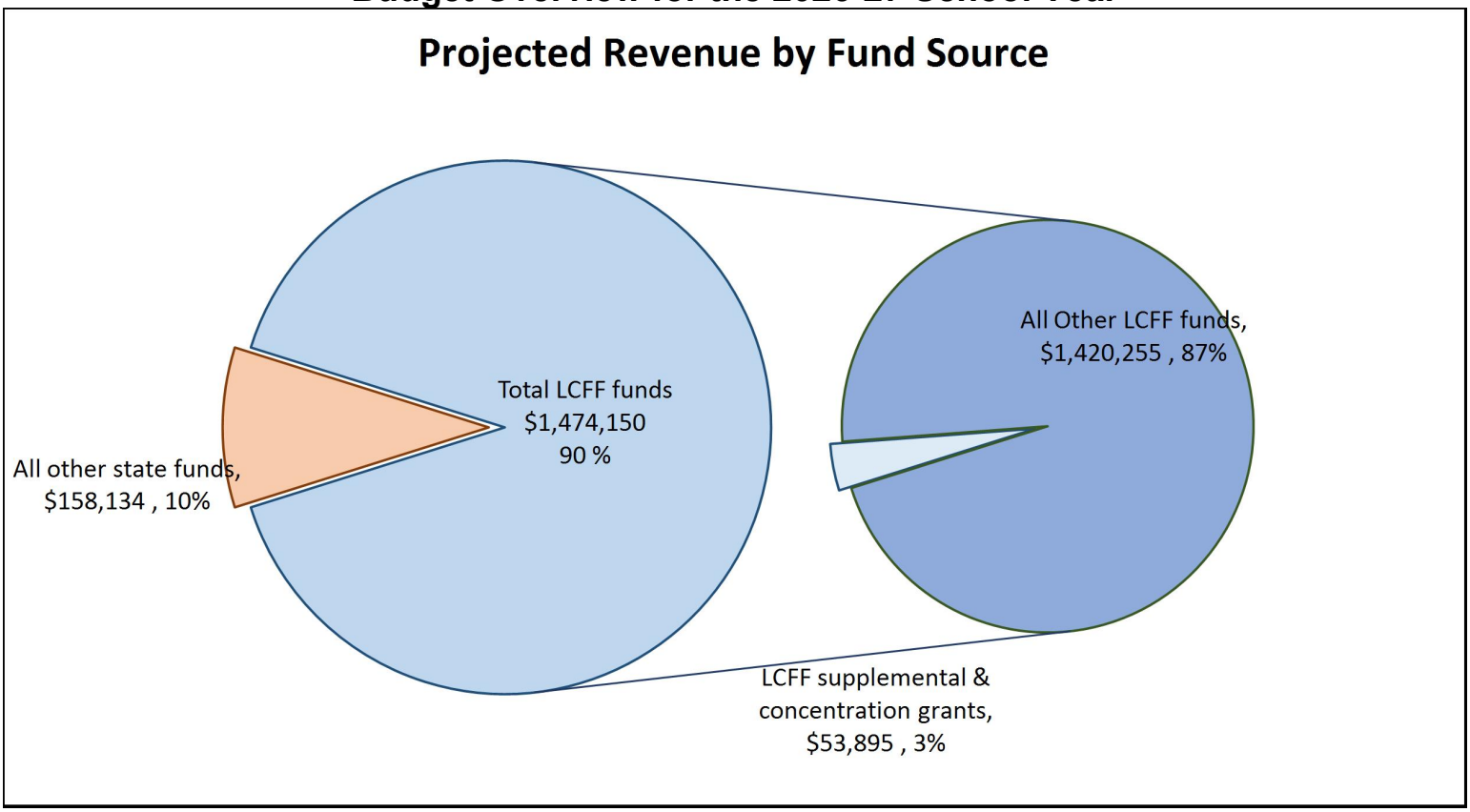
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Dorado Union High School District (EDUHSD)
CDS Code: 09618530930214
School Year: 2026-27
LEA contact information:
Amanda Petersen, Ed.D.
Director of Educational Options and Innovations

530-622-6212

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

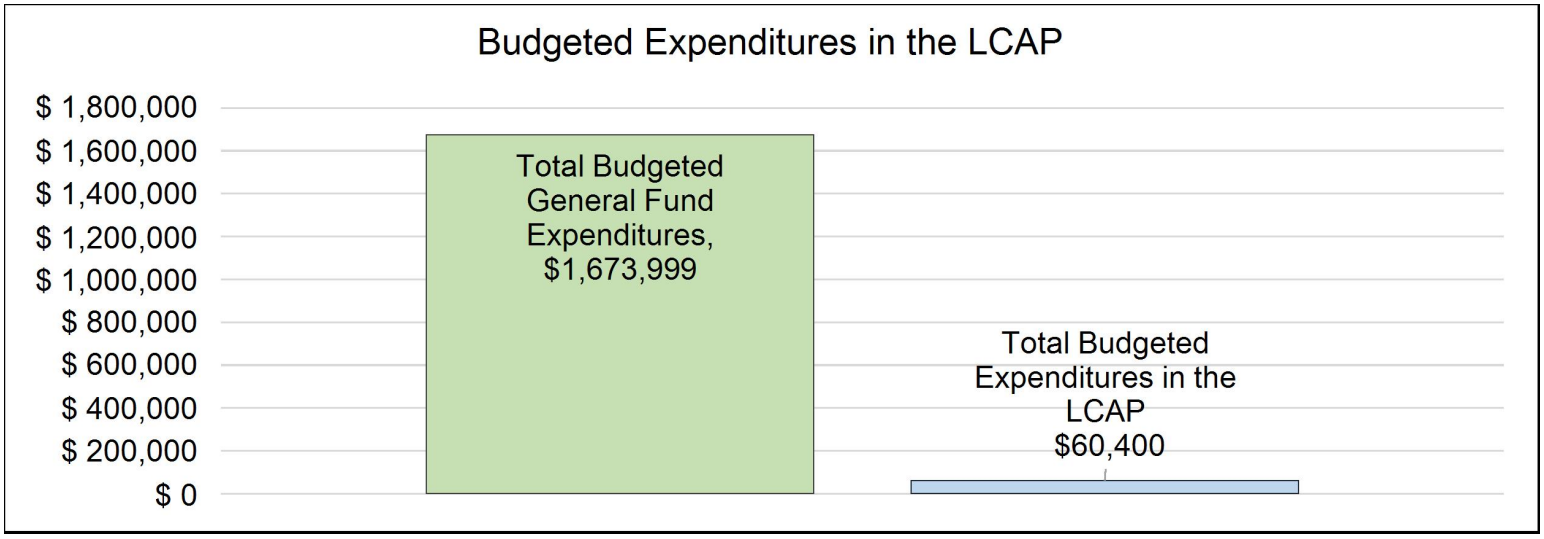


This chart shows the total general purpose revenue El Dorado Union High School District (EDUHSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Dorado Union High School District (EDUHSD) is $1,632,284, of which $1,474,150 is Local Control Funding Formula (LCFF), $158,134 is other state funds, $0 is local funds, and $0 is federal funds. Of the $1,474,150 in LCFF Funds, $53,895 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 El Dorado Union High School District (EDUHSD) 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: El Dorado Union High School District (EDUHSD) plans to spend $1,673,999 for the 2026-27 school year. Of that amount, $60,400 is tied to actions/services in the LCAP and $1,613,599 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

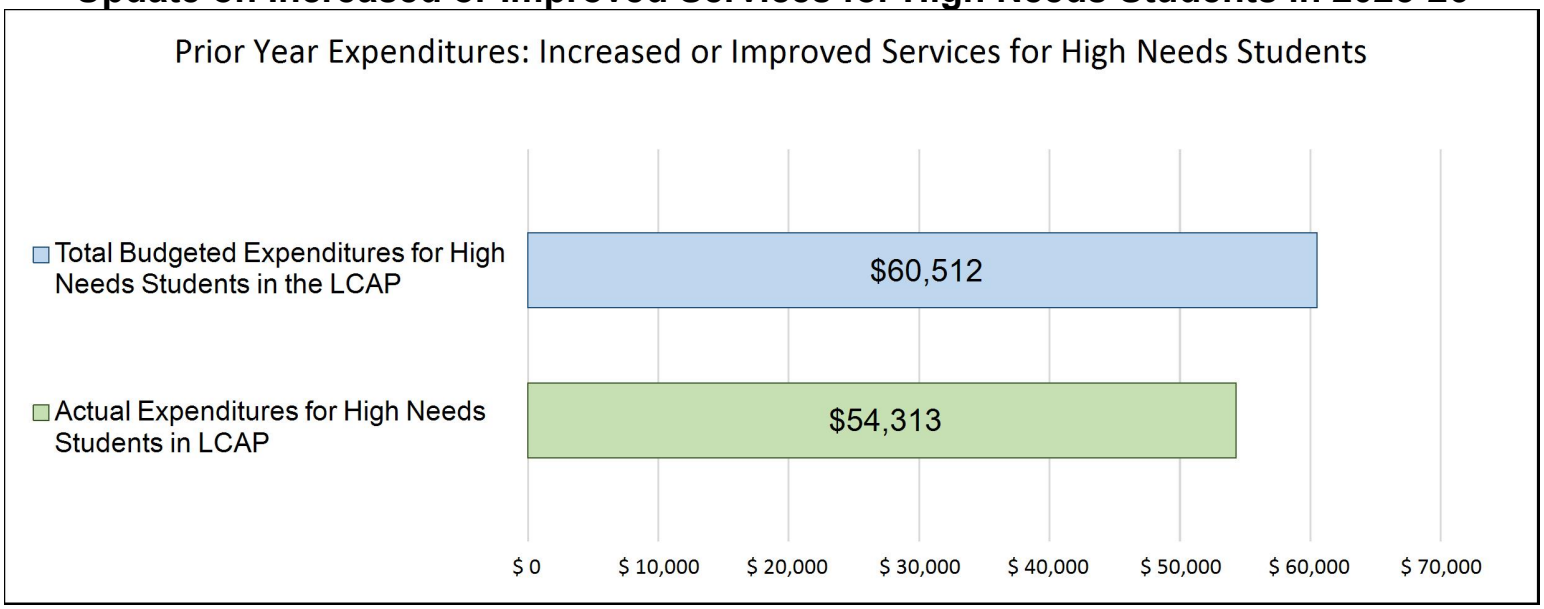
Indirect costs, including administrative, utilities, and district supported costs

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

In 2026-27, El Dorado Union High School District (EDUHSD) is projecting it will receive $53,895 based on the enrollment of foster youth, English learner, and low-income students. El Dorado Union High School District (EDUHSD) must describe how it intends to increase or improve services for high needs students in the LCAP. El Dorado Union High School District (EDUHSD) plans to spend $53,912 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, El Dorado Union High School District (EDUHSD)'s LCAP budgeted $60,511.75 for planned actions to increase or improve services for high needs students. El Dorado Union High School District (EDUHSD) actually spent $54,313 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,198.75 had the following impact on El Dorado Union High School District (EDUHSD)’s ability to increase or improve services for high needs students:

Site only used the supplemental funds that it was award through LCFF to help increase services to students. Site also received one time funding in which additional services were provided to students.

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
El Dorado Union High School District (EDUHSD)	Amanda Petersen, Ed.D. Director of Educational Options and Innovations	apetersen@eduhsd.k12.ca.us 530-622-6212

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.

The EDUHSD Pacific Crest Academy is the only dependent charter school within the El Dorado Union High School District. The Pacific Crest Academy is set in a rural landscape in the Sierra Foothills adjacent to the Union Mine High School campus. EDUHSD Pacific Crest Academy provides an online blended learning model that utilizes Canvas, the same learning management system used by our local community college. Additionally, students use district-approved Apex and Edmentum courses to fulfill elective requirements as needed.

The Pacific Crest Academy provides students with a comprehensive, individualized, and rigorous approach to their high school education. Students have the opportunity to complete district graduation requirements with the enhancement of concurrent enrollment at the other district high schools, if schedules allow, and they may also earn college credit enrolling in dual enrollment courses through Folsom Lake College (FLC). We are designated as an Early College high school, and through our partnership with FLC we offer multiple college courses here on our campus each year. A blended 4x4 schedule offers a mix of yearlong courses and courses that are completed in the traditional semester time frame. Students are provided with the support needed for all major subject areas, including science labs, world language, and core subjects. Study halls are built into the schedule during the school day to offer students support. Every student is encouraged to participate in an internship with at least one local business or organization within their high school experience.

Currently, there are four core content teachers, an education specialist, a part-time instructional technician, a workplace learning experience (Internship) coordinator, an administrator, and a part-time counselor. The school has a full time maintenance/custodian/groundskeeper, and we share a nurse and school psychologist with Union Mine. The school also has a full-time administrative assistant who also functions as registrar and attendance clerk.

Pacific Crest Academy accepts students from El Dorado County as well as any adjacent county. Our student enrollment in the 2025-26 school year was 117 students. Because of our small size, many of our students join us for their first public school experience from home school, another charter, or private schools. Students at PCA are independently motivated and can work independently but also desire the direct instruction and on campus learning we offer. We have a thriving Leadership program and hold monthly activities and three dances each year, providing many opportunities for students to connect with peers in a positive environment.

Reflections: Annual Performance

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

To develop our 2026 Local Control and Accountability Plan, Pacific Crest Academy's educational partners conducted a thorough review and analysis of schoolwide data, including the California Dashboard and other local metrics. Pacific Crest Academy has made great strides in student achievement. We have no student groups that received the lowest performance level on one or more state indicators on the California Dashboard. Our population of English learners, foster youth and socioeconomically disadvantaged students (unduplicated pupils) is small and we do not meet the subgroup threshold, and our data is not disaggregated to protect student privacy. We remain committed to increasing and improving services to our unduplicated pupils. Less than 2% of our population are foster youth or English learners. Our largest subgroup is socioeconomically disadvantaged students, which makes up 17% of our population. Pacific Crest Academy's LCAP places a strong emphasis on providing students the support they need to be successful in high school and beyond. In collaboration with the El Dorado Union High School District (EDUHSD), PCA offers a thorough support system to engage all students in rigorous academics and connect with a positive school community. In its totality, Pacific Crest Academy's LCAP highlights our efforts to maintain a high level of academic achievement with an emphasis on supporting students academically, behaviorally, and socially as they pursue their post-secondary goals.

Since our school prides ourselves in offering a thriving internship program and being an early college high school with dual enrollment college offerings, it is a priority for us to focus on improving the College and Career Indicator (CCI); Goal 1 is centered around this. The CCI can be met in a variety of ways, so we plan to track and improve multiple measures: students completing 2 or more dual enrollment courses, students demonstrating competency on ELA and Mathematics CAASPP tests, and students completing a CTE pathway, and students meeting A-G college entrance requirements. Our school community also agrees that these measures are important for student success. On the California Dashboard, CCI was at 43.3% for the Class of 2023. Our efforts to improve that have been fruitful, and our Class of 2025 is at a 60.7% prepared, showing an improvement of 17.4 percentage points from baseline (metric 1.1). Our rate of students completing the A-G college entrance requirements for the UC/CSU system has historically varied in the 30-50% range. We have seen an improvement of 28 percentage points from baseline to 62% of the class of 2025 (metric 1.2). However, our school community also acknowledges and supports students' plans to enter private colleges, community colleges, and trade schools, where the A-G college entrance requirements do not apply. Therefore, in addition to A-G rates, we are focusing on a variety of additional college and career preparedness metrics. We have increased the percentage of students completing dual enrollment college courses from 53.2% of students taking at least one course to 81% of students in the Class of 2025 (metric 1.3). Our thriving internship program has been consistently identified as essential to our students in identifying a focus for college and career; with the support of our Workplace Learning Coordinator, we have been working to increase student participation. We saw record numbers of students participating in the Internship Program in the 2025-26 school year! We are also pleased

that the percentage of students completing a CTE pathway or internship has improved from 34.5% of students completing an internship in 2023 to 85% of the students in the Class of 2025 (metric 1.5).

In the last few years, mathematics achievement has been an area for growth at PCA, and has subsequently been a gatekeeper for students achieving some of the aforementioned indicators. For example, in 2023, only 26% of students achieved Level 3 (standard met) or Level 4 (standard exceeded) on the Mathematics CAASPP. Therefore, we are increasing our efforts to support students through additional teacher support (Advanced Math Prep and Math Tutorial classes) and offering a higher-level mathematics course, Pre-Calculus, which started in the 2024-25 school year. We implemented the Algebra 2 Prep and Math Tutorial support classes starting in the 2023-24 school year. We have seen an increase in students passing Algebra 2 or higher by the end of their Junior year, from 69% in 2024 to 83% in 2026 (metric 1.8). Our CAASPP scores started showing significant improvements, increasing 28.2 points: students achieving a Level 3 (standard met) or Level 4 (standard exceeded) in 2023 was 28.6% and in 2024 increased to 52.2 (metric 1.4). We are proud of our students' achievement as measured by the ELA CAASPP; in 2023 and 2024 our students' scores were the highest in the district, with 76% of students achieving a Level 3 (standard met) or Level 4 (standard exceeded) in 2023 and 83.3% of students achieving a Level 3 or 4 in 2024 (metric 1.4). We saw a dip in scores in 2025 to 35% of students demonstrating a level 3 of 4 on the mathematics CAASPP and 71% of students for ELA, but data analysis points to a few students not putting forth effort on the exam as opposed to a decline in instruction. Preliminary results from the 2026 CAASPP are showing another improvement in scores. We will continue to monitor these results to ensure student achievement is maintained or improved.

Partnering with families is paramount as we support students in determining and achieving their postsecondary plans. Therefore, we have been working to increase parent engagement through workshops and college/career planning meetings. Our Guidance Counselor plays a pivotal role in this, so we are using funds to maintain an increase in her time with us from 0.5 to 0.6 FTE to assist students and families with the often complex task of navigating college entrance requirements and taking the right courses to be prepared for and competitive in the application process. We had 87% of parents participate in a college/career planning meeting or workshop in the 2025-26 school year, which exceeds our target for metric 1.7.

Our educational partners recognize that a strong school culture contributes to students' academic success and overall wellbeing. In our LCAP, we have developed metrics and actions to increase our college-going culture and influence the number of students attending college after high school and completing A-G requirements. We have seen an increase in students attending a 2- of 4-year college or technical institution after high school from 84% of the Class of 2023 to 97% of the Class of 2025 (metric 1.6), which exceeds our target outcome.

We are also focused on ensuring that students feel supported, safe and connected on campus, which is another key component of school culture and is further elaborated on in Goal 2. We are alarmed by the declining rate of academic motivation as reported on the California Healthy Kids Survey (CHKS). Academic motivation fell from 65% in 2022 to 58% in 2023 and even lower to 49% in the 2023-24 school year. We believe that campus culture plays a role in academic motivation and have built actions into our LCAP to address this issue, and are beginning to see the fruits of those efforts. In the 2025-26 school year, academic motivation improved to 55% (metric 2.1).

We will continue to offered tiered levels of support to improve students' wellbeing, starting with schoolwide activities and opportunities to connect positively with peers and caring adults on campus. We have a thriving Leadership program, with more than half of our students enrolled in the Leadership class. They implemented several new schoolwide activities this year, and will continue to host monthly activities and increase school spirit. Our student leaders continue to be a positive driver on our campus, so we plan to reboot our mentorship program

to offer support in particular to new students and underclassmen. In the 2025-26 school year, we had mentors formally work with our 9th graders during class, providing additional support and connection to 100% of our freshmen (metric 2.4). This was the first year that we implemented specific incentives and recognition for our student mentors, through earning a cord to wear at graduation. As indicators of our progress on having an overall supportive and connected school culture, we are tracking student outcomes on the CHKS related to school connectedness and caring adults: in 2023-24, we had 73% of students report school connectedness and that number increased to 83% in 2024, but decreased to 66% in 2025 (metric 2.2). We were surprised to see the dip in 2025, and sought additional feedback from students and staff to further address this area. In the Spring, we implemented many of our actions around Goal 2 and anticipate the next CHKS administration to show an improvement in scores again. In 2023, 78% of students reported having a caring adult on campus and that number remained steady at 74% in the Fall of 2024 but decreased to 59% in the Fall of 2025 (metric 2.3). We continued to work on this goal throughout the remainder of this school year, and a survey in May of the Class of 2026 showed 96.4% of 12th graders identified having a caring adult relationship with at least one staff member on campus.

Student wellness and its impact on academic outcomes is of concern as many students have indicated that they are dealing with high levels of social emotional distress as measured by the CHKS. In 2023, 30% of 9th and 41% of 11th graders identified experiencing social emotional distress. Unfortunately, in 2025 the new 9th grade class identified slightly higher levels of social emotional distress at 34%, and our 11th graders remained consistent at 41% (metric 2.5). In the Fall of 2024, we opened up a Wellness Center here on our campus, which is staffed by clinicians through Sierra Child and Family Services, and students are benefitting from accessing this support, and more students have been able to access those services in the 2025-26 school year as well. On the individual level, we discuss student concerns at our weekly staff meetings and determine additional interventions. When higher levels of support are needed for students in social emotional distress, we are fortunate to partner with our new Wellness Center to offer therapeutic support on campus.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - 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
Students	Two students are on the Charter Advisory Council, which guided the LCAP development. Students were surveyed at different points throughout the year regarding LCAP related actions and metrics: 9th and 11th graders took the CHKS in November 11th and 12th graders completed exit surveys in May. Students also provided feedback through interviews with the Director and other school staff (ongoing). Students in the Leadership class were also consulted for their input on the LCAP.
Teachers	Two teachers are on the Charter Advisory Council. All teachers also provided feedback on the LCAP during weekly staff meetings and are involved in progress monitoring as we consider student achievement data and student needs on an ongoing basis. Teacher feedback was also formally solicited throughout the academic year at weekly collaboration meetings to reflect on progress toward our goals
Parents	Two parents are on the Charter Advisory Council. Parents are also invited to review the LCAP and provide feedback.
Principal/Director	The Principal/Director sits on the Charter Advisory Council and participated in LCAP discussions at staff meetings, focus group meetings, and interviews with educational partners. The Principal/Director played a key role in writing and synthesizing the LCAP.

Educational Partner(s)	Process for Engagement
Other School Personnel	One certificated staff member sits on the Charter Advisory Council. Two Certificated staff members and one Guidance Counselor participated in all staff meetings and were engaged in monitoring our progress and reflecting on the previous LCAP as well as developing goals and actions for the current LCAP.
District Administrators	One member of the El Dorado Union High School District Cabinet sits on the Charter Advisory Council. Given their previous experience at this school site, they provided additional feedback and guidance on the LCAP.
School Board Member	One member of the El Dorado Union High School District Board of Trustees sits on the Charter Advisory Council.
SELPA	Consultation with the El Dorado County SELPA in March to identify specific actions for students with disabilities. We reviewed data to identify areas of challenges and specific needs that can be addressed through actions in our LCAP, including student support and professional development opportunities to support the capacity of teachers and administrators serving students with special needs.
Community Partners	Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP (June 2026 board meeting). Provided a budget update and midyear update on the LCAP in February 2026. Adopted the LCAP and budget and reported local indicator data (June board meeting). Additionally, the LCAP is discussed at our Charter Advisory Council meetings which are available to our community partners to attend, as well as review meeting minutes.

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

Our Charter Advisory Council developed the LCAP through an analysis of schoolwide data and feedback from educational partners. The Charter Advisory Council is comprised of two students, two parents, two teachers, one classified staff, the Principal/Director, one member of the EDUHSD Cabinet, and one school board member. These members provided feedback and recommendations which have been incorporated into the LCAP. Our staff members were also highly engaged in the development of the LCAP, providing regular feedback and progress monitoring. At both Charter Advisory Council meetings and staff meetings, educational partners engaged in transparent analysis of site and district data, including metrics and spending specific to the goals and actions in the previous LCAP. A thorough analysis of this data was undertaken over the course of several meetings throughout the school year. Through the LCAP annual update process, educational partners provided feedback on the successes and challenges of previous actions, and recommendations on areas of growth; resulting in

updated goals and actions in this LCAP. Additional feedback is solicited throughout the year from students to ensure that we have a thorough understanding of student needs and successes. Each year 9th and 11th grade students are administered the California Healthy Kids Survey in the Fall. We also administered several surveys to our students throughout the school year during Advisory. We also conducted exit surveys to our 11th and 12th grade students in May. Student input was thoroughly reviewed and served as the basis for goals and actions in the LCAP. The entire LCAP is a reflection of our school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pacific Crest Academy will graduate students that are college and/or career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to improve our College and Career Indicator (CCI) and A-G Completion rates. For example, only 43.3% of students in the Class of 2023 were "Prepared" on the CCI and 34% were A-G completers. We pride ourselves on being an early college high school that focuses on college and career readiness, so it is important to our school community to focus on this area. The CCI and A-G takes into account multiple measures, so we aim to improve outcomes on a variety of relevant metrics: increase the percentage of students completing at least two dual enrollment courses from 46.7%, increase the percentage of students demonstrating at least a Level 3 "Standard Met" on ELA from 76% and math from 27%.

Local data also identified that only 31% of our Class of 2024 graduates were enrolling in a 4-year college after high school. In this graduating class, 51% were enrolling in a community college. In addition to ensuring that students are academically prepared, we also aim to strengthen our college going culture on campus so that more students desire to pursue postsecondary education. We plan to continue increasing our awareness of college opportunities and benefits through Advisory sessions and College Tours/Field Trips. We recognize that families play a key role in this process, so we plan to offer parent workshops that focus on the college application process, FAFSA, scholarships and financial aid. Additionally, we received feedback from parents that they wanted to be more involved in the course selection process. Course selection is essential to ensuring students take the right courses to prepare for college and career (including A-G, Internship, CTE Pathways), so we will be expanding this to invite parents to be involved in a college/career planning meeting. Students getting hands-on experience through the Internship program or a CTE pathway is of utmost importance, so we plan to continue to increase student participation.

During the LCAP development process, we identified the need for more advanced mathematics instruction to support students in being prepared for college as well as to be successful on the mathematics CAASPP. In the 23-24 school year, we found that only 42% of our 11th graders were enrolled in and passed a grade-level math course at PCA. This presents two issues; first, students who have not taken Algebra 2 have not had access to the content covered on the CAASPP. Secondly, 27% of the 11th graders passed Algebra 2 in their 10th grade year, and were not in a mathematics class at PCA during their 11th grade year because we did not offer a higher level course on campus. Some

were able to get into a Pre-Calculus course at FLC, but many did not have any math instruction for a year before taking the CAASPP. In response, PCA will begin offering a Pre-Calculus class in the 24-25 school year.

An emphasis will be placed on improving our metrics for socioeconomically disadvantaged students, foster youth, and English learners. However, since the number of unduplicated students is so small, our data is not disaggregated to protect student privacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Graduates Meeting the College and Career Indicator (CA Dashboard)	Class of 2023: 43.3% were "Prepared"	Class of 2024: 63.3% were "Prepared"	Class of 2025: 60.7% were "Prepared"	80% or greater	Improvement of 17.4 percentage points
1.2	Percentage of Graduates meeting the CSU/UC A-G College Entrance Requirements	Class of 2023: 34%	Class of 2024: 45%	Class of 2025: 62%	60% or greater	Improvement of 28 percentage points; target outcome exceeded
1.3	Students Completing Dual Enrollment Courses	Class of 2023: 53.2% of students completed at least one college course, 40.9% of students completed at least two college courses.	Class of 2024: 60.7% of students completed at least one college course, 39.3% completed at least two college courses.	Class of 2025: 81% of students completed at least one college course; 32% completed at least two college courses.	80% completing at least two college courses	Students completing at least one college course: improvement of 27.8 percentage points. Students completing at least two college courses: decrease of 8.9 percentage points.
1.4	Students demonstrating Level 3 "Standard Met" on ELA and Mathematics CAASPP	Class of 2023: 27% Level 3 or 4 in Math 76% Level 3 or 4 in ELA	2024 CAASPP: 52% Level 3 or 4 in Math 83% Level 3 or 4 in ELA	2025 CAASPP: 36% Level 3 or 4 in Math 71% Level 3 or 4 in ELA	60% of students meet or exceed standards in math and 80% of students meet or exceed standards in ELA	Math: 9 percentage point improvement, ELA: 5 percentage point decrease (but target exceeded in 2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Students Completing a CTE Pathway or Internship	Class of 2023: 13% of students completed a CTE pathway, 34.5% of students completed an Internship	Class of 2024: 14% of students completed a CTE pathway, 55% of students completed an Internship.	Class of 2025: 3.7% of students completed a CTE pathway, 85% of students completed an Internship	80% of graduates completing a CTE pathway or Internship	Students completing a CTE pathway: 9.3 percentage point decrease, students completing an internship: 50.5 percentage point increase; goal met
1.6	Graduates attending a 2-year or 4-year college or technical institution after high school	Class of 2023: 84% attending a 2- or 4-year college or technical institution after high school. Breakdown: Universities/4 year colleges: 37% Two-Year College: 27% Technical Institutions: 20%	Class of 2024: 82% attending a 2- or 4-year college or technical institution after high school. Breakdown: Universities/4 year colleges: 31% Two-Year College: 51% Technical Institutions: 0%	Class of 2025: 97% attending a 2- or 4- year college or technical institution after high school. Breakdown: Universities/4--Year Colleges: 37% Two-Year Colleges: 45% Technical Institutions: 15%	90% or greater attending a a 2- or 4- year college or technical institution after high school	13 percentage point increase in students attending a 2-year or 4-year college or technical institution after high school; goal met
1.7	Parents Attending College/Career Workshops or College/Career Planning Meeting	In 2023-24, workshops were not implemented and 4% of parents participated in a College/Career Planning Meeting 100% of new students and their parents participated in an enrollment meeting.	In 2024-25, 76.6% of parents of the class of 2025 participated in a parent workshop, 100% of new students and their parents participated in enrollment meetings.	In 2025-26, 87% of parents of the class of 2026 participated in a parent workshop, 100% of new students and their parents participated in enrollment meetings.	80% of parents attending a workshop or college/career planning meeting	Increase of 80% of parents participating in a college/career planning meeting
1.8	Percentage of students taking Algebra 2 or higher by the end of their	2023-24: 69% of Juniors had passed Algebra 2 or higher;	2024-25: 65.5% of Juniors had passed Algebra 2	2025-26: 83% of Juniors passed Algebra 2 or higher	80% of Juniors passing Algebra 2 or higher by the	Increase of 14 percentage points for Juniors passing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Junior year and passing with a C or better; number of students passing Pre-Calculus with a C or higher	Pre-Calculus not implemented	or higher with a C or better. Pre-Calculus implemented with 9 students passing with a C or higher.	6 students passed Pre-Calculus with a grade of C or higher.	end of Junior year, 15 or more students passing Pre-Calculus with a C or higher	Algebra 2 or higher; goal met. Iimprovement of 6 students passing Pre-Calculus compared to 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.

Our Year 2 outcome metrics showed a lot of success. We have seen about 20 percentage point increase in the percentage of graduates meeting the College and Career Indicator on the CA Dashboard (metric 1.1), and a 28 percentage point increase in the percentage of graduates meeting the A-G college entrance requirements (metric 1.2). We improved upon the number of students completing college courses (metric 1.3), with 81% of students completing at least one college course, meeting our target outcome. We had significant success with our CAASPP scores in 2024 (metric 1.4), with mathematics showing an increase of 25 percentage points, and ELA improving by 7 percentage points and already exceeding our target outcome. However, the 2025 results decreased slightly, which we believe is a reflection of student effort and investment in the test, not a decline in instructional quality. Preliminary scores from 2026 are showing an improvement again. We also saw growth in the percentage of students completing a CTE pathway or Internship (metric 1.5) and parents attending a workshop or college/career planning meeting (metric 1.7). We also were able to offer Pre-Calculus for the first year in 2024-25 (metric 1.8). We also saw an increase in the percentage of students passing Algebra 2 or higher by their Junior year from 69% in 2024 to 83% in 2026.

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

There are no material differences for this year. Some areas had lower expenses than expected because we were able to use expiring one-time funds to support our planned actions.

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

The success on these metrics is a result of the implementation of our planned actions. We were able to implement our actions as planned: college and career exploration (1.1), breadth of course options (1.2), college and career planning (1.3), internships (1.4), college field trips and tours (1.5), mathematics course advancement (1.6), and professional development (1.7).

These actions were effective in making progress toward the goal as measured by various indicators of each action, in addition to the aforementioned progress on our goal 1 metrics. To support college and career exploration (action 1.1), we hosted a successful Career Day in November. In 2025-26, we also began to implement a new resource, California Colleges, for students to engage in skill and interest

inventories and explore potential future career areas. We also offered a breadth of course options (action 1.2), focusing on ensuring that students have access to courses that meet a-g college entrance requirements and CTE credit. Transcripts show that students successfully completed courses in a variety of subject areas through all of the options we provided, including: concurrent enrollment at comprehensive high schools, through independent study on Apex, and via dual enrollment with Los Rios Community College District. We aimed to increase college and career planning with families (action 1.3) and were able to meet with 87% of the parents in the Class of 2026 through evening workshops and college/career planning meetings. All families had access to these planning meetings. The increased availability of our counselor has been essential. We saw tremendous growth in our Internship program this year (action 1.4) with a record number of our graduates completing an Internship: all but one student! We implemented two college field trips/tours (action 1.5) in the 2025-26 school year, going to CSU Sacramento with 10th graders and UC Davis with 11th graders. We were also able to implement the key components of our mathematics course advancement (action 1.6), with students taking “Advanced Math Prep” in the Fall term to prepare for Algebra 2 and Pre-Calculus in the Spring. Our teachers engaged in Professional Development (action 1.7) through participating in the symposium offered by the El Dorado Union High School District in October 2025, and our Director has participated in the Dual Enrollment Leadership Academy offered by the California Coalition for Early and Middle Colleges. Our counselor attended workshops specific to college admissions, and four of our five teachers engaged in highly-relevant professional development conferences specific to their content area.

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.

The baseline metric for 1.3 was edited to correctly reflect dual enrollment data from the Class of 2023, it had incorrectly cited that 46.7% of students had completed two or more dual enrollment classes, but the number was verified to be 40.9% of students. We expanded up on action 1.8 academic recovery by offering an intersession program in May 2026 for students to remediate grades into the C range. As we seek to improve our A-G college entrance requirements, we sought to address student learning loss and provide academic recovery when students do not earn a C or higher. This action came about through a needs analysis and is using funds from our Learning Recovery Emergency Block Grant (LREBG).

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 and Career Exploration	With the assistance of the Workplace Learning Coordinator and counselor, students will engage in comprehensive and developmental career and college exploration activities multiple times per year utilizing Advisory weeks to do so. In addition, students will have access to participate in a PCA Career Day, put on by the Workplace Learning Coordinator.	$220.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Breadth of Course Options	Students will be provided access to a full breadth of A-G courses including college level courses, concurrent courses, and online courses. Students will be provided access through programs such as their comprehensive high school of residence, APEX, eDynamics, and Folsom Lake College to take courses that will fulfill the A-G course sequence and provide CTE experience.	$9,433.00	Yes
1.3	College and Career Planning with Families	The Director and counselor will provide individualized college counseling and transcript review opportunities to students and families on an ongoing basis. Spring course selection meetings will be open to each student and their parents. The meetings will focus on ensuring that students take courses to meet A-G entrance requirements or fulfill a career pathway, as well as encourage dual enrollment courses. The Director and Counselor will provide evening workshops for parents to prepare for college entrance.	$18,274.00	Yes
1.4	Internships	The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program, including marketing/promotion of the program and offering transportation so that students across the socioeconomic spectrum have the ability to participate in an internship.	$11,542.00	Yes
1.5	College Field Trips and Tours	Support a college going culture and allow students to explore college campuses, such as CSU Sacramento, UC Davis, and other local colleges.	$1,000.00	No
1.6	Mathematics Course Advancement	Students need to take mathematics courses that align with the content on the mathematics CAASPP exam. We will aim to increase the number of students taking and successfully passing Algebra 2 by their Junior year through supporting student success in the pre-requisite courses, including Algebra 1 and Geometry through Math Tutorial. To support student success in Algebra 2, we will offer an "Advanced Math Prep" course in the Fall. Starting in 2024-25, we will offer a Pre-Calculus class. We will also offer an "Advanced Math Prep" class to support students enrolling in Pre-Calculus.	$14,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development	Teachers will have access to Professional Development on best first instruction and equitable grading practices.	$2,857.00	No
1.8	Academic Recovery	Additional time for the school counselor to meet with students and plan academic recovery when a student doesn't earn a C or higher, as well as hourly pay for teachers offer opportunities to remediate grades or provide additional academic support to account for learning loss (such as math support).		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students at Pacific Crest Academy will learn in a supportive, connected, and safe environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Additionally, this goal is reflected as one of our WASC goals, which were also developed and refined through data analysis and stakeholder input.

Above all, our school community values being a safe and connected school environment where all students feel welcome and saf, so we wanted to focus on school connectedness and caring adult relationships, as measured by the CHKS and internal surveys. Student wellbeing is of utmost importance to us, so we want to continue to be mindful of students mental health and provide services and support.

In particular, we see a need to address the continuously declining rates of academic motivation according to 9th and 11th graders surveyed on the California Healthy Kids Survey (CHKS). Academic motivation fell from 65% in 2022 to 58% in 2023 and even lower to 49% in the 2023-24 school year. Increasing academic motivation will also further support our efforts in Goal 1 to ensure that students are making academic achievement and prepared for college and careers after high school.

During the LCAP development process, educational partners identified the need to rebuild our mentoring program. Research shows a positive correlation with mentoring and a host of socioemotional and academic outcomes. In previous years, we had up to 29 students being mentored, but in 2023-24, we only had 3 students who were receiving the support of a mentor. We plan to monitor our progress towards this goal using the 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	Academic motivation as reported by the CHKS	2023-24: 49% of 9th and 11th graders surveyed on the CHKS	2024-25: 59% of 9th and 11th graders surveyed on the CHKS	2025-26: 55% of 9th and 11th graders surveyed on the CHKS	Increase the level of academic motivation to 70% or higher.	Increased 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			administered in November 2024.	administered in November 2025		
2.2	School connectedness as reported by the CHKS	2023-24: 73% of 9th and 11th graders surveyed on the CHKS	2024-25: 83% of 9th and 11th grade students as measured by CHKS administered in November 2024.	2025-26: 66% of 9th and 11th graders surveyed on the CHKS administered in November 2025	Increase the levels of school connectedness to 80% or higher.	Increased 10 percentage points in 2024 but then decreased to 7 points below baseline in 2025
2.3	Students reporting having a caring adult relationship on campus as reported by the CHKS	2023-24: 78% of 9th and 11th graders surveyed on the CHKS	74% of 9th and 11th graders surveyed on the CHKS administered in November 2024.	2025-26: 59% of 9th and 11th graders surveyed on the CHKS administered in November 2025. 96.4% of 12th graders surveyed on the Senior Exit Survey.	Increase the high levels of students reporting having a caring adult relationship on campus to 80% or higher.	Decreased 19 percentage points
2.4	Students participating in the mentorship program	2023-24 school year: 3 students received academic peer mentoring, but there was not a program in place to systematically provide new students with mentoring	100% of new students were paired with a mentor at New Student Orientation, but little follow-up occurred throughout the school year.	100% of new students were paired with a LINK crew leader at New Student Orientation, and met monthly in the Fall.	100% of new 9th and 10th grade students will participate in the mentorship program for at least 1 year by the end of their 11th grade.	100% increase, as there was no program in place at baseline
2.5	Socio emotional distress as reported by the CHKS	2023-24: 30% of 9th and 41% of 11th graders surveyed on the CHKS	2025-25: 41% of 9th and 37% of 11th graders surveyed on the CHKS administered in November 2024	2025-26: 34% of 9th and 41% of 11th graders surveyed on the CHKS administered in November 2025.	Decrease the levels of socio emotional distress to 20% or lower.	9th graders: 4 percentage point increase (negative), 11th graders: no change

Goal Analysis [2025-26]

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

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

In 2024-25, Pacific Crest Academy made progress in the majority of the metrics, including an improvement in academic motivation, school connectedness, and participation in the mentorship program based on the CHKS administered in November 2024. The positive trends continued in 2025-26 in the areas of: academic motivation (metric 2.1) and mentorship (metric 2.4). However, the November 2025 CHKS survey administration showed a decline away from our target outcomes in a few areas: school connectedness (metric 2.2), caring adult relationships (metric 2.3), and socioemotional distress in 9th grade students (metric 2.5). Site-based surveys and anecdotal data showed much more positive outcomes, but we focused heavily on our actions for the second semester and anticipate the next CHKS survey to reflect these improvements. We administered a survey to our Class of 2026 12th graders in May 2026 to collect updated information around caring adult relationships, and that data showed that 96.4% of 12th graders had a connection with at least one adult on campus. We do believe that our campus culture and climate is stronger than the November 2025 CHKS data reflects; with a small sample size, it is easy for data to become distorted with a few outliers or students that do not take the survey seriously. Next year, we will make sure to clearly establish the importance of this survey with our students and also implement some systematic site-based measures, such as surveys and focus groups, to more readily and accurately track our progress in these areas.

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.

Our District secured access to Wayfinder curriculum, so we did not need to spend the $1000 that was allocated toward action 2.5.

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

All of the specific actions have been effective in the 2025-26 school year as measured by metrics, additional data, evidence, and feedback collected for each action. For action 2.1, academic recognition, we have been successful in implementing new forms of recognition, including an Honor Roll. For Fall 2025, we recognized 87 students (74% of the student body) for meeting a GPA of 3.0 or higher or having a 0.5 point GPA improvement. We also changed the format of our April Awards Ceremony to highlight many new groups of students, instead of just focusing on the top upperclassmen. Additionally, we implemented a system of recogniation for Seniors to earn cords and stoles for graduation. These areas were identified strategically to incentivize areas we are striving to develop in line with our LCAP metrics, such as: A-G completion, mentoring, Student Leadership, CTE pathway completion, 4 or more dual enrollment courses, and 2 or more internships. Student/parent input through our Charter Advisory Council highlighted the positive impact students felt receiving awards this year. We continued to implement positive postcards and the Outstanding Student of the Year award that we initiated in the 2024-25 school year.

For community building (action 2.2), we received positive feedback from parents, students, and teachers about having the basketball and 4-square courts on campus as well as starting new annual events/traditions, such as Senior Sunrise. We were able to purchase some new supplies for games and activities. In the 2026-27 school year, we also implemented new art enrichment workshops where students had the opportunity to meet together with a staff member and other students in the areas of: guitar, musical theatre, art and drawing, cardmaking, and crochet.

It has been overwhelmingly positive to have a Wellness Center on campus to provide socioemotional support (action 2.3), as evidenced by an increased number of students being seen and supported. We continue to discuss student concerns and supports every Monday during our staff collaboration, and refer students in need to the Wellness Center. We also host Advisory in the Fall where we make sure every student is aware of the Wellness Center and the services they may access there.

We started to expand our mentoring program (action 2.4) through Link Crew and a robust New Student Orientation in 2024 with student leaders. For the 2025-26 school year, we continued that model and then implemented mentoring with those same student leaders during the Fall semester. The mentors joined 9th grade classes once per month to support our new students. This was a successful structure that we will continue into the 2026-27 school year.

We are implementing lessons to target team building and soft skills in Advisory (action 2.5) using the Wayfinder curriculum.

Our school spirit continues to grow (action 2.6), as we were able to collaborate with the Leadership class to make sure every student and staff received a PCA school t-shirt for the 2025-26 school year. We also took our first schoolwide and class group pictures this Fall. Our Leadership class continues to implement monthly activities, and we are working on increasing branding to highlight our school identity on campus. We are in the process of developing refreshed logos and putting up banners and our school identity and values (Purpose, Community, Achievement) around campus.

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.

Next year, we plan to implement character awards for students who demonstrate our values of purpose, community, and achievement.

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	Academic Recognition	Recognize student achievement at the end of each semester through certificates and awards, including Honor Roll and GPA Improvement. Opportunity for weekly positive reinforcement via postcards. Continue with current awards, including department/board awards, new Outstanding Student of the Year award (initiated in April 2025), Golden Star Student (in partnership with El Dorado County Office of Education), Presidents Award (for graduating Seniors), and cords/stoles at graduation.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Community Building and Wellness Activities	Provide regular opportunities for students to engage in active, healthy, or mindful activities and connect with peers/staff. These will primarily take place during 4th blocks and will be put on in collaboration with the Leadership Class (monthly activities on Fridays). Some of the activities will serve an incentive for students who are passing all of their classes to attend in lieu of study hall.	$1,000.00	No
2.3	Socioemotional Support	Staff will discuss any student concerns at weekly staff meetings and how to best support those students. When a higher level of socioemotional support is needed, staff will utilize the referral process to PCA's new on-campus Wellness Center operated by the Sierra Family and Child Services.		No
2.4	Expand Mentoring Program	Expand the mentor program by identifying and recruiting students based on teacher recommendation. Provide mentor training via Link Crew and Peer Advocacy programs. Establish structured times for mentors to meet with their mentees. Provide incentives for mentors.	$500.00	No
2.5	Teambuilding and Soft Skill Development during Advisory	Implement team-building and soft skill development during each advisory session (when students are not receiving a college/career presentation).	$1,000.00	No
2.6	Increase School Spirit	Foster school connectedness through apparel and merchandise with the school name/logo and displaying the school name/logo more prominently throughout campus.	$3,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$53,895	$

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
3.656%	0.000%	$0.00	3.656%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Breadth of Course Options **Need:** Unduplicated pupils are disproportionately less likely to meet the more rigorous A-G college entrance requirements, which include courses not taught on our campus. Students need to take additional courses via independent study through Apex or through dual enrollment with	Unduplicated pupils will benefit from the increased access to a breadth of course options and the additional support to ensure that they sign-up for and succeed in the courses.	We will monitor the transcripts of students to ensure that they are engaging in and passing the necessary courses with a C or higher. Our guidance counselor completes transcript reviews after each semester. Additionally, we

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
	Folsom Lake College to meet the VAPA and World Language requirements. **Scope:** LEA-wide		will monitor improvement in metric 1.2, percentage of students meeting A-G college entrance requirements.
1.3	**Action:** College and Career Planning with Families **Need:** Unduplicated pupils are disproportionally less likely to attend college. They are often the first in their families to attend college. **Scope:** LEA-wide	Unduplicated pupils and their families will benefit from additional support in navigating the often complex processes for college entrance and knowing what options are available. The families of unduplicated pupils will have access to college and career planning, including workshops, and meetings with the counselor and/or Director. All students and their families can also benefit from this service as we work to increase college and career readiness schoolwide and develop a college-going culture throughout campus.	Parents participating in college/career planning meetings and/or workshops tracked at the school level, Percentage of Graduates Meeting the College and Career Indicator on the CA Dashboard
1.4	**Action:** Internships **Need:** EL FY and low income students need equal access and opportunity to participate in the internship program. **Scope:** LEA-wide	This action provides transportation to Internships for unduplicated pupils, who are less likely to drive their own cars or have parents able to drive them to internships. In addition, marketing the program ensures that EL, FY, and low income students are aware of the opportunity and have access to the program. All students can benefit from participating in the internship program and having access to transportation. Marketing will strengthen the entire program.	Students participating in Internships, tracked at the school level via course enrollment in Aeries and grades issued on student transcripts
1.6	**Action:** Mathematics Course Advancement **Need:** EL, FY and Low income students disproportionately struggle to successfully	Offering additional math support via the Math Tutorial and Advanced Math Prep classes will support these students, making tutoring and extra help available on campus during the school day so that it is equitably accessible. Additionally, offering Pre-Calculus on campus will make higher level	Percentage of students taking Algebra 2 or higher by the end of their Junior year and passing with a C or better.

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
	complete mathematics courses, which are necessary for A-G completion and demonstrating mastery on the CAASPP. **Scope:** LEA-wide	mathematics courses available to EL, FY, and low income students, who otherwise would have to take the course through the community college, where they may not have the same supports: transportation to get to a college course, or a quiet place at home to engage independently in online courses. While these actions will meet the needs of unduplicated pupils, all students will also benefit from support in mathematics and access to higher level courses.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Not applicable; no concentration grant add-on funding

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
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	1,474,150	53,895	3.656%	0.000%	3.656%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$61,632.00	$0.00	$0.00	$2,857.00	$60,400.00	$46,407.00	$13,993.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career Exploration	All	No			All Schools		$0.00	$220.00	$220.00				$220.00	
1	1.2	Breadth of Course Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,517.00	$1,916.00	$9,433.00				$9,433.00	
1	1.3	College and Career Planning with Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,274.00	$0.00	$18,274.00				$18,274.00	
1	1.4	Internships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,042.00	$1,500.00	$11,542.00				$11,542.00	
1	1.5	College Field Trips and Tours	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.6	Mathematics Course Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,663.00	$0.00	$14,663.00				$14,663.00	
1	1.7	Professional Development	All	No			All Schools		$0.00	$2,857.00				$2,857.00	$2,857.00	
1	1.8	Academic Recovery	All	No			All Schools			$0.00		($4,089.00)				
2	2.1	Academic Recognition	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Community Building and Wellness Activities	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.3	Socioemotional Support	All	No			All Schools									
2	2.4	Expand Mentoring Program	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
2	2.5	Teambuilding and Soft Skill Development during Advisory	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Increase School Spirit	All	No			All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,474,150	53,895	3.656%	0.000%	3.656%	$53,912.00	0.000%	3.657 %	**Total:**	$53,912.00
								LEA-wide Total:	$53,912.00
								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 (%)
1	1.1	College and Career Exploration				All Schools	$220.00	
1	1.2	Breadth of Course Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,433.00	
1	1.3	College and Career Planning with Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,274.00	
1	1.4	Internships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,542.00	
1	1.5	College Field Trips and Tours				All Schools	$1,000.00	
1	1.6	Mathematics Course Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,663.00	
1	1.7	Professional Development				All Schools		
2	2.1	Academic Recognition				All Schools	$1,000.00	
2	2.2	Community Building and Wellness Activities				All Schools	$1,000.00	

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	2.3	Socioemotional Support				All Schools		
2	2.4	Expand Mentoring Program				All Schools	$500.00	
2	2.5	Teambuilding and Soft Skill Development during Advisory				All Schools	$1,000.00	
2	2.6	Increase School Spirit				All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$79,505.75	$61,789.00

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 and Career Exploration	No	$220.00	220
1	**1.2**	Breadth of Course Options	Yes	$19,517.00	13,806
1	**1.3**	College and Career Planning with Families	Yes	$17,196.00	17,345
1	**1.4**	Internships	Yes	$10,468.00	9,254
1	**1.5**	College Field Trips and Tours	No	$1,000.00	325
1	**1.6**	Mathematics Course Advancement	Yes	$13,330.75	13,908.
1	**1.7**	Professional Development	No	$7,185.00	5,875
1	**1.8**	Academic Recovery	No	$4,089.00	
2	**2.1**	Academic Recognition	No	$1,000.00	206
2	**2.2**	Community Building and Wellness Activities	No	$1,000.00	
2	**2.3**	Socioemotional Support	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Expand Mentoring Program	No	$500.00	
2	**2.5**	Teambuilding and Soft Skill Development during Advisory	No	$1,000.00	
2	**2.6**	Increase School Spirit	No	$3,000.00	850

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
54,313	$60,511.75	$54,313.00	$6,198.75	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Breadth of Course Options	Yes	$19,517.00	13,806		
1	1.3	College and Career Planning with Families	Yes	$17,196.00	17,345		
1	1.4	Internships	Yes	$10,468.00	9,254		
1	1.6	Mathematics Course Advancement	Yes	$13,330.75	13,908		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,436,857	54,313	0	3.780%	$54,313.00	0.000%	3.780%	$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 32627(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 32627(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 32627(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 32627(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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