LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maidu Virtual Charter Academy
CDS Code: 31668940138081
School Year: 2026-27
LEA contact information:
Dr. Steve Caminiti
Acting Superintendent
scaminiti@puhsd.k12.ca.us
(530) 886-4402

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 Maidu Virtual Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maidu Virtual Charter Academy is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Maidu Virtual Charter Academy 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: Maidu Virtual Charter Academy plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ 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, Maidu Virtual Charter Academy is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Maidu Virtual Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Maidu Virtual Charter Academy plans to spend $ 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 2026-27

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

The text description of the above chart is as follows: In 2026-27, Maidu Virtual Charter Academy's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Maidu Virtual Charter Academy actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
Maidu Virtual Charter Academy	Dr. Steve Caminiti Acting Superintendent	scaminiti@puhsd.k12.ca.us (530) 886-4402

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.

BACKGROUND
Maidu Virtual Charter Academy (MVCA) is a virtual independent study program as a dependent charter of Placer Union High School District. MVCA was created in the 2018-19 school year as a means to provide a 21st century online education to replace the traditional independent study program. MVCA offers a dynamic secondary education program integrating 21st-century skills with independent study and online instructional modalities. Students are encouraged to be advocates for their own education as they develop and practice the skills necessary to be lifelong learners. The totality of the MVCA curriculum is aligned with California Common Core State Standards and Curriculum Frameworks as well as CAASPP assessments. MVCA also offers 24 dual enrollment courses (both high school and college credit) through Sierra College. MVCA serves 115-170 students ranging in grade level from 9th to 12th, with the bulk of student enrollments in 11th and 12th grade. MVCA was founded with two strands designed to meet the individual needs of our students: the Collegiate Strand provides students with a-g college prep courses and dual enrollment offerings, and the personalized education program (PEP) strand is designed for students whose goal is to earn a high school diploma and who need more intensive support. Teachers in the collegiate strand also serve students from PUHSD's comprehensive sites. In August 2025, MVCA will launch the Early College Program, shifting the Collegiate Strand to the Early College Program (ECP) Strand. In this strand, students will have the opportunity to earn an Associates degree, college general education credits (CalGETC), and/or Career/CTE Certifications. All students in MVCA will have the opportunity to partake in ECP course offerings.

Placer Union High School District (PUHSD), located east of Sacramento in the northern Sierra Nevada Foothills, is home to a unique set of high school communities that serve 3854 students. The district's geographic footprint extends across approximately 1,000 square miles and includes the towns of Loomis, Auburn, Foresthill, Colfax, Alta, Dutch Flat, Meadow Vista, Newcastle, and Penryn. PUHSD employs 363.5

FTE staff members and operates four comprehensive high schools, Colfax (580 students), Del Oro (1561 students), Foresthill (186 students), and Placer (1241 students). It also is home to Confluence, a continuation school, Placer Campus 67 students, and Del Oro Campus 36 students, Placer School for Adults (1250 students and 493 inmate students), Maidu Virtual Charter Academy (159 students), and Transition to Adult Living (TAL) with 24 students. The district is socioeconomically (SED) diverse, with 21% of students receiving free or reduced lunch. It serves approximately 120 English Learners (ELs), 198 Reclassified Fluent English Proficient (RFEP) students, and 421 students with disabilities (SWD). 2.9% percent of its students experience homelessness, and 0.19% are foster youth. In terms of race and ethnicity, student demographics consist of 0.5% African American, 1.6% Asian, 19.2% Hispanic, 6.8% of two or more races, and 71.1% white. While PUHSD schools are distinctly different, each site is centered on fostering relationships through innovative teaching, engaging student centered learning, and community involvement. It strives to promote student learning by teaching excellence in safe, supportive, and rigorous school environments where students gain academic and interpersonal skills. PUHSD students engage in problem-solving, critical thinking, and collaboration. Classrooms are equipped with current instructional technology resources, and all students have access to Chromebooks, a district practice since 2013. PUHSD prepares students for college, career, and life readiness through rigorous course offerings, including Dual Enrollment, Career Technical Education (CTE), Advanced Placement (AP), and International Baccalaureate (IB) options. PUHSD believes that all children can learn at high levels and is committed to providing targeted and relevant learning opportunities for all students.

COMMUNITY CHALLENGES
Current MVCA challenges include consistent and sufficient involvement from parents and students, attendance and engagement of students and adequate staffing. Due to the virtual nature of our school, it can be difficult to establish and sustain high levels of connection to our educational partners. Many attempts have been made to engage both students and parents with little- to moderate success. Our tiered engagement process has proven to be more successful in improving student attendance and engagement, ultimately helping students stay on track academically. We have also had difficulty in staffing our programs due to the need to have part-time staff and dual enrollment instructors as we continue to grow and evolve with how MVCA serves PUHSD.

PURPOSE AND VISION
PUHSD’s vision, along with MVCA’s, is to preserve its core values, promote student achievement by meeting the needs of all learners, and prepare them to be successful in college, their careers, and life. Through community forums with its students, parents, staff, community members, and districtwide meetings, Placer Union High School District continues to implement its Local Control Accountability Plan (LCAP) and assess its progress in its three identified goals and actions. Within PUHSD’s LCAP, readers will learn the details of the actions and purposes associated with its goals, including programs that serve all students, as well as aligned systems of support designed to target low-income, English learners, and/or foster youth student populations. Placer Union High School District’s three goals and summary of actions emphasize its core mission to provide high-quality educational access for all learners:
-All students high school, college, career, and life ready
-Increase student achievement through competency-based education practices
-Provide a safe, healthy, and engaging learning environment for all

Reflections: Annual Performance

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

SUCCESSES
Based on a review of student performance data on the state and local indicators included in the California School Dashboard (Dashboard), local self-assessments, and educational partners' input, MVCA identified its most significant gains in the below-mentioned LCAP goals and actions. Furthermore, in collaboration with PUHSD and its educational partners, MVCA devised plans to ensure continued progress in these areas for all students, including low-income, English learners, and/or foster youth students. For each goal and action, targeted learning plans will continue to be strategically developed to recruit, encourage, monitor, and support all students' participation in PUHSD's programs. The data we have for MVCA, along with data of Maidu Independent High School, shows that the school's success tends to fluctuate. Part of this is a result of the nature of independent study and high enrollment turnover (for a variety of reasons). However, we still have analyzed our data focusing on dual enrollment opportunities, CTE opportunities, credit completion, graduation rate, CAASPP performance, and attendance.

GOAL 1: INCREASE NUMBER OF STUDENTS HIGH SCHOOL, COLLEGE, AND CAREER READY DUAL ENROLLMENT
As we continue to develop the courses and curriculum for MVCA, we are using career college, and life-ready as our guiding principle statement. The school is currently operated in a two-stranded approach: the Collegiate strand and the Personalized Education Program (PEP) strand. A major component of the Collegiate strand is to provide dual enrollment opportunities for students through our partnership with Sierra College along with providing high quality college prep courses. In 2018-19 (the year MVCA opened), we were able to offer 7 dual enrollment courses and now offer 24. In August 2025, MVCA will launch the Early College Program (ECP), shifting the Collegiate Strand to the ECP Strand. In this strand, students will have the opportunity to earn an Associates degree, college general education credits (CalGETC), and/or Career/CTE Certifications. All students in MVCA will have the opportunity to partake in ECP course offerings. Additionally, MVCA instructors have served and supported over 285 seats on our comprehensive campuses in dual enrollment during the 2024-25 school year, and over 1,795 seats on comprehensive campuses since opening in 2018-19.

CAREER TECHNICAL EDUCATION (CTE)
MVCA began with 5 different CTE courses and two distinct pathways, with 6 additional courses and two additional pathways scheduled to open in 2025-26. From 2023-24 to 2024-25, MVCA pathway completers rose from 2 students to 10 students (+400%).

GRADUATION RATES
MVCA's graduation rate has fluctuated since its inception, and dipped slightly to 92.5% of students graduating (a 4.4% decrease from the previous school year). Of those, 23.8% were considered college/career ready (a 4.4% increase from the previous year) and 14.9% meeting a-g requirements (a 7.9% increase from the previous year). The launch of the Early College Program (ECP) will help increase these numbers, as MVCA will strategically ensure students are taking courses to improve these outcomes.

A-G RATES
The A-G rates have increased, but have never been high due to a number of factors, most of which is the fact that so many students come to MVCA off the A-G track and not enough time to get them back on track. The launch of the Early College Program (ECP) will help increase these numbers, as MVCA will strategically ensure students are taking courses to improve these outcomes. The A-G rates for 2023-24 are as follows:

–ALL Status 14.9% (+7.9% from 2022-23)
–SED Status 9.1% (+3.1% from 2022-23)

COLLEGE & CAREER INDICATOR (CCI)
MVCA has never had official numbers for CCI data. However, we track data and show a small number of students who are considered to have “met” the CCI metric. Much of this is due to small numbers of A-G (as explained above), and historically little access to Career Technical Education (CTE) courses. The 2023-24 school year was the first in which 11 new CTE courses were created and offered for MVCA students, which helped increase MVCA’s CCI status for all students. CCI data for the 2023-24 year is as follows:
–ALL Status 23.8% (+4.4% from 2022-23)

CAASPP ELA
MVCA experienced growth in its English Language Arts scores. In 2023-24, all students scored 71.7 points below standard, a 35.6 point increase from the previous year, with SED students increasing scores by 21.7 points.

GOAL 2: INCREASE STUDENT ACHIEVEMENT THROUGH COMPETENCY-BASED EDUCATION PRACTICES
MVCA is open to all students. We work to meet students’ academic needs, meeting them where they are. All MVCA students have their own Chromebook to use and keep until graduation. Teachers regularly use Google Suite as an embedded part of classroom teaching and learning, and all utilize the Canvas Learning Management System to deliver curriculum. We will preserve these efforts by continuing to budget for 1:Web, as well as consistently seek out ways to support teachers in marrying student learning and instructional technology - especially for low income, English learners, and/or foster youth students. In our PEP strand, instructors serve specific MVCA students looking to graduate from high school, but that tend to struggle academically and often socially and emotionally. In both strands, instructors support many students on comprehensive campuses by meeting on their campus and in the Learning Commons. This distributive model allows for a great deal of flexibility. In addition to meeting on school sites, MVCA instructors are available to meet in public libraries, cafes, and on a limited basis, at students’ homes.

GOAL 3: PROVIDE A SAFE, HEALTHY, AND ENGAGED LEARNING ENVIRONMENT FOR ALL
With the Mental Health Specialists (MHSs) as leads, along with counselors, school psychologists, interns, social workers, and Placer County Office of Education (PCOE - including youth wraparound services and recovery courses), a true Multi-Tiered System of Support (MTSS) framework has been established to support the emotional, mental and behavioral health of our students. Charter students have access to programs on the comprehensive campuses, including (but not limited to) band, drama, clubs, dances, and brick and mortar courses. We also hold attendance meetings as needed that are designed to support students who have not been showing progress for a variety of non-academic reasons. MVCA students can access district-wide student supports (as well as staff and peer education), including:
–Suicide assessments/prevention
–Student support services
–Multi-disciplinary team meetings
–Support of LGBTQ students
–Bullying prevention
–Grief support
–Adult and student well being
–Interpersonal and professional skills

–Psychological educational groups
–Hygiene, school supplies, PE clothes, and transportation support for McKinney-Vento, Foster youth, and others as needed
–Individual counseling
–Point Break/Breaking Down the Walls
–CoST (discussions re: emotional wellness)
–Family support and parent education
–Peer mentoring
–Frosh orientation
–Recovery and addiction support

AREAS OF GROWTH
Based on a review of student performance data on the state and local indicators included in the California School Dashboard (Dashboard), local self-assessments, and educational partners' input, MVCA identified areas of need in the below-mentioned LCAP goals and actions.

GRADUATION RATE
MVCA's graduation rate has fluctuated since its inception, and dipped slightly to 92.5% of students graduating (a 4.4% decrease from the previous school year). MVCA seeks to improve the graduate rate by providing increased intervention services through an intervention teacher for Collegiate/future ECP students, as well as other support services as provided through PUHSD.

COLLEGE & CAREER INDICATOR (CCI)
While MVCA's overall CCI has increased for all students during the 2023-24 school year, SED students and Hispanic students declined in this area. CCI data for the 2023-24 year is as follows:
–SED Status 17% (-2.4% from 2022-23)
–Hispanic Status 7.7% (-17.3% from 2022-23)
MVCA seeks to improve CCI for these subgroups by providing increased intervention services through an intervention teacher for Collegiate/future ECP students, as well as other support services as provided through PUHSD.

CAASPP/CAST SCORES
While MVCA has shown growth in CAASPP ELA scores, CAASPP Math and CAST Science scores dropped over the last year. Due to small numbers, we do not have access to all demographic breakdowns other than those described below.
–Math Scores for all students were 154.1 points below standard (-4.9 points from 2022-23); SED students 200.2 points below standard (-32.8 points from 2022-23)
–Science Scores 22% met/exceeded standard (-8.4% from 2022-23); SED students 19% (-14.3% from 2022-23)
MVCA seeks to improve CAASPP/CAST Scores by providing increased intervention services through an intervention teacher for Collegiate/future ECP students, as well as other support services as provided through PUHSD.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

All prior year allocations of LREBG funds have been spent.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

MVCA is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	District/English Learner Advisory Committee (D/ELAC) DELAC (EL Parent Advisory Meetings) December 10, 2024 and May 21, 2025 District Parent Advisory DPAC Wednesday, May 21, 2025 Site Council Meetings: Two SSC meetings held per year. 2024/2025 LCAP Educational Partners Survey sent to parents/guardians, staff, and community members: April 4, 2025; MVCA-specific Educational Partner Surveys send to parents/guardians: May 9, 2025. PUHSD Board Trustees Meetings/Public Hearings: Tuesday, June 3, 2025 PUHSD Board Trustees Approves and Adopts LCAP: Tuesday, June 17, 2025 LCAP Posted on Website: June 2025 The superintendent of the LEA responds, in writing, to any comments submitted by the parent advisory committee and the English learner parent advisory committee.

Educational Partner(s)	Process for Engagement
Teachers	2024/2025 LCAP Educational Partners Survey sent to teachers: April 4, 2025; MVCA-specific Educational Partner Surveys send to teachers: May 9, 2025. Teachers were further surveyed to identify future professional development opportunities and requests for the 2024-2025 school year. Friday, March 14, 2025
Students	2024/2025 LCAP Educational Partners Survey sent to students: April 4, 2025; MVCA-specific Educational Partner Surveys send to students: May 9, 2025. PUHSD Student Superintendent and Student Voice Meetings: October 2, 2024, February 12, 2025, April 30, 2025 Student Engagement Meetings: March 12, 2025, April 2, 2025, April 23, 2025, May 7, 2025
Placer County SELPA	Placer County SELPA LCAP Consultation: Date April 10, 2025
PUHSD Certificated & Classified Staff	2024/2025 LCAP Educational Partners Survey sent to staff: April 4, 2025. MVCA-specific Educational Partner Surveys send to staff: May 13, 2025. Strategic Planning/LCAP Meeting (district staff) Cabinet meetings twice a month Ed Services/Administrative Services weekly 2024/2025 LCAP Educational Partners Survey sent to parents/guardians, staff, and community members: April 4, 2025

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

EDUCATIONAL PARTNER INVOLVEMENT
Because many of the students at MVCA are from the district's schools and communities, much of the information gained through district and site events are utilized by MVCA. PUHSD and MVCA engaged its educational partners in the LCAP review and evaluation process in a variety of ways. The district's team focused on student achievement data, interventions and supports, and students' safety and well-being. Teachers were further surveyed to identify future professional development opportunities and requests for the 2025-2026 school year. Through these meetings, the district shared its progress data in implementing its goals and actions and gathered relevant feedback to inform future programs and services. In communicating with its educational partners, PUHSD and MVCA made a concerted effort to provide families with information in their home languages to elicit the greatest degree of feedback representing its community's values and perspectives.

LCAP EDUCATIONAL PARTNER FEEDBACK
Through a series of surveys, meetings, and committees, PUHSD and MVCA carefully considered all educational partner input in assessing its LCAP goals and actions progress. Below is a summary of participation and feedback by educational partner groups. It should be noted that feedback from MVCA parents is often limited due to lack of participation despite various efforts to get more involvement. As a result, much of this information is based on surveys and involvement from PUHSD district wide parent engagement opportunities.

PARENTS/GUARDIANS
The results outlined below were from the MVCA parent/guardian LCAP survey.

Overall Thoughts: The majority of parents who responded to the survey indicated that their student attends MVCA due to mental health concerns (46%), as well as credit deficiency (36%), attendance issues (36%), bullying at their home school (36%) and desiring a flexible learning environment. 95 percent of respondents expressed happiness that their student has the opportunity to attend MVCA, expressing that the greatest attributes of MVCA include flexibility (82%) and caring teachers and support staff (77%).

School Communication: Of those who responded to the survey, 91% indicated that MVCA communicates information effectively, with 77% of respondents saying they read the monthly newsletters, 91% saying they regularly read emails from the school, and 86% expressing that individual teachers communicate effectively regarding student progress.

Academics and Course Offerings: Of those who responded to the survey, 86% feel that their student has access to relevant learning opportunities and a variety of different courses, 45% say their student plans on taking advantage of what the Early College Program (ECP) has to offer. Finally, 91% of respondents feel that their students experience at MVCA is preparing them for life beyond high school.

Student Support and Engagement: When their student is struggling academically, the majority of parents/guardians discuss the grade(s) with their student (96%), have them talk with their teacher (91%), and have them meet with their counselor (64%). 64% of parents/guardians have reached out directly to teachers to discuss attendance, grades, and/or overall progress, and 55% have reached out directly to the counselor. 77% of respondents are aware they have access to mental health supports, and 73% are familiar with the tiered engagement process. While 91% of parents/guardians are aware that students have the opportunity to participate in a variety of extracurricular activities, only 27% of respondents' students have participated in the Maidu Meetups.

STUDENTS
The results outlined below were from the MVCA parent/guardian LCAP survey.

Overall Thoughts: The majority of students who responded to the survey indicated that they attend MVCA due to mental health concerns (56%), followed by the need for a flexible learning environment (44%), not liking their other school (39%), and attendance issues (33%). All respondents (100%) expressed happiness that they have the opportunity to attend MVCA, expressing that the greatest attributes of MVCA include flexibility (94%) and caring teachers and support staff (61%).

School Communication: Of those who responded to the survey, 100% indicated that MVCA communicates information effectively, with 61% of respondents saying they read the monthly newsletters, 78% saying they regularly read emails from the school, and 94% expressing that individual teachers communicate effectively regarding student progress.

Academics and Course Offerings: Of those who responded to the survey, 100% feel that their student has access to relevant learning opportunities and a variety of different courses, 29% say they plan on taking advantage of what the Early College Program (ECP) has to offer. Finally, 72% of respondents feel that their students experience at MVCA is preparing them for life beyond high school.

Student Support and Engagement: When students are struggling academically, the majority students talk with their teacher (72%), discuss the grade(s) with their parent (61%), and meet with their counselor (39%). 94% of students have reached out directly to teachers to discuss attendance, grades, and/or overall progress, and 56% have reached out directly to the counselor. 71% of respondents are aware they have access to mental health supports, and 44% are familiar with the tiered engagement process. While 83% of student respondents are aware that they have the opportunity to participate in a variety of extracurricular activities, only 28% have participated in the Maidu Meetups.

STAFF
The results outlined below were from the MVCA staff LCAP survey.

Overall Thoughts: When asked about how satisfied teachers were working at MVCA, 100% said they were satisfied with their teaching jobs at MVCA. When asked what was most rewarding about teaching at MVCA, common themes included helping students along their paths, helping students gain confidence, the ability to work with a variety of students and families, and the wide range of options available to students. When asked about the biggest challenges faced, common themes included the challenges MVCA students live with daily that prevent consistent engagement, and the follow-through of students and parents. Specific suggestions for improving teacher experience include having new teachers work on site their first quarter, and building a more collaborative environment to help our school thrive.

The Virtual Teaching Environment: When asked to respond to a variety of questions regarding teaching in a virtual environment, 83% felt they had the necessary technology and resources to effectively teach online, 83% felt the school provides adequate technical support when needed, 83% felt the online learning platform is user-friendly and reliable, 83% felt they have sufficient opportunities for synchronous interaction with students, 83% feel equipped to effectively manage student behavior virtually, 67% felt the workload associated with online teaching is manageable, 67% have adequate time for planning and preparation, and 83% are satisfied with communication tools provided by

the school. When asked about suggestions for the virtual teaching environment, common themes included having access to Google Voice through our Google accounts, brining CidiLabs back, and having a virtual whiteboard.

Communication & Support: When asked to respond to a variety of questions regarding communication and support, 83% felt well-informed about school-wide decisions and policies, 83% felt communication from administration is clear and timely, 67% felt they receive constructive feedback on teaching performance, 50% felt there are sufficient opportunities for collaboration with other teachers, 83% feel supported by school leadership, 50% feel that they have access to professional development opportunities for online teaching, and 83% feel their voice and opinions are valued by school administration.

Student Engagement & Progress: When asked to respond to a variety of questions regarding student engagement and progress, 83% feel they can effectively engage students in the virtual learning environment, 83% feel they have the resources and strategies needed to address diverse learning needs online, 67% feel satisfied with the tools and methods used to assess student progress, 67% believe the school provides adequate support for struggling students, and 17% feel the level of parent/guardian involvement is supportive of student learning. Additionally, 100% of teachers have participated in Maidu Meetups. When asked to provide additional feedback about student engagement and progress, striving to find ways to increase parent engagement, as well as monthly staff meetings to discuss students in each tier. Additional Maidu Meetup ideas were suggested (including mini golf, Crocker Art Museum, animal shelter/sanctuary visit, etc.), as well as virtual meetups (virtual gaming, virtual field trips, art workshops, student-led “show & tell” sessions), etc. An additional suggestion was to have a leadership course where students could organize meetups with teacher support.

COMMUNITY MEMBERS
Community responses to the LCAP survey were minimal; however, community partners joined the site community forums and evening informational events to provide input on the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students High School, College, Career, and Life Ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

HIGH SCHOOL, COLLEGE, CAREER, AND LIFE READINESS
PUHSD and MVCA's goal for all students to be high school, college, career, and life ready was developed by reviewing student performance data on the California School Dashboard (Dashboard), local self-assessments, and educational partner input. Analysis of student performance on the College/Career Readiness Indicator (CCI) showed that 23.8% of MVCA students met the prepared level in 2024. Of particular concern was the performance of SED students and Hispanic students, as only 17% and 7.7% met CCI prepared level, respectively. MVCA will continue to find ways to help students meet the CCI by increasing access to the different indicators needed. Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve college and career readiness through the state measures and continue to provide multiple opportunities for Dual Enrollment and Career Technical Courses. PUHSD and MVCA's goal for all students to be high school, college, career, and life ready will be supported and measured through the actions and metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1.1 Student participation in Dual Enrollment Course Offerings. Source: Aeries	2023-2024 DE: 9 students enrolled	2024-2025 DE: 14 students enrolled		2026-2027 DE: 40 students (increase of ~10 students per year)	2024-2025 Increased 5 students
1.2	1.1.2	2023-2024 2 CTE Pathways 31 students enrolled	2024-2025 4 CTE Pathways		2026-2027 5 CTE Pathways Total	2024-2025 Increased 2 pathways

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE Pathways Course Offerings and student completers. Source: Aeries	2 pathway completers	29 students enrolled 10 pathway completers		45 students enrolled (~50% increase) 2025-2026 % of graduates as completers in one CTE pathway: 45%	Decreased 2 students Increased 8 completers
1.3	1.1.3 CAASPP/SBAC (Smarter Balanced Exam) ELA Scores Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	Dashboard 2023 ALL Students Status is Very Low (Red) 107.29 Points Below Standard N=40 SED Status is No Performance Level 146.5 Points Below Standard N=18 EL Status is No Performance Level N=2 SWD Status is No Performance Level N=3 Hispanic	2024 ALL Students Status is Orange 71.6 Points Below Standard Increased 35.6 Points N= 35 SED Status is No Performance Level 124.8 Points Below Standard Increased 21.7 Points N= 13 EL Status is No Performance Level No Data >11 Students N= 2 SWD		2026 ALL Students Status Yellow 45 Points Below Standard Increase 62.2 Points SED Status Yellow 45 Points Below Standard Increase 101.5 Points EL Status is No Performance Level (Not enough students to quantify data) SWD Status is No Performance Level	2024 ALL Students Increased 35.6 Points SED Increased 21.7 Points EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Data LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status is No Performance Level N=9 RFEP Status is No Performance Level N=0	Status is No Performance Level No Data >11 Students N= 2 Hispanic Status is No Performance Level No Data >11 Students N= 9 LTEL Status is No Performance Level No Data >11 Students N= 1		(Not enough students to quantify data) Hispanic Status is No Performance Level (Not enough students to quantify data) RFEP Status is No Performance Level (Not enough students to quantify data)	
1.4	1.1.4 CAASPP/SBAC (Smarter Balanced Exam) Math Scores Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	Dashboard 2023 ALL Students Status is Very Low (Red) 149.2 Points Below Standard N=41 SED Status is No Performance Level 167.4 Points Below Standard N=18 EL	2024 ALL Students Status is Red 154.1 Points Below Standard Declined 4.9 Points N= 35 SED Status is No Performance Level 200.2 Points Below Standard Declined 32.8 Points N= 13		2026 ALL Students Status Yellow 115 Points Below Standard Increase 34 Points SED Status Yellow 115 Points Below Standard Increase 52.4 Points EL Status is No Performance Level	2024 ALL Students Declined 4.9 Points SED Declined 32.8 Points EL Maintained No Data SWD Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status is No Performance Level N=2 SWD Status is No Performance Level N=3 Hispanic Status is No Performance Level N=9 RFEP Status is No Performance Level N=0	EL Status is No Performance Level No Data >11 Students N= 2 SWD Status is No Performance Level No Data >11 Students N= 2 Hispanic Status is No Performance Level No Data >11 Students N= 9 LTEL Status is No Performance Level No Data >11 Students N= 1		(Not enough students to quantify data) SWD Status is No Performance Level (Not enough students to quantify data) Hispanic Status is No Performance Level (Not enough students to quantify data) RFEP Status is No Performance Level (Not enough students to quantify data)	Hispanic Maintained No Data LTEL Maintained No Data
1.5	1.1.5 CAST Science Scores Source: DataQuest & CA Dashboard	2022-2023 ALL Students Met or Exceed Standard: 30% SED: 33.33% EL: NA SWD: NA Hispanic: NA REFP: NA	2023-2024 ALL Students Met or Exceed Standard: 22% SED: 19% EL: No Data>11 Students		2025-2026 ALL Students 45% Met or Exceed Standard Increase 15% SED	2023-2024 ALL Students: Decreased 8.4% SED: Decreased 14.3% EL: Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NA: Information is unavailable due to no or low student count.	SWD: No Data>11 Students Hispanic: No Data>11 Students LTEL: No Data >11 Students ALL Students 16.8 Points Below Standard Decreased 3.1 Points N=30 SED No Performance Color 24 Points Below Standard Decreased 11.7 Points N=11 EL No Performance Color No Data >11 Students N=2 SWD No Performance Color No Data>11 Students N=3		43% Met or Exceed Standard Increase 10% EL: NA SWD: NA Hispanic: NA REFP: NA NA: Information is unavailable due to no or low student count.	SWD: NMaintained No Data Hispanic: Maintained No Data LTEL: Maintained No Data ALL Students Decreased 3.1 Points SED Decreased 11.7 Points EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Data LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic No Performance Color No Data>11 Students N=8 LTEL No Performance Color No Data>11 Students N=2			
1.6	1.1.6 CCI % Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	2022-2023 All: 19.4% SED: 19.4% EL: NA SWD: NA Hispanic: NA NA: Information is unavailable due to no or low student count.	2024 ALL Students Status is Yellow Prepared 23.8% Increased 4.4% N= 80 SED Status is Orange Prepared 17% Declined 2.4% N= 47 EL Status is No Performance Color No Data >11 Students N= 4 SWD Status is No Performance Color		2026 All: 35% SED: 35% EL: NA SWD: NA Hispanic: NA NA: Information is unavailable due to no or low student count.	2024 ALL Students Increased 4.4% SED Decreased 2.4% EL Maintained No Data SWD Maintained No Data Hispanic Decreased 17.3% LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No Data >11 Students N= 8 Hispanic Status is No Performance Color Prepared 7.7% Declined 17.3% N= 13 LTEL Status is No Performance Color No Data >11 Students N= 4			
1.7	1.1.7 FAFSA Completions and Workshops Source: U.S. Department of Education: FAFSA Completion Data	2023 All comprehensive sites offering workshops for students and parents MVCA Total FAFSA completion numbers: 22 34.9% of graduates N=63 PUHSD Total FAFSA completion numbers: 676 69.5% of graduates N=972 Maidu students currently have access	2024 All comprehensive sites offering workshops for students and parents MVCA Total FAFSA completion numbers: 25 31.3% of graduates N=80 PUHSD Total FAFSA completion numbers: 606		All sites offering workshops for students and parents. Total FAFSA completion numbers: 51 80% of graduates	2024 Increased 3 students Decreased 3.6% Decreased 70 students Decreased 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to comprehensive FAFSA support	62.9% of graduates N=963 Maidu students currently have access to comprehensive FAFSA support			
1.8	1.2.1 Graduation Rates % Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	Dashboard 2023 ALL Students Status is Very High (Blue) 96.8% Graduated N=63 SED Status is Very High 97.3% Graduated N=37 EL Status is No Performance Color N=1 SWD Status is No Performance Color N=9 Hispanic Status is No Performance Color 100% Graduated N=12	2024 ALL Students Status is Yellow 92.5% Graduated Declined 4.3% N= 80 SED Status is Yellow 93.6% Graduated Declined 3.7% N= 47 EL Status is No Performance Color No Data >11 Students N= 4 SWD Status is No Performance Color No Data >11 Students N= 8 Hispanic		2026 ALL Students Status Blue 98% Graduated Increase 1.2% SED Status Blue 98% Graduated Increase 0.7% EL Status is No Performance Level (Not enough students to quantify data) SWD Status is No Performance Level (Not enough students to quantify data) Hispanic Status is No Performance Level	2024 ALL Students 4.3 Decreased SED 3.7 Decreased EL Maintained No Data SWD Maintained No Data Hispanic Decreased 7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Status is No Performance Color 92.3% Graduated Declined 7.7% N= 13		(Not enough students to quantify data) RFEP Status is No Performance Level (Not enough students to quantify data)	
1.9	1.2.2 a-g % Source: DataQuest	2022-2023: ALL: 7% SED: 6% EL: NA SWD: NA Hispanic: 0% NA: Information is unavailable due to no or low student count	2023-2024: ALL: 14.9% SED: 9.1% EL: No Data >11 Students SWD: No Data >11 Students Hispanic: 0%		2025-2026 ALL: 25% 18% increase SED: 25% 19% increase EL: NA SWD: NA Hispanic: 0% NA: Information is unavailable due to no or low student count.	2023-2024 ALL Increased 7.9% SED Increased 3.1% EL Maintained No Data SWD Maintained No Data Hispanic Maintained 0%
1.10	1.3 Culminating event/project	2022-23: 100% of seniors	2023-24: 100% of seniors		2026-27: 100% of seniors	2023-24 Maintained 0%

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.

Action 1.1 - College Career Indicator (CCI) Prepared Level Completion & Action 1.2 - Access to a rigorous course of study for all students
MVCA is successfully scheduling students into a-g courses, CTE pathways, and dual enrollment courses. Thoughtfully creating master schedules and providing interventions and direct support has given all students the best opportunities for completion of these courses.

Action 1.3 - Expand life skills curriculum and four year career readiness plan
All MVCA seniors participate in a culminating event, including an exit interview. Additionally, beginning in 2025-26, MVCA will begin encouraging all Early College Program (ECP) students to participate in an entry-level DE life skills course upon entry into the program.

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.

N/A - no substantive changes

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

Based on a comprehensive review of the metric data, MVCA has made notable progress toward Goal #1 (All students high school, college, career, and life ready), but equity gaps and inconsistent subgroup performance high areas that require strategic intervention.

Implementing Actions 1.1 – 1.3 effectively supported Goal #1 with overall successes.
1. Academic & College Readiness
Dual Enrollment (DE): Participation rose from 9 students to 14 students (+56%). While this increase didn't meet our target goal of 10 students per year taking DE, MVCA will continue strategically working with students to encourage participation in DE courses. The launch of the Early College Program (ECP) and strategic marketing outside of PUHSD should help with this.
CAASPP ELA: Increased 35.6 points, and SED students increased 21.7 points.
College Preparedness (A-G) Rate: Increased to 14.9% (+7.9%), inching closer to the 25% target, and SED students increased college preparedness rates (+3.1%).

2. Career Readiness
CTE Completion: Increased the pathway offerings from 2 CTE pathways to 4 CTE pathways (+100%), a strong upward trend. Additionally, increased pathway completers from 2 students to 10 students (+400%).
College Career Indicator: Jumped from 19.4% to 23.8% of all students prepared, showing a slight increase.

3. Life Readiness

Life Skills Courses & Projects: All MVCA seniors continue to participate in a culminating event, and beginning in 2025-26, MVCA will begin encouraging all Early College Program (ECP) students to participate in an entry-level DE life skills course upon entry into the program.

While there are many successes, MVCA's data identifies areas of concern in using actions 1.1 - 1.3 to meet Goal #1.
1. Graduation Rate
Graduation Rate: Decreased from 96.8% to 92.5% (-4.3%). Additionally, SED students graduation rate decreased 3.7%, and Hispanic students graduation rate decreased 7.7%. This decrease can be attributed to a variety of reasons, including students who left MVCA as a result of MVCA's tiered engagement process, but failed to re-enroll in another school before their graduation date. The small numbers of students in each graduation cohort contribute to sever fluctuations in the data as shown here.

2. Equity Gaps
Socioeconomically Disadvantaged (SED): Although there's general progress in CAASPP ELA scores, CAASPP Math, CAST Science, graduation rate, and CCI remain well under target. SED students showed a 32.8 point decrease in CAASPP Math scores, a 14.3% decrease in CAST Science Scores (met/exceeded standard), a 3.7% decline in graduation rate, and a 2.4% decrease in CCI preparedness.
Hispanic Students: Outcomes for Hispanic students in graduation rates and CCI remain well under target. Hispanic students showed a 7.7% decline in graduation rate, and a 17.3% decrease in CCI preparedness.

MVCA is moving in the right direction, especially with gains in DE participation, CTE participation, CCI rates, and college course access. Many students are increasingly college, career, and life ready, however the goal of "all students being college, career, and life ready" has not yet been met. Key equity gaps particularly for Hispanic students and SED students persist across multiple indicators. Progress is strong but uneven, and targeted interventions are needed to ensure success for all students.

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.

N/A - no substantive changes

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	College Career Indicator (CCI) Prepared Level Completion	Raise the number of students achieving CCI readiness through (a) strategic CCI academic planning and diagnostic master scheduling, (b) increased Dual Enrollments, (c) embedded literacy and numeracy skills across disciplines and SBAC preparation, and (d) concentrated support for low-income, English learners, and/or foster youth students in enrolling in Dual Enrollment courses, college and career guidance, and FAFSA completion.	$633,928.00	
1.2	Access to a rigorous course of study for all students	Enroll all 9th and 10th grade students into appropriate strands (Collegiate or PEP). Ensure students have access to dual enrollment, a-g courses, and high level electives.	$499,145.00	
1.3	Expand life skills curriculum and four-year career readiness plan	Senior students will participate in a culminating event that includes an exit interview.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student achievement through competency-based education practices	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

INCREASE STUDENT ACHIEVEMENT
PUHSD and MVCA's goal to increase student achievement through competency-based education practices was formulated from educational partner input and a review of student performance data on local assessments and state indicators. Analysis of past and present student performance revealed an increase in D and F rates and a need for strategic and targeted academic remediation. The district has created new grading scales, removed the D mark, and introduced incomplete (I) marks. A plan has been developed to track and remediate incomplete marks during the school year and in summer sessions. The district's goal to increase student achievement through competency-based education practices is backed by actions that allow for personalized learning plans and academic interventions. Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve student achievement and was coupled with clearly identifying grading practices, continued professional development for teachers, and opportunities for academic improvement through daily interventions and remediation opportunities. PUHSD's goal to increase student achievement through competency-based education practices will be supported and measured through the actions and metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1.1 CAASPP/SBAC (Smarter Balanced Exam) ELA Scores Source: CA Dashboard & California School Dashboard Target-	2023 ALL Students Status is Very Low (Red) 107.29 Points Below Standard N=40 SED	2024 ALL Students Status is Orange 71.6 Points Below Standard Increased 35.6 Point N=35		2026 ALL Students Status Yellow 45 Points Below Standard Increase 62.2 Points SED	2024 ALL Students Increased 35.6 Points SED Increased 21.7 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	setting Tool for LCAPs and SPSAs & DataQuest	Status is No Performance Level 146.5 Points Below Standard N=18 EL Status is No Performance Level N=2 SWD Status is No Performance Level N=3 Hispanic Status is No Performance Level N=9 RFEP Status is No Performance Level N=0	SED Status is No Performance Level 124.8 Points Below Standard Increased 21.7 Points N= 13 EL Status is No Performance Level No Data >11 Students N= 2 SWD Status is No Performance Level No Data >11 Students N= 2 Hispanic Status is No Performance Level No Data >11 Students N= 9 LTEL Status is No Performance Level No Data >11 Students N= 1		Status Yellow 45 Points Below Standard Increase 101.5 Points EL Status is No Performance Level (Not enough students to quantify data) SWD Status is No Performance Level (Not enough students to quantify data) Hispanic Status is No Performance Level (Not enough students to quantify data) RFEP Status is No Performance Level (Not enough students to quantify data)	EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Data LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	2.1.2 CAASPP/SBAC (Smarter Balanced Exam) Math Scores Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	2023 ALL Students Status is Very Low (Red) 149.2 Points Below Standard N=41 SED Status is No Performance Level 167.4 Points Below Standard N=18 EL Status is No Performance Level N=2 SWD Status is No Performance Level N=3 Hispanic Status is No Performance Level N=9 RFEP Status is No Performance Level N=0	2024 ALL Students Status is Red 154.1 Points Below Standard Declined 4.9 Points N= 35 SED Status is No Performance Level 200.2 Points Below Standard Declined 32.8 Points N= 13 EL Status is No Performance Level No Data >11 Students N= 2 SWD Status is No Performance Level No Data >11 Students N= 2 Hispanic Status is No Performance Level No Data >11 Students		2026 ALL Students Status Yellow 115 Points Below Standard Increase 34 Points SED Status Yellow 115 Points Below Standard Increase 52.4 Points EL Status is No Performance Level (Not enough students to quantify data) SWD Status is No Performance Level (Not enough students to quantify data) Hispanic Status is No Performance Level (Not enough students to quantify data) RFEP	2024 ALL Students Declined 4.9 SED Declined 32.8 EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Datal LTEL Maintained No Datal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			N= 9 LTEL Status is No Performance Level No Data >11 Students N= 1		Status is No Performance Level (Not enough students to quantify data)	
2.3	2.1.3 CAST Science Scores Source: DataQuest	2022-2023 ALL Students Met or Exceed Standard: 30% SED: 33.33% EL: NA SWD: NA Hispanic: NA REFP: NA NA: Information is unavailable due to no or low student count.	2023-2024 ALL Students Met or Exceed Standard: 22% SED: 19% EL: No Data >11 Students SWD: No Data >11 Students Hispanic: No Data >11 Students LTEL: No Data >11 Students No Data: Information is unavailable due to no or low student count. 2024 ALL Students		2025-2026 ALL Students 45% Met or Exceed Standard Increase 15% SED 43% Met or Exceed Standard Increase 10% EL: NA SWD: NA Hispanic: NA REFP: NA NA: Information is unavailable due to no or low student count.	ALL Students Decreased 8% SED Decreased 14.3% EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Data LTEL Maintained No Data 2024 ALL Students Decreased 3.1% SED Decreased 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Status is No Performance Color 16.8 Points Below Standard Declined 3.1 Points N= 30 SED Status is No Performance Color 24 Points Below Standard Declined 11.7 Points N= 11 EL Status is No Performance Color No Data >11 Students N= 2 SWD Status is No Performance Color No Data >11 Students N= 3 Hispanic Status is No Performance Color No Data >11 Students N= 8			EL Maintained No Data SWD Maintained No Data Hispanic Maintained No Data LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL Status is No Performance Color No Data >11 Students N= 2			
2.4	2.1.4 CCI % Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	2023 ALL Students Status is Low 19.4% Prepared N=62 SED Status is Low 19.4% Prepared N=36 EL Status is No Performance Level N=1 SWD Status is No Performance Level N=9 Hispanic Status is No Performance Level 25% Prepared N=12 RFEP	2024 ALL Students Status is Yellow Prepared 23.8% Increased 4.4% N= 80 SED Status is Orange Prepared 17% Declined 2.4% N= 47 EL Status is No Performance Color No Data >11 Students N= 4 SWD Status is No Performance Color No Data >11 Students N= 8 Hispanic		2026 All: 35% SED: 35% EL: NA SWD: NA Hispanic: NA NA: Information is unavailable due to no or low student count.	2024 ALL Students Increased 4.4% SED Decreased 2.4% EL Maintained No Data SWD Maintained No Data Hispanic Decreased 17.3% LTEL Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status is No Performance Level N=0	Status is No Performance Color Prepared 7.7% Declined 17.3% N= 13 LTEL Status is No Performance Color No Data >11 Students N= 4			
2.5	2.2 Grade Marks Source: Aeries	2022-2023 % of Grade Marks: I/D%: 0.4% N= 5 F%:0.4% N= 5	2023-2024 % of Grade Marks: I/D%: 0.32% N= 5 F%: 7.2% N= 113		2025-26 % of Grade Marks: I/D%: 0% Decrease 0.4% F%: 0% Decrease 0.4%	2023-2024 I/D Decreased 0.08% F Increased 6.8%
2.6	2.3 Graduation Rates % Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs	2023 ALL Students Status is Very High (Blue) 96.8% Graduated N=63 SED Status is Very High 97.3% Graduated N=37 EL Status is No Performance Color	2024 ALL Students Status is Yellow 92.5% Graduated Declined 4.3% N= 80 SED Status is Yellow 93.6% Graduated Declined 3.7% N= 47 EL		2026 ALL Students Status Blue 98% Graduated Increase 1.2% SED Status Blue 98% Graduated Increase 0.7% EL Status is No Performance Level (Not enough	2024 ALL Students Decreased 4.3% SED Decreased 3.7% EL Maintained No Data SWD Maintained No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		N=1 SWD Status is No Performance Color N=9 Hispanic Status is No Performance Color 100% Graduated N=12	Status is No Performance Color No Data >11 Students N= 4 SWD Status is No Performance Color No Data >11 Students N= 8 Hispanic Status is No Performance Color 92.3% Graduated Declined 7.7% N= 13		students to quantify data) SWD Status is No Performance Level (Not enough students to quantify data) Hispanic Status is No Performance Level (Not enough students to quantify data)	Hispanic Decreased 7.7%
2.7	2.4 Interventions and Support	Interventions and Support MTSS: 100% Student Monitoring Spreadsheet: 100% Tutoring: 0% PUHSD Daily intervention block with targeted scheduling/ FlexiSCHED: Implementation at all four comprehensive sites (students access MVCA classes during FlexiSCHED blocks)	Interventions and Support MTSS: 100% Student Monitoring Spreadsheet: 100% Tutoring: 0% PUHSD Daily intervention block with targeted scheduling/ FlexiSCHED: Implementation at all four comprehensive sites (students		Maintain a daily intervention block, increase use of student tutors, and maintain use of student monitoring spreadsheet.	Maintained 0% Maintained 0% Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			access MVCA classes during FlexiSCHED blocks)			
2.8	2.5.1 Access to appropriate technology and equipment to support digital education (1:Web)	Chromebook distribution: 100% of students Home internet access: 9 district distributed hotspots - 100% connectivity for students	Chromebook distribution: 100% of students Home internet access: 3 district distributed hotspots - 100% connectivity for students		Chromebook distribution: maintain 100% of students Home internet access: 100% connectivity for students.	Decreased 6 Maintained 0%
2.9	2.5.2 Access to appropriate digital resources (apps)	Create system of approval and support for apps usage.	Followed the PUHSD system of approval and support for apps usage.		Maintain system of approval, cataloging, and usage support of all supported apps.	Maintained

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.

Successful Implementation:

Action 2.1 - Professional Development
-MVCA and PUHSD utilized the planned professional development days to deliver content and skills focused on competency-based education and high-quality instructional strategies. All staff participated in two full-day in-service trainings that addressed key topics such as accurate grading, common assessments, multi-tiered interventions, student learning progressions, and understanding students' quality world. New educators were supported in culture building, curriculum development, and instructional planning through four full days.

Action 2.4 - Intervention and Support

- MVCA successfully implemented action 2.4 by conducting targeted interventions through advisorship model. Each of our students met with an advisor weekly to get support for classes. The Collegiate advisor tracked student progress through student-tracking spreadsheet and participate in Tiered Engagement processes and procedures.

Action 2.5 - Access to appropriate technology and equipment to support digital education (1:Web)

- MVCA, in conjunction with PUHSD's Information & Technology department, continues to provide 100% of students with appropriate technology to meet their academic access needs. A new process of approving and consolidating educational apps has been positive and has given more clarity to the requirements, but also the usage of apps across the district.

Implementation Challenges:

Action 2.2 - Competency-Based Education (CBE) Professional Learning Communities (PLCs) and Action 2.3 - Instructional Practices and Implementation

- MVCA and PUHSD encountered implementation challenges with Action 2.2 and 2.3. There were a number of reasons for the obstacles including the amount and speed in which the implementation was done. This caused some confusion and included various communication barriers. Many teachers were not comfortable with the new grading scale and being able to explain CBE to their students. Because of these issues, the Board put a pause on CBE and allowed individual sites and departments to determine their own grading practices. While this flexibility supported localized decision making, it reduced opportunities for district wide collaboration within Professional Learning Communities (PLCs), particularly around developing shared proficiency scales and common assessments. Despite these challenges, many individual departments remained committed to the principles of Competency-Based Education (CBE), continuing to meet in PLC's to apply CBE approaches and support student achievement. Teachers also worked independently to implement standards-based curriculum, monitor student progress through various technologies, and develop personalized learning plans, maintaining momentum in instruction practices aligned with CBE tenets.

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

2.1 Decrease in conferences attended than projected $5,711 2.2 CBE per Board directive was put on hold for PLC's $46,627

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

Based on a comprehensive review of the metric data, MVCA has made some progress toward Goal #2 (Increase student achievement through competency-based education practices), but equity gaps and inconsistent subgroup performance high areas that require strategic intervention.

Implementing Actions 2.1, 2.4 & 2.5 effectively supported Goal #2 with the following overall successes:

1. Student Achievement & Preparedness
CAASPP ELA: Increased 35.6 points, and SED students increased 21.7 points.
College Career Indicator: Jumped from 19.4% to 23.8% of all students prepared, showing a slight increase.
Grade Marks: The number of incomplete grade marks decreased 0.08%

2. Interventions & Supports
Advisory: All MVCA students had their own advisor to track progress and found 100% participation in the student monitoring spreadsheet.

3. Technology Access
Chromebooks and Digital Resources: 100% of students were given a Chromebook, and staff had access to a variety of digital resources to ensure effective instruction and increase student achievement.
Hotspots: Hotspots were provided to individual students as needed.

While there are some successes, MVCA's data identifies areas of concern in using actions 2.1 - 2.5 to meet Goal #2.
1. Equity Gaps
Socioeconomically Disadvantaged (SED): Although there's general progress in CAASPP ELA scores, CAASPP Math, CAST Science, graduation rate, and CCI are under target. SED students showed a 32.8 point decrease in CAASPP Math scores, a 14.3% decrease in CAST Science Scores (met/exceeded standard), a 3.7% decline in graduation rate, and a 2.4% decrease in CCI preparedness.
Hispanic Students: Outcomes for Hispanic students in graduation rates and CCI remain well under target. Hispanic students showed a 7.7% decline in graduation rate, and a 17.3% decrease in CCI preparedness.

MVCA has made meaningful progress in many goals, however there are wide disparities in achievement, particularly for socioeconomically disadvantaged (SED) students, and Hispanic students. This will be an area of focus for the upcoming school year to ensure barriers are removed so all students can achieve at their potential.

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.

N/A - no substantive changes

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	Professional Development	Continue providing teachers with professional development in competency-based education practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Conduct two full day in-services for all staff and facilitate New Teacher Academy. Offer optional curriculum camp for curriculum development, training, and instructional planning. Hold Certificated Administration Networking Meetings and Classified Managers Meetings regularly throughout the year to build capacity of current leaders to support students within our system.	$3,383.00	
2.2	Competency-Based Education (CBE) Professional Learning Communities (PLCs)	Conduct weekly PLC meetings utilizing CBE approaches to teaching and learning to increase student achievement. Train cohorts of teachers to implement skills and knowledge gained through professional development to create individualized student learning plans.		
2.3	Instructional Practices and Implementation	Teachers will use CBE tenets to utilize standards-based curriculum, proficiency scales, assessments, and appropriate technologies (i.e. LMS, gradebooks) to monitor student learning progressions and implement personalized learning plans to meet students' unique needs. Participate in E3 teacher evaluations and develop professional growth plans focused on student learning outcomes.	$1,830.00	
2.4	Intervention and Support	Conduct targeted interventions through advisorship model. Each of our students meet with an advisor weekly to get support for classes. All staff track student progress through student-tracking spreadsheet and participate in Tiered Engagement processes and procedures.	$186,355.00	Yes
2.5	Access to appropriate technology and equipment to support digital education (1:Web)	Provide students with access to appropriate technology, including 1:Web Chromebooks, digital resources, and, when needed, home internet connectivity to support learning. Create and maintain a system of approval, cataloging, and usage support of all supported apps.	$22,817.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, healthy, and engaging learning environment for all	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

SAFE, HEALTHY, AND ENGAGING LEARNING ENVIRONMENTS FOR ALL
MVCA and PUHSD's goal to provide a safe, healthy, and engaging learning environment for all was created in response to educational partner feedback and the district's commitment to fostering positive school culture, opportunities for student enrichment, and maintaining safe and vibrant facilities. The input received from MVCA and PUHSD's educational partners through the LCAP development process also indicated a desire for students to engage in sports, clubs, and school events, while having access to enhanced mental health support and social emotional learning opportunities. PUHSD's goal to provide a safe, healthy, and engaging learning environment for all will be supported and measured through the actions and metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1.1 Mental Health Referrals	2023-24 6 students	2024-25 3 students		2026 As needed	2024-25 Decreased 3
3.2	3.1.2 Attendance	2023-24 91.74%	2024-25 86%		2026-2027 Average Attendance Rate: 96%	2024-25 Decreased 5.74%
3.3	3.1.3	2023-2024 CHKS (District):	2024-2025		2026-2027	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Healthy Kids Survey (CHKS) Source: California Healthy Kids Survey	School Connectedness Grade 9: 64% Grade 11: 59% Social and emotional distress Grade 9: 25% (-2) Grade 11:30% (-4) Experienced chronic sadness/ hopelessness Grade 9: 26% (-3) Grade 11:30% (-8) Considered suicide Grade 9: 12% (-1) Grade 11:13% (-7) Optimism Grade 9: 49% (0) Grade 11:43% (0) Life satisfaction Grade 9: 68% (+2) Grade 11:65% (+3) Average percent “Agree” or “Strongly agree” Average percent “Pretty much true” or “Very much true” Past 12 months	School Connectedness Grade 9: 67% Grade 11: 59% Social and emotional distress Grade 9: 24% (-1) Grade 11: 26% (-4) Experienced chronic sadness/ hopelessness Grade 9: 22% (-4) Grade 11: 27% (-3) Considered suicide Grade 9: 12% (-0) Grade 11: 10% (-3) Optimism Grade 9: 53% (+4) Grade 11: 45% (+2) Life satisfaction Grade 9: 69% (+1) Grade 11: 64% (-1) Average percent “Agree” or “Strongly agree”		Increase percent of respondents to positive factors of health impacts by 10% for 9th and 11th grades. Reduce percent of respondents to negative factors of health impacts by 5% for 9th and 11th grades.	School Connectedness Grade 9: Increased 3% Grade 11: Maintained 0% Social and emotional distress Grade 9: Decreased 1% Grade 11: Decreased 4% Experienced chronic sadness/ hopelessness Grade 9: Decreased 4% Grade 11: Decreased 3% Considered suicide Grade 9: Maintained 0% Grade 11: Decreased 3% Optimism Grade 9: Increased 4% Grade 11: Increased 2% Life satisfaction Grade 9: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average percent "Satisfied" or "very satisfied"	Average percent "Pretty much true" or "Very much true" Past 12 months Average percent "Satisfied" or "very satisfied"			Grade 11: Decreased 1%
3.4	3.1.4 Anti-Bullying/Respect Committee	Committee Meetings: 9/15/2023 10/4/2023 12/7/2023 1/25/2024 2/22/2024 2023-2024 School perceived as very safe or safe Grade 9: 68% (+1) Grade 11: 62% (-4) Experienced any harassment or bullying* Grade 9: 25% (+2) Grade 11:30% (0) In school only *Past 12 months	Committee Meetings: 8/29/2024 9/19/2024 10/3/2024 10/17/2024 10/30/2024 11/22/2024 1/16/2025 2024-2025 School perceived as very safe or safe Grade 9: 67% (-1) Grade 11: 66% (+4) Experienced any harassment or bullying* Grade 9: 28% (+3) Grade 11: 25% (-5) In school only		2026-2027 Increase percent of respondents to positive factors of health impacts by 5% for 9th and 11th grades. Reduce percent of respondents to negative factors of health impacts by 3% for 9th and 11th grades	Increased 2 Committee Meetings 2024-2025 School perceived as very safe or safe Grade 9: Decreased 1% Grade 11: Increased 4% Experienced any harassment or bullying* Grade 9: Increased 3% Grade 11: Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Past 12 months			
3.5	3.1.5 Dropout Rate Source: Dataquest Report: 4-year adjusted cohort graduation rate (ACGR) and outcome data	2022-2023 % of four-year cohort identified as dropout: 3.2% N=2	2023-2024 % of four-year cohort identified as dropout: 3.8% N=3		2025-2026 % of four-year cohort identified as dropout: 1.5% decrease 1.7%	2023-2024 Increased 0.6%
3.6	3.2 Contactable % Source: Parentsquare	2023-2024 98% of all student families are contactable MCVA 96% of student families are contactable	2024-2025 99% of all student families are contactable MCVA 98% of student families are contactable		2026-2027 100% of all student families are contactable	2024-2025 Increased 1% MVCA Increased 2%
3.7	3.3.1 Facility Inspection Tool (FIT) Rating and Facility Walks	2023-2024 Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary"	2024-2025 Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary"		2026-2027 Maintain Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary"	2024-25 Maintained
3.8	3.3.2 Williams Compliance	2023-2024 100%	2024-2025 100%		2026-2027 Maintain 100% compliance	2024-2025 Maintain 0%
3.9	3.3.3	2022-2023	2023-2024		2025-2026	2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teacher Placement	% of teachers without credentials and misassignments: 0%	% of teachers without credentials and misassignments: 0%		Maintain 0% teachers without credentials and misassignments.	Maintain 0%

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.

Successful Implementation:

Action 3.1 - Support school culture and Action 3.2 Supportive school culture for low-income, English learners, and/or foster youth students

- MVCA successfully implemented Actions 3.1 and 3.2 by promoting a supportive school culture aligned with the Quality Schools tenets. To create a physically, socially, and emotionally healthy environment for all students, the district provided resources to boost student engagement and implemented alternative practices to suspension. These efforts included expanding access to mental health services through site-based Wellness Centers, developing advisory class content, and offering increased Maidu Meetups to encourage social interaction between students.

Action 3.3 - Communicate, engage, and collaborate with all educational partners

- MVCA successfully achieved Action 3.3 by implementing a variety of effective communication and engagement strategies to connect with all educational partners, including students, families, community members, and staff. MVCA utilized the ParentSquare app and several teachers used Translate Live technology to ensure accessible, multilingual communication. Engagement was further strengthened through platforms such Facebook, Instagram, and monthly newsletters (Maidu Monthly). Collaborative efforts included active participation in School Site Councils and the District English Learner Advisory Committee (DELAC), fostering ongoing dialogue and partnership with families and the broader community.

Action 3.4 - Co-curricular and extracurricular opportunities

- MVCA collaborates with each school site across PUHSD offer a wide range of co-curricular and extracurricular opportunities that support student engagement across the arts, dances, and various clubs. MVCA prioritizes student choice, working to provide increased access to many activities that match their interest and passions. These offerings created meaningful connections within the school community, fostered personal growth, and promoted a well-rounded educational experience for all students.

Action 3.5 - High quality learning environments

- MVCA and PUHSD foster strong collaboration between the Maintenance, Information & Technology, and Business departments and MVCA administrators and teachers. This coordinated effort ensured that learning environments remained safe, modern, and conducive to effective teaching and student learning. Regular updates to facilities, classroom technologies, and infrastructure supported a high-quality educational experience and reflected the district's commitment to maintaining contemporary spaces that meet the evolving needs of students and staff. Additionally, MVCA will be moving to a new space on the Placer High School campus in August 2025 to ensure MVCA students have increased access to high quality learning environments.

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.

3.4 increase in utility costs

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

Based on a comprehensive review of the metric data, MVCA has made meaningful progress toward Goal #3 (Providing a safe, healthy, and engaging learning environment for all), though there are still areas that require focused intervention..

Implementing Actions 3.1 - 3.5 effectively supported Goal #3 with the following overall successes:
1. Engagement
Maidu Meetups: The number of Maidu Meetups increased this year from 4 offered in previous years to 10 offered this year (+150%), providing increased opportunities for students to connect with each other.

2. Social-Emotional Wellness
School Connectedness: There was an increase in school connectedness among 9th grade students (+3%).
Optimism: There was an increase in optimism reported among 9th graders (+4%) and 11th graders (+2%).

3. Family Engagement & Infrastructure
Family Contactable: 98% of MVCA families are contactable (+2%).
Facilities: Facility standards continued to meet the "Good to Exemplary" rating.
Williams Act: Compliance and teacher credentialing both achieved 100% compliance.

While exhibiting positive progress for a safe, healthy, and engaging learning environment for all, MVCA's data identifies the following areas for improvement as noted below.
1. Attendance & Engagement Attendance: Attendance decreased 5.74%, indicating a need for more strategic interventions.
Engagement: While the number of Maidu Meetups increased 150%, the number of participants stayed relatively the same. This will be a focused goal moving forward.

2. Social & Emotional Wellbeing
While there were gains in various categories, several indicators remain below target, including connectedness, life satisfaction, and optimism.

MVCA has made meaningful progress towards a safer, healthier, and more engaging learning environment, particularly in areas of student engagement opportunities, teacher quality, and student supports. However, disparities still persist in various categories, and targeted strategies will be crucial in coming years to improve in these categories..

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.

N/A - no substantive changes

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	Support school culture	Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for all students that is physically, socially, and emotionally healthy. Provide professional development to support sites with student engagement and alternative practices to suspension.	$325,772.00	
3.2	Supportive school culture for low-income, English learners, and/or foster youth students	Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy.		
3.3	Communicate, engage, and collaborate with all educational partners	Communicate, engage, and collaborate with all educational partners (students, families, community members, and staff), including low income, English learners, and/or foster youth students and their families.		

Action #	Title	Description	Total Funds	Contributing
3.4	Co-curricular and extracurricular opportunities	Provide opportunities for co-curricular and extracurricular student engagement in the arts, athletics, and clubs.	$77,335.00	
3.5	High quality learning environments	Maintain and create high quality contemporary learning environments that promote effective instruction and student learning.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

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
$93,421	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.556%	0.000%	$0.00	7.556%

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
2.4	**Action:** Intervention and Support **Need:** Need: Teacher Tutors (1) CCI 2024 ALL Students Status is Low 23.8% Prepared N=80	Every MVCA student (including unduplicated students) is assigned an advisor, and MVCA utilizes a Tiered-Reengagement process to provide intensive supports for struggling students, including unduplicated. Students in our PEP program also benefit from subject specific tutoring. Students access a variety of educational tools including Canvas, Edmentum, and ALEKS.	We will monitor progress by tracking key indicators on the CA Dashboard for all students and unduplicated populations. We will continue to monitor progress through students parent and staff feedback regarding this action.

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
	SED Status is Low 17% Prepared N=47 CCI Goal for 2025-2026 All: 35% (+15.6%) SED: 35% (+15.6%) EL: NA SWD: NA Hispanic: NA NA: Information is unavailable due to no or low student count No other sub groups are identified. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,236,386	93,421	7.556%	0.000%	7.556%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,702,625.00	$47,940.00	$0.00	$0.00	$1,750,565.00	$1,623,601.00	$126,964.00

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	College Career Indicator (CCI) Prepared Level Completion							$633,928.00	$0.00	$633,928.00	$0.00	$0.00	$0.00	$633,928.00	
1	1.2	Access to a rigorous course of study for all students							$496,062.00	$3,083.00	$474,022.00	$25,123.00	$0.00	$0.00	$499,145.00	
1	1.3	Expand life skills curriculum and four-year career readiness plan														
2	2.1	Professional Development							$3,383.00	$0.00	$3,383.00				$3,383.00	
2	2.2	Competency-Based Education (CBE) Professional Learning Communities (PLCs)														
2	2.3	Instructional Practices and Implementation							$1,830.00	$0.00	$1,830.00				$1,830.00	
2	2.4	Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$162,626.00	$23,729.00	$186,355.00				$186,355.00	7.56%
2	2.5	Access to appropriate technology and equipment to support digital education (1:Web)							$0.00	$22,817.00		$22,817.00			$22,817.00	
3	3.1	Support school culture							$325,772.00	$0.00	$325,772.00				$325,772.00	
3	3.2	Supportive school culture for low-income, English learners, and/or foster youth students														
3	3.3	Communicate, engage, and collaborate with all educational partners														
3	3.4	Co-curricular and extracurricular opportunities							$0.00	$77,335.00	$77,335.00				$77,335.00	

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	3.5	High quality learning environments														

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,236,386	93,421	7.556%	0.000%	7.556%	$186,355.00	7.560%	22.633 %	**Total:**	$186,355.00
								LEA-wide Total:	$186,355.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.4**	Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$186,355.00	7.56%

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,750,565.00	

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**	College Career Indicator (CCI) Prepared Level Completion		$633,928.00	
1	**1.2**	Access to a rigorous course of study for all students		$499,145.00	
1	**1.3**	Expand life skills curriculum and four-year career readiness plan			
2	**2.1**	Professional Development		$3,383.00	
2	**2.2**	Competency-Based Education (CBE) Professional Learning Communities (PLCs)			
2	**2.3**	Instructional Practices and Implementation		$1,830.00	
2	**2.4**	Intervention and Support	Yes	$186,355.00	
2	**2.5**	Access to appropriate technology and equipment to support digital education (1:Web)		$22,817.00	
3	**3.1**	Support school culture		$325,772.00	
3	**3.2**	Supportive school culture for low-income, English learners, and/or foster youth students			
3	**3.3**	Communicate, engage, and collaborate with all educational partners			
3	**3.4**	Co-curricular and extracurricular opportunities		$77,335.00	
3	**3.5**	High quality learning environments			

2026-27 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)
	$186,355.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Intervention and Support	Yes	$186,355.00		7.56%	

2026-27 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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