Team (COST) and the Pacifica Pipeline Project (P3). While the district maintained its commitment to family partnership, it moved away from the previously planned "Parent University" model in favor of more specialized engagement opportunities, such as Multilingual Learner family workshops and literacy-focused nights.

SUBSTANTIVE DIFFERENCES IN PLANNED ACTIONS
K-8/Middle School Reconfiguration (Action 3.7 / Metric 3.8): A significant planned difference occurred here. While the LCAP originally included meetings for a Reconfiguration Committee, these specific educational partner meetings were discontinued for the 2025-26 school year because the transition has already been fully implemented.

Parent Education Model (Action 3.2): The district transitioned from a "Parent University" model to a series of targeted engagement events. This included two multilingual family engagement nights and two literacy family engagement nights designed to provide practical support for student success.

Survey Administration (Action 3.3 / 3.6): There was a material difference in the budget for Panorama surveys, which were provided at no cost this year. However, the district expects this to become a budgeted expense in future years to continue monitoring student connectedness and family perceptions.

SUCCESSES
Attendance Improvement: The district achieved a mid-year attendance rate of 95.1%, up from the 93.1% baseline. This was supported by a new emphasis on the COST model to address chronic absenteeism through site-based monitoring.

Pacifica Pipeline Project (P3): Year 1 of the P3 project was successfully launched, providing middle school students with career-oriented exploration courses aligned with local high school CTE pathways.

Multilingual Excellence: The district hosted its first Districtwide Reclassification Ceremony on January 14, 2026, to honor the academic achievements of Multilingual Learners and their families.Language Access: The district maintained 100% verbal communication in home languages for mandated populations through the consistent use of Language Link, which provides interpretation in over 240 languages.

CHALLENGES
Declining Survey Participation: Parent participation in the LCAP Feedback Survey dropped to 12.7%, a decrease from the 22% baseline, highlighting a need for revised outreach strategies to gather community input.

Persistent Absenteeism: While overall attendance is high, certain student groups, including Homeless students (90.01%) and Socioeconomically Disadvantaged students (93.84%), continue to show lower attendance rates than the district average, requiring continued Tier 2 and Tier 3 interventions.

Middle School Connectedness: While 3rd-5th grade student sense of belonging rose to 54%, 6th-8th grade perceptions remained lower at 44%, indicating a signal that middle school engagement remains a critical focus area.

MATERIAL DIFFERENCES: BUDGETED vs. ESTIMATED ACTUALS
The primary material difference in expenditures is found in Action 3.4 (Family Communication), where $11,158 of the $19,000 budget has been spent to meet the high demand for translation and interpretation services. Conversely, Actions 3.1 (Attendance Campaigns), 3.2 (Parent Education), and 3.5 (Absenteeism Team Meetings) show $0 in mid-year expenditures. This is because these services were integrated into the daily operations of the COST model and existing school site teams rather than requiring independent LCAP supplemental outlays.

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

EFFECTIVE ACTIONS & PROGRESS
Family Communication and Language Access (Action 3.4): This has been a highly effective action, ensuring 100% verbal communication in home languages for mandated populations through the use of Language Link. This service provides professional interpretation in over 240 languages, facilitating equitable participation in IEP, SST, and 504 meetings.

Systematic Attendance Support (Action 3.1 & 3.5): The transition to the Coordination of Services Team (COST) model and site-based Screen Teams has proven effective in maintaining a high district-wide attendance rate of 95.1%, exceeding the 93.1% baseline. This data-driven approach allows for earlier identification of attendance barriers and targeted Tier 2 support.

Targeted Career Readiness Engagement: The first year of the Pacifica Pipeline Project (P3) has effectively begun connecting middle school exploration to high school CTE pathways. Strategic integration of this project into the Districtwide Reclassification Ceremony helped reach multilingual families and framed bilingualism as a career asset.

Specialized Parent Workshops (Action 3.2): Moving from a general "Parent University" to specific Multilingual Learner and Literacy engagement nights has been effective in providing practical tools for student success, such as helping families understand ELPAC results and the reclassification process.

INEFFECTIVE ACTIONS OR IMPLEMENTATION GAPS
Parent Survey Participation (Action 3.3): This action has shown limited effectiveness to date. Parent/family participation in the LCAP Feedback Survey dropped to 12.7%, which is below the 22% baseline and significantly short of the 39% desired outcome. This decrease indicates a need for more effective outreach strategies to gather community input.

Middle School Connectedness (Metric 3.6): While actions have improved the sense of belonging for 3rd–5th graders (54%), they have been less effective for 6th–8th graders, where favorability remains at 44%. This gap highlights a continued need to make engagement feel relevant to middle school students.

Discontinued Reconfiguration Engagement (Action 3.7): Meetings for the K–8/Middle School Reconfiguration Committee were discontinued this year because the transition has already been implemented. While effective in previous years, this specific action is no longer a driver for progress toward the current goal.

Subgroup Attendance Gaps: Despite high overall attendance, effectiveness is still being sought for specific student groups. Attendance rates for Homeless students (90.01%) and Socioeconomically Disadvantaged students (93.84%) remain below the district average, indicating that current actions have not yet fully addressed the unique barriers faced by these families.

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.

PLANNED CHANGES FOR THE 2026-2027 SCHOOL YEAR:

1. STRUCTURAL SHIFT IN ACTION IMPLEMENTATION
Discontinuation of Reconfiguration Meetings (Action 3.7 / Metric 3.8): Reflections on prior practice showed that the specific educational partner meetings regarding K-8/Middle School reconfiguration were only necessary for the year leading up to the transition. As the transition is now fully implemented, these meetings and the associated metric will be discontinued for the 2026-27 cycle.

Formalization of the COST Model: The district is moving toward a more systematic, multidisciplinary approach to attendance. In the coming year, the Coordination of Services Team (COST) will be the primary vehicle for identifying and supporting families facing barriers to attendance, moving away from generic campaigns toward targeted Tier 2 and Tier 3 interventions.

2. MODERNIZATION OF DISTRICT COMMUNICATIONS
Reflections on the need for consistent, transparent information led to a major overhaul of how the district connects with its partners:

Website and Social Media Refresh: The district has updated its official website to serve as a more user-friendly hub for news, enrollment, and board updates. Additionally, social media presence (Facebook and Instagram) has been amplified to share daily highlights of student work and celebrate "The Pacifica Way" in action.

New District Mobile App: The launch of a dedicated mobile app provides families with instant access to lunch menus, emergency alerts, and school news directly on their phones.

Monthly Newsletter Suite: The district will formalize its three-pronged newsletter strategy:

Pacifica Press: A monthly community-wide newsletter from the Superintendent.

Pacifica Pulse: A dedicated monthly staff newsletter to ensure internal alignment.

The Reading Wave: A specialized TK-3 Literacy Newsletter providing data and resources for "The Big Lift" initiatives.

Revised Survey Outreach: To address the decline in LCAP Feedback Survey participation (from 22% to 12.7%), the district will use these newly optimized digital channels to deploy more accessible, frequent feedback loops.

3. REFINEMENT OF PARENT ENGAGEMENT MODELS
Shift from "Parent University" to Specialized Workshops: Practice has shown that targeted, topic-specific engagement is more effective than the broad "Parent University" model. For 2026–27, the district will continue to focus on:

Multilingual Learner Parent Workshops: Focusing on ELPAC success and the reclassification process.

Career Readiness Sessions: Leveraging the Pacifica Pipeline Project (P3) to help middle school families understand high school CTE pathways.

4. GOAL & METRIC ADJUSTMENTS
Middle School Connectedness Focus: Based on data showing 6th–8th grade "sense of belonging" at 44%, the district will adjust actions to specifically target middle school engagement. This includes expanding the P3 project to ensure older students see the relevance of their education to future careers.

Subgroup Attendance Targets: Target outcomes have been refined to focus intensely on closing the gap for Homeless students and Socioeconomically Disadvantaged students, whose attendance rates currently track below the district average.

5. BUDGETARY REALIGNMENTS
Panorama Survey Funding: The district will incorporate the actual costs for the Panorama survey platform into the 2026–27 budget. While provided at no cost this year, the value of the data regarding student belonging and family engagement makes it a priority for continued funding.

Increased Interpretation Allocation: Due to high demand and the goal of 100% verbal communication in home languages, the district will evaluate increasing the budget for Language Link services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Campaigns	Promote the importance of daily attendance to families through campaigns that utilize mottos, regular and clear communication, the use of social media, and allowable incentives. Monitor student attendance regularly, identify school attendance barriers and provide support to families of students with poor attendance through school site Screen Teams, Student Study Team and Social Emotional Wellness team and provide Tier 2 support with identified chronically absent and truant students.	$20,000.00	No
3.2	Parent Education Workshops	Design and implement a Parent University Model which includes virtual and in-person options and interpretation.	$40,000.00	No
3.3	Student, Family and Staff SEL & Climate Surveys	Survey students, families and staff multiple times each year to identify areas of where to better support the needs of students, families and staff; and to monitor the effectiveness of existing strategies and practices.	$20,000.00	No
3.4	Family Communication in the Home Language	Families will receive district and school information in their designated home language via translation and interpretation services.	$0.00	Yes
3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	School site teams will monitor chronic absenteeism through monthly meetings with a focus on the following student groups: Cabrillo ES: students with disabilities Lacy MS: two or more races Ocean Shore ES: English learners, Hispanic, and socio-economically disadvantaged, students with disabilities Ortega ES: all students, two or more races, students with disabilities Sunset Ridge ES: two or more races, socio-economically disadvantaged, White	$6,000.00	No
3.6	Review and Revise Panorama Survey Questions	Review and revise Panorama survey questions yearly to ensure that the language is understood and accessible.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	K-8/Middle School Reconfiguration Committee	Establish and convene a K-8/Middle School Reconfiguration Committee made up of educational partners that meet quarterly to discuss options and impacts.	$3,200.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,295,247	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.440%	0.000%	$0.00	4.440%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Invervention Supports for Unduplicated Student Population **Need:** Based on the 2025 CA Dashboard, our low-income students in English Language Arts performed 37.7 points below standard and Math 54.4 points below standard and our English learners scored 41.6 points below standard in English Language Arts and 56.4	This action will address the need because these Unduplicated students (English Learners and Low-Income) will receive additional Math and English Language Arts support in the form of pull-out and push-in interventions from qualified staff that will address their unique needs. This is provided on an LEA-wide basis because although the supports will be primarily for the unduplicated population, non-unduplicated students with similar support needs may be included within the small group push-in supports at all the schools. This action is the best	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below standard in Math. There is a need to provide additional academic support for these English Learner and Low-Income student groups at all of our schools when compared with other student groups that were performing at or above grade level in ELA and Math. **Scope:** LEA-wide	use of funds because additional certificated staff will run response to intervention (RTI) groups that specifically target and serve these Unduplicated students (English Learners and Low-Income). The Pacifica School District has experienced significant improvements in academic success for all students who participate in response to intervention (RTI) groups.	
2.10	**Action:** Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention **Need:** Action 2.10: Supplemental Site Administrator Support Description of Update: The supplemental administrative support was primarily established as a temporary measure to manage the unique complexities of the transition year, specifically the co-location of Ocean Shore School and Vallemar's middle school program. While the administrative data previously highlighted significant needs at Sunset Ridge and Ingrid B. Lacy—including lower attendance rates and higher chronic absenteeism among Unduplicated Student groups. Context & Rationale:	Historical Context and Impact: This action was provided on a schoolwide basis at Sunset Ridge and Ingrid B. Lacy (IBL) because these sites represent the highest concentrations of unduplicated students within the LEA. By providing supplemental administrative support, the district created a dedicated "extra layer" beyond the classroom to monitor attendance, academic progress, and social-emotional needs. This was particularly critical during the 2025-2026 transition year to ensure that the co-location of Ocean Shore School and Vallemar's middle school program did not disrupt the specialized outreach required for low-income, Foster Youth, and English Learner populations. Addressing the Need: Based on our experience, this is the best use of funds to address this need because of the needs we identified in this unique situation of so many students being added to these two campuses at one time. Providing additional personnel during this critical transitional time was the most effective use of funds in comparison to alternative resources we considered.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Ongoing Targeted Support: The district remains committed to addressing the barriers identified in previous years, such as: Attendance & Engagement: Addressing the 36.4% chronic absenteeism at Sunset Ridge and 25.1% at IBL through other existing multi-tiered systems of support (MTSS). Barriers to Access: Continuing to evaluate transportation hurdles for low-income students and foster youth-specific connection strategies. **Scope:** Schoolwide	Targeted Oversight: The supplemental administrator serves as the primary point of contact for families facing barriers to attendance (such as lack of transportation or lack of school connectedness). Data-Driven Intervention: This role allows for the explicit tracking of academic data for unduplicated students, ensuring that the high chronic absenteeism rates (36.4% at Sunset Ridge and 25.1% at IBL) were addressed through direct family engagement and personalized intervention plans.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Integrated and Designated English Learner Language Instruction **Need:** There is no documentation indicating that English learner students are receiving the	English learner students must receive integrated and designated ELD, as mandated by CA Education Code. This is a unique need for English Learners, as integrated and designated ELD are only required for English learners. Furthermore, teachers cannot plan and deliver this instruction unless they are trained/coached to do so and	1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	required integrated and designated English language development instruction. While there may be teachers who are providing the instruction, this requirement has not been tracked. In addition, educators have indicated in various forums that more staff development on effective implementation and delivery of integrated and designated English language development instruction is needed. Professional development and materials are needed in order to implement. In 2025-26 we did not identify any additional needs and will continue to focus on implementing the Integrated and Designated ELD, including training for teachers. **Scope:** Limited to Unduplicated Student Group(s)	provided ELD supported curriculum and language assessment tools. In 2025-26 teachers received ELD curriculum K-8 as a part of our newly adopted ELA programs. Teachers will receive focused training on vocabulary development in 2026-27. English language learners (ELLs) require tailored support across four core areas: linguistic scaffolding, academic vocabulary development, cultural integration, and extra processing time. Meeting these needs during Designated and Integrated ELD instruction helps students master basic social communication and complex academic content simultaneously, which is what this limited action addresses.	
2.1	**Action:** Implementation of Integrated and Designated ELD and Professional Development **Need:** English learner students are required to be provided integrated and designated English language development within their school day. Although practices are in place there is no systemic and consistent implementation of Integrated and Designated English Language Development (ELD) at any school in the LEA. Educators need training in implementing Designated and integrated ELD instruction to	This action addresses the need because English learner students will be provided integrated and designated ELD, as mandated by CA Education Code, with more consistency and in a systematic way in every school and classrooms in the LEA. By providing designated time daily for English learners to be instructed specifically in English language development and to also receive integrate English language development in academic content areas, English learners will have opportunity to move more quickly to Fluent English Proficiency (FEP). Educators district-wide will be provided training to implement this in their classrooms in order to support EL students.	2.3, 2.4, 2.5, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners including Long-term English Learners. In 2025-26 we did not identify any additional needs and will continue to focus on Integrated and Designated ELD. **Scope:** Limited to Unduplicated Student Group(s)	In 2025-26 a cohort of 9 teachers attended a 4-session series at San Mateo County Office of Education that focused on serving the needs of MultiLingual Learners.	
3.4	**Action:** Family Communication in the Home Language **Need:** The parents/guardians of English learner students need access to information in their Home Language. The parents/guardians of English learner students in the LEA are not always receiving student and school information in the home language, based on feedback provided at community forums. The parents/guardians of English learner students are likely also English learners, as evidenced by the "home language" identified on enrollment paperwork. In 2025-26 we did not identify any additional needs and will continue to focus on providing communications in the home language of families. **Scope:** Limited to Unduplicated Student Group(s)	Parents must be provided information in their home language so that they can better support their children. The parents/guardians of English Learner students would benefit from receiving information in the home language for accessibility and equity of information that they would not otherwise have access to. In 2025-26, Synergy was used to translate report cards, Google Translate for newsletters, and district office staff and the “Language Link” app was used for in-person services.	3.1,3.2,3.3,3.4,3.7

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

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

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,171,724	1,295,247	4.440%	0.000%	4.440%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,932,447.00	$0.00	$281,409.00	$40,000.00	$2,253,856.00	$1,144,175.00	$1,109,681.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Incentive Structure for Hiring Highly Qualified Teachers	All	No					$102,000.00	$5,000.00	$107,000.00				$107,000.00	
1	1.2	Onboard and Mentor Highly Qualified Teachers	All	No			All Schools		$15,000.00	$90,000.00	$15,000.00		$90,000.00		$105,000.00	
1	1.3	Professional Learning for Highly Qualified Teachers	All	No			All Schools		$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.4	iReady Professional Learning	All	No			All Schools		$7,500.00	$100,000.00	$107,500.00				$107,500.00	
1	1.5	IEP Goal Monitoring	Students with Disabilities	No			All Schools		$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.6	Suspension Tracking and Reporting	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.7	Behavioral Referrals Tracking and Reporting	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.8	Engaging Instruction Through Pathways	All	No			All Schools		$15,000.00	$20,000.00	$35,000.00				$35,000.00	
1	1.9	Integrated and Designated English Learner Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$110,150.00	$110,150.00				$110,150.00	
1	1.10	Pathway-Aligned Grant	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.11	Research-Based Tier I and II Interventions	All	No			All Schools		$18,000.00	$0.00	$18,000.00				$18,000.00	
1	1.12	IEP Referral Process and Tier I and II Interventions	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Implementation of Integrated and Designated	English Learners	Yes	Limited to Undupli	English Learners			$189,703.00	$0.00	$183,703.00			$6,000.00	$189,703.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		ELD and Professional Development			cated Student Group(s)											
2	**2.2**	iReady Staff Development	All	No			All Schools		$7,500.00	$6,000.00	$13,500.00				$13,500.00	
2	**2.3**	Social/Emotional Embedded Classroom Strategies	All	No			All Schools		$50,000.00	$15,000.00	$65,000.00				$65,000.00	
2	**2.4**	Make-Up Work Program	All	No			All Schools		$20,000.00	$10,000.00	$30,000.00				$30,000.00	
2	**2.5**	Dedicated Instructional Staff	All	No			All Schools		$157,695.00	$143,714.00	$110,000.00		$191,409.00		$301,409.00	
2	**2.6**	English Learner Progress at Sunset Ridge Elementary	All	No			Specific Schools: Sunset Ridge		$0.00	$4,000.00				$4,000.00	$4,000.00	
2	**2.7**	SBAC ELA Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities Homeless, English Learners, Hispanic and Socio-economically Disadvantaged	No			Specific Schools: Cabrillo, Ingrid B Lacy, Sunset Ridge and Pacifica School District		$6,000.00	$0.00	$6,000.00				$6,000.00	
2	**2.8**	SBAC Math Progress Monitoring at Specific Schools and the District Office	All Students with Disabilities English learners, Socio-economically Disadvantaged, Homeless	No			Specific Schools: Ingrid B Lacy, Sunset Ridge, Ocean Shore and Pacifica School District		$6,000.00	$0.00	$6,000.00				$6,000.00	
2	**2.9**	Invervention Supports for Unduplicated Student Population	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$289,498.00	$490,817.00	$780,315.00				$780,315.00	
2	**2.10**	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School		$221,079.00	$0.00	$221,079.00				$221,079.00	
3	**3.1**	Attendance Campaigns	All	No			All Schools		$15,000.00	$5,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Parent Education Workshops	All	No			All Schools		$10,000.00	$30,000.00	$40,000.00				$40,000.00	
3	3.3	Student, Family and Staff SEL & Climate Surveys	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.4	Family Communication in the Home Language	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$0.00	$0.00			$0.00	$0.00	
3	3.5	Monthly Chronic Absenteeism Team Meetings at Specific Schools	All	No					$6,000.00	$0.00	$6,000.00				$6,000.00	
3	3.6	Review and Revise Panorama Survey Questions	All	No			All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.7	K-8/Middle School Reconfiguration Committee	All	No			All Schools		$3,200.00	$0.00	$3,200.00				$3,200.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,171,724	1,295,247	4.440%	0.000%	4.440%	$1,295,247.00	0.000%	4.440 %	**Total:**	$1,295,247.00
								LEA-wide Total:	$780,315.00
								Limited Total:	$293,853.00
								Schoolwide Total:	$221,079.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.9**	Integrated and Designated English Learner Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$110,150.00	
2	**2.1**	Implementation of Integrated and Designated ELD and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners		$183,703.00	
2	**2.9**	Invervention Supports for Unduplicated Student Population	Yes	LEA-wide	English Learners Low Income	All Schools	$780,315.00	
2	**2.10**	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset Ridge Elementary, Ingrid B. Lacy Middle School	$221,079.00	
3	**3.4**	Family Communication in the Home Language	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,289,137.00	$2,279,136.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Incentive Structure for Hiring Highly Qualified Teachers	No	$107,000.00	$107,000.00
1	**1.2**	Onboard and Mentor Highly Qualified Teachers	No	$105,000.00	$105,000.00
1	**1.3**	Professional Learning for Highly Qualified Teachers	No	$30,000.00	$30,000.00
1	**1.4**	iReady Professional Learning	No	$107,500.00	$107,500.00
1	**1.5**	IEP Goal Monitoring	No	$3,000.00	$3,000.00
1	**1.6**	Suspension Tracking and Reporting	No	$0.00	$0.00
1	**1.7**	Behavioral Referrals Tracking and Reporting	No	$0.00	$0.00
1	**1.8**	Engaging Instruction Through Pathways	No	$35,000.00	$35,000.00
1	**1.9**	Integrated and Designated English Learner Language Instruction	Yes	$178,000.00	$0.00
1	**1.10**	Pathway-Aligned Grant	No	$30,000.00	$30,000.00
1	**1.11**	Research-Based Tier I and II Interventions	No	$18,000.00	$18,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	IEP Referral Process and Tier I and II Interventions	No	$0.00	$0.00
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	$201,000.00	$182,204.00
2	2.2	iReady Staff Development	No	$13,500.00	$13,500.00
2	2.3	Social/Emotional Embedded Classroom Strategies	No	$65,000.00	$65,000.00
2	2.4	Make-Up Work Program	No	$30,000.00	$30,000.00
2	2.5	Dedicated Instructional Staff	No	$301,409.00	$301,409.00
2	2.6	English Learner Progress at Sunset Ridge Elementary	No	$4,000.00	$4,000.00
2	2.7	SBAC ELA Progress Monitoring at Specific Schools and the District Office	No	$6,000.00	$6,000.00
2	2.8	SBAC Math Progress Monitoring at Specific Schools and the District Office	No	$6,000.00	$6,000.00
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	$687,700.00	$705,326.00
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	$250,828.00	$419,997.00
3	3.1	Attendance Campaigns	No	$20,000.00	$20,000.00

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

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,307,527.00	$1,327,528.00	$1,307,527.00	$20,001.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Integrated and Designated English Learner Language Instruction	Yes	$178,000.00	0.00		
2	2.1	Implementation of Integrated and Designated ELD and Professional Development	Yes	$195,000.00	$182,204.00		
2	2.9	Invervention Supports for Unduplicated Student Population	Yes	$687,700.00	$705,326.00		
2	2.10	Supplemental Site Administrator Support for Academic, Behavioral and Social-Emotional Intervention	Yes	$250,828.00	$419,997.00		
3	3.4	Family Communication in the Home Language	Yes	$16,000.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$28,536,539	1,307,527.00	0.00%	4.582%	$1,307,527.00	0.000%	4.582%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024