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
San Diego Virtual School	Brennan McLaughlin, Executive Director Diahann Kunczynski, Principal	[bmclaughlin@sdvsk12.org, (619) 713-7271 dkunczynski@sdvsk12.org, (619) 713-7271]

Plan Summary [LCAP 2026-2027]

General Information

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

[San Diego Virtual School started in 2010 with a simple mission: to provide an alternative for students who could not easily access a site-based school. Mountain Empire School District, through which our charter is housed, is situated in the Cleveland National Forest and covers over 600 square miles. Many students live far away from their school site, and often the school bus is their only means of transportation. The idea to create a school that offers a curriculum fully online was born, and SDVS now serves four Southern California counties: San Diego, Orange, Imperial, and Riverside.

Hundreds of thousands of students have the option of attending SDVS. San Diego County is in the southwestern corner of California, covering 4,526 square miles, and has a population of over 3.3 million. Orange County is directly north of San Diego, spanning 984 square miles, and has a population of 2.24 million people. Imperial County is in the far southwest region of California, bordering Arizona and Mexico. It covers 4,482 square miles and has a population of 177,000. Riverside County is in the southeast region of Southern California, with well over 2.5 million people residing, spanning over 7,000 square miles of area.

As technology continues to become an integral part of our world, the need for a virtual learning environment has become even more vital and necessary. Our students come from various backgrounds and situations, though almost all choose our school because of the flexibility and personalization the San Diego Virtual program offers. Some students want to pursue sports, accelerate, graduate early, makeup credits, or even learn at their own pace, and being able to study at home allows students to fit education into a life that may not allow for a traditional, on-site school experience. SDVS continues to enroll students in grades 9-12 from various socioeconomic and racial backgrounds, with the majority being Caucasian and socio-economically disadvantaged.

Since 2010, SDVS has developed many different opportunities for learning, especially during the pandemic in 2020. With a change in our structure (from teachers working in an office to teachers working from home), new strategies were developed, and students used the online learning platform more effectively, while teachers provided more opportunities with virtual one-on-one appointments, live and recorded virtual lessons, and other various online resources to assist learning.

San Diego Virtual School's mission and vision are evident throughout our program, starting with the students and ending with the staff. San Diego Virtual School's mission: San Diego Virtual School, a personalized learning institution, prepares all students to develop necessary

academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society, was developed to ensure our students are given opportunities to pursue their academic goals and be prepared for their future while gaining perspective and knowledge in their core subjects by working with highly qualified and credentialed teachers. We work tirelessly to equip our students with the necessary tools for a better future, our vision, and maintain the mission by meeting students' individual needs and helping them develop skills to succeed in their postgraduate plans.

San Diego Virtual, a public charter school, services grades 9-12. Currently, SDVS has an administrative office located in San Diego, CA, and our curriculum is offered exclusively through Edmentum. At SDVS, students are assigned to a highly qualified teacher, and these California-credentialed teachers serve as the point person and main contact for their students. Each SDVS teacher serves 30 or fewer students to ensure quality instruction and individual attention. Additionally, this teacher maintains daily communication with each student on their roster, monitors assignments, provides guidance and mentorship, and assists students in their educational journey. Teachers are available Monday to Friday, from 8 a.m. to 3:30 p.m., while students have access to the curriculum 24 hours a day, 7 days a week.]

Reflections: Annual Performance

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

[San Diego Virtual School is proud to share an overview of our progress, achievements, and areas for continued growth as we reflect on the 2025–2026 school year. Serving approximately 400 students in grades 9–12, including a high percentage of socioeconomically disadvantaged students (68.7%) and English Learners (9.9%), our school remains committed to providing a flexible, personalized learning environment that supports the diverse needs of all students.

Over the past year, we have seen meaningful progress in several key areas. Our graduation rate increased to 85.5%, maintaining a strong performance level and demonstrating that more students are successfully completing their high school journey. In alignment with this, our internal LCAP data shows a reduction in students earning failing grades, decreasing from 21.4% to 17.6%, which reflects the effectiveness of our academic supports and interventions. Additionally, our Multi-Tiered System of Supports (MTSS) continues to improve, with fewer students requiring intensive intervention and more students successfully returning to grade-level progress.

San Diego Virtual School continues to excel in creating a safe and supportive school climate. Our suspension rate remains at 0%, one of the highest performance indicators, and 100% of students report feeling accepted within the school community. These outcomes reflect our intentional focus on building strong relationships, fostering belonging, and supporting students' social-emotional well-being. Family engagement also remains a strength, with over 97% of families reporting satisfaction with communication and academic support, highlighting the strong partnership between home and school.

Our English Learner program is an area of significant success. Data shows that 75.9% of English Learners made progress toward English language proficiency, and 82.1% earned a C or higher in English Language Arts. These gains reflect the impact of targeted supports, individualized instruction, and increased one-on-one engagement between teachers and students. Staff capacity also continues to be a strength, with the majority of teachers reporting that professional development is meaningful and that technology effectively supports student learning in our virtual environment.

While we celebrate these successes, our data also highlights areas where continued growth is needed. Academic performance in English Language Arts and Mathematics has improved, with increases in student scores, but both areas remain below standard overall. Similarly, science performance remains an area of focus, with results indicating the need for additional support. College and career readiness outcomes

also show room for improvement, with 19% of students identified as “Prepared,” which is below the state average, and participation in career technical education (CTE) opportunities remaining relatively low. These trends indicate a need to expand real-world learning experiences, strengthen career exploration opportunities, and increase student engagement in postsecondary planning. In addition, while family engagement is strong overall, participation in advisory groups and decision-making opportunities remains limited. Increasing meaningful family involvement in school planning and decision-making will be an important focus moving forward to ensure that our programs reflect the needs and perspectives of our community.

Looking ahead, San Diego Virtual School will continue to build on its strengths while addressing identified areas for growth. Our priorities include further reducing failing grades, strengthening academic outcomes in English Language Arts, Mathematics, and Science, expanding college and career readiness opportunities, and increasing family participation in decision-making processes. We are also implementing new initiatives, such as a Portrait of a Graduate framework, to better prepare students for success beyond high school.

Overall, the 2025–2026 school year reflects steady progress and a strong foundation for continued improvement. We remain committed to supporting every student’s success through personalized learning, strong relationships, and ongoing collaboration with our students, families and community.]

Reflections: Technical Assistance

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

[N/A]

Comprehensive Support and Improvement

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

Schools Identified

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

[N/A]

Support for Identified Schools

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

[N/A]

Monitoring and Evaluating Effectiveness

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

[N/A]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
[Students]	[Students were invited to provide feedback through surveys administered during both the first and second semesters, evaluating their academic experience, engagement, and overall satisfaction with the school program. In addition, 9th and 11th grade students participated in the California Healthy Kids Survey (CHKS), which provided valuable data related to school climate, safety, and connectedness. Surveys were distributed through multiple platforms, including email, text messaging, and postings on ParentSquare, to maximize accessibility and participation. Students also participated in the WASC accreditation process through focus groups and interviews conducted by the Visiting Committee, providing direct input on their educational experience and school programs.]

[Parents/Guardians]	[Parents and guardians were engaged through surveys administered during both semesters, focusing on their experience with the school, communication with staff, and overall satisfaction with student supports. These surveys were shared via ParentSquare, email, and text messaging to ensure broad outreach and equitable access. Parents were also invited to participate in the WASC accreditation process and provided input through interviews conducted by the Visiting Committee, offering additional perspective on school strengths and areas for growth. In addition, the Parent Advisory Committee (PAC) was made available to all parents through ParentSquare. Information about participation opportunities was shared widely, and the PAC meeting was recorded and posted on ParentSquare along with a copy of the LCAP for review by parents, students, and other educational partners. Educational partners were invited to provide comments and feedback for consideration by the Executive Director as part of the LCAP development process. Although no parents attended, signed up for the committee, or submitted comments, the school ensured that opportunities for engagement were accessible, transparent, and inclusive. Despite limited participation in the PAC, San Diego Virtual School continues to prioritize educational partner input through consistent use of semester-based LCAP surveys distributed to students, parents/guardians, educational partners, and staff. These anonymous surveys provide critical data that the Principal and Executive Director use to inform decision-making, guide resource allocation, and shape ongoing improvements aligned with student needs, WASC findings, and schoolwide goals. The alignment between stakeholder feedback, WASC recommendations, and LCAP priorities ensures a cohesive and continuous cycle of improvement focused on student success.]
[Teachers, Principals, Administrators, Other School Personnel]	[Teachers, administrators, and other school personnel were provided ongoing opportunities to contribute input through anonymous surveys distributed via email throughout the school year. These included a comprehensive teacher evaluation survey, mid-year and end-of-year LCAP feedback surveys, and additional surveys related to the implementation and effectiveness of school programs. Clear timelines and expectations for participation were provided to encourage robust engagement. In addition, as part of the WASC accreditation process, teachers and staff participated in focus groups and interviews with the Visiting Committee to evaluate schoolwide practices, instructional systems, and student outcomes. This process further strengthened staff involvement in evaluating school effectiveness and identifying areas for growth aligned to LCAP goals.]

Insert or delete rows, as necessary.

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

[Feedback from student surveys and the California Healthy Kids Survey (CHKS) highlighted the importance of maintaining a strong, supportive school climate where students feel safe, connected, and supported. As a result, the LCAP continues to prioritize actions that strengthen student engagement, expand opportunities for connection through clubs and in-person events, and support students' social-emotional well-being. Student input also emphasized the need for continued academic support and individualized instruction, which is reflected in ongoing

investments in Multi-Tiered System of Supports (MTSS), intervention strategies, and targeted academic supports in English Language Arts and Mathematics.

Parent and guardian feedback emphasized high satisfaction with communication and academic support, while also identifying a desire for increased opportunities for in-person engagement and clearer access to school resources. In response, SDVS will continue to emphasize and advertise our family engagement opportunities, especially our in-person field trips and labs. We will also work to improve communication systems to ensure accessibility for all families. Although participation in the Parent Advisory Committee was limited, survey feedback and ongoing communication provided valuable insight that informed these priorities. SDVS will continue to offer opportunities for parent, guardian, and educational partner involvement and feedback by encouraging our educational partners and students to join the committee.

Staff feedback, gathered through multiple surveys and reinforced through participation in the WASC accreditation process, played a critical role in shaping the LCAP. Teachers and staff identified the need to continue strengthening instructional rigor and expanding the use of real-world, performance-based learning opportunities. These priorities are reflected in LCAP actions focused on enhancing instructional practices, increasing professional development opportunities, and building staff capacity through collaboration and data-driven decision-making. Staff also emphasized the importance of refining MTSS systems and improving data monitoring, which informed continued investment in intervention structures and progress monitoring systems.

Input gathered through the WASC Visiting Committee process further validated key areas of focus, including student engagement, academic achievement, and individualized student support systems. Educational partners participating in WASC interviews reinforced the need for increased rigor, expanded college and career readiness opportunities, and stronger systems for stakeholder engagement. As a result, the LCAP reflects a clear alignment with the WASC Action Plan, including actions to improve instructional rigor, enhance student engagement strategies, strengthen MTSS systems, expand professional development, and increase stakeholder involvement in school decision-making.]

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal #1]	[Expand student pathways to graduation by offering diverse options for completing and receiving credit for assigned courses to increase the graduation rate, while ensuring equitable access to online learning experiences for all students.]	[Broad Goal]

State Priorities addressed by this goal.

[Priority 3: Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we observed an 11% decrease in graduation rate. Even though this was an expected change with the completion of the COVID Bill AB-104, we still feel this is an important focus and that we need to maintain monitoring and developing improvements. Additionally, this goal helps us focus on improving student outcomes, as graduation rate is a key metric for gauging student success.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of Graduates who are in Credit Recovery]	[48% of graduating seniors are in the credit recovery program]	[44.4% of graduating seniors are in the credit recovery program, with an 81% graduation rate for CR students.]	[43% of graduating seniors are in the credit recovery program, with an 87% graduation rate for CR students.]	[100% of CR graduates identified at time of enrollment]	[5% decrease]
[Metric #2]	[Percentage of students who are evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students evaluated]	[0% difference]
[Metric #3]	[Percentage of students who require laptop devices]	[34% of students received laptop devices from the school upon enrollment]	[62% of students received laptop devices from the school upon enrollment]	[86% of students received laptop devices from the school upon enrollment]	[100% of students who need laptops receive devices]	[28% increase]
[Metric #4]	[Percentage of NGs, Ds, and/or Fs on the first semester report cards]	[19% of grades on first semester report cards were either an NG, D, or F]	[21.4% of grades on first semester report cards were either an NG, D, or F]	[17.6% of grades on first semester report cards were either an NG, D, or F]	[5% of grades on first semester report cards were either an NG, D, or F]	[3.8% decrease]
[Metric #6]	[Percentage of Ds, and Fs on the second semester report cards]	[19.6% of grades on second semester report cards were either a D or an F]	[17.8% of grades on second semester report cards were either a D or an F]	[15.6% of grades on second semester report cards were either a D or an F]	[5% of Ds, and 0% Fs on the second semester report cards]	[1.8% decrease]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[Overall, implementation of planned actions during the 2025–2026 school year remained strong and aligned with the goals outlined in the LCAP. The College and Career Counseling team continued to support students with post-secondary planning early in the school year through individualized meetings with students and their families, followed by personalized post-secondary plans to ensure students were informed and prepared for life after high school.

The enrollment team maintained a consistent process of identifying students in need of laptops at the time of enrollment, while teachers continued to monitor student access throughout the year to ensure all students had the necessary tools to engage in learning. This proactive approach helped remove barriers to access and supported student participation in the virtual environment.

A key enhancement this year was the implementation of a new attendance monitoring and flagging system within the Student Information System (SIS). Any student who did not engage in learning for three consecutive days was automatically flagged for follow-up by the Student Success Coordinator. This allowed for timely outreach, intervention, and connection to supports, helping to address attendance concerns early and prevent further disengagement.

Academic monitoring remained a strong focus. Teachers utilized Edmentum reports to review course data and make ongoing instructional adjustments. Progress reports were regularly sent home, and students earning Ds, Fs, or No Grades (NGs) were suggested to meet with the Success Team for additional support. The MTSS team continued to meet after each learning period in the first semester and following progress reports to evaluate student progress, identify needs, and provide targeted interventions. These systems ensured that students received timely and appropriate support.

All students continued to be evaluated for eligibility under AB 167/216, AB 365, and AB 1806 to ensure proper placement and access to appropriate graduation pathways. While implementation followed the planned structure, the school remains committed to refining supports and interventions to further improve student outcomes and ensure equity across all student groups.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The actions implemented to support this goal have been largely effective and continue to show positive, incremental progress. The College and Career Counseling team’s early engagement with students and families has strengthened post-secondary planning and increased student preparedness for life after high school.

The implementation of the attendance flagging system has had a positive impact on student engagement. By identifying students after three days of non-attendance and initiating timely outreach, the school has been able to intervene earlier and provide targeted support. This proactive approach is beginning to reduce barriers related to disengagement and improve overall student participation.

Academic monitoring systems have also continued to demonstrate effectiveness. Regular progress monitoring, data analysis through Edmentum, and required meetings with the Success Team for students earning Ds, Fs, or NGs have helped identify struggling students and provide timely interventions. As a result, the school has seen a decrease in the percentage of Ds, Fs, and No Grades in the first semester, indicating a positive trend in student performance.

While these outcomes are encouraging, progress toward the goal of reducing Ds, Fs, and NGs to 5% has been gradual. The current data suggests that continued implementation and refinement of these strategies will be necessary, and additional time may be needed to fully achieve the target outcome. SDVS remains committed to ongoing evaluation and continuous improvement to ensure sustained progress.]

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.

[While no formal changes were made to the goal, metrics, or target outcomes, refinements were implemented in practice, including the addition of an attendance flagging system to improve early intervention. These adjustments reflect SDVS's ongoing commitment to continuous improvement while maintaining alignment with the original goal.]

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
[Action #1]	[Credit Recovery Diplomas Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are graduating with their class.]	[$4,200]	[Yes]
[Action #2]	[Transcript Evaluations]	[Each student will have an evaluation of transcripts and residential status by the counselors. If the student qualifies for credit recovery, homeless, or foster youth, they will be designated and assigned the appropriate diploma path.]	[$123,000]	[Yes]
[Action #3]	[Providing Laptop Devices]	[Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. All students (including low-income, English Learners, Foster Youth, Homeless, students with disabilities, students below grade level, or other students identified as needing access) will receive a laptop device.]	[$95,000]	[Yes]
[Action #4]	[No Grades Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are earning No Grades (NG) in the first semester.]	[$115,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #2]	[Equip all students with the tools and resources they need to be college and career-ready, while providing personalized support to each student in achieving their individual post-graduation goals.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because students and educational partners have expressed a need for more hands-on post-graduate planning. Students and families need information to be able to make educated decisions about future plans, so this goals helps hold us accountable for providing that information.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of seniors who receive letters for number of credits to complete to graduate on time]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[100% of seniors receive letters]	[0% difference]
[Metric #2]	[Percentage of seniors who participate in post-graduate planning with a college counselor]	[79% of seniors participated in post-graduate planning with a college counselor]	[88% of seniors participated in post-graduate planning with a college counselor]	[79.5% of seniors participated in post-graduate planning with a college counselor]	[100% of seniors participating in postgraduate counseling]	[.5% increase]
[Metric #3]	[Percentage of students who complete the Algebra 1 requirement by grade 10]	[37% of grade 10 students completed their Algebra 1 credit by the end of the school year]	[79% of grade 10 students completed their Algebra 1 credit by the end of the school year]	[73.2% of grade 10 students completed their Algebra 1 credit by the end of the school year]	[100% of students complete the Algebra 1 requirement by grade 10]	[36.2% increase]
[Metric #4]	[Percentage of students who attend CTE webinars and field trips]	[9% of students attended either a CTE webinars and/or field trip]	[11% of students attended either a CTE webinars and/or field trip]	[9% of students attended either a CTE webinars and/or field trip - so far]	[20% of students attended either a CTE webinars and/or field trip]	[0% growth]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[During the 2025–2026 school year, implementation of this goal continued to focus on equipping students with the tools and resources necessary for college and career readiness while providing individualized support aligned to each student's post-graduation goals. All seniors continued to receive letters outlining the number of credits needed to graduate on time, along with opportunities to meet with a college counselor for post-secondary planning. This personalized outreach ensured that students had a clear understanding of their graduation pathway and access to necessary supports.

The College and Career team continued to promote student engagement in career pathways through both virtual and in-person Career Technical Education (CTE) opportunities, including webinars and field trips. Teachers were informed of available opportunities and encouraged student participation to help build real-world skills and exposure to career options. However, during the 2025–2026 school year, the school experienced a decrease in overall enrollment, which may have contributed to lower participation rates in CTE-related activities compared to the previous year.

In support of math achievement, the math team continued to provide targeted supports through small group instruction and one-on-one tutoring, including the implementation of weekly "Math Thursdays" to provide direct assistance aligned to student needs. Attendance at these sessions was monitored, and Teachers of Record (TORs) were notified to encourage participation for students requiring additional support.

Overall, implementation remained aligned to the planned actions, with continued emphasis on personalized student support, post-secondary planning, and increasing access to academic and career readiness opportunities. Moving forward, SDVS will further examine factors influencing student participation in CTE activities to strengthen engagement strategies.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The strategies implemented under this goal have continued to support student preparation for college and career pathways, with several areas showing positive progress. The individualized outreach conducted by the College and Career team has resulted in steady student participation in post-secondary planning. At this point in the school year, 79.5% of seniors have participated in post-graduate planning meetings with a college counselor. It is important to note that counselors typically see an increase in meetings toward the end of the school year, and with approximately two months remaining, this percentage is expected to increase. A more accurate final participation rate will be reflected in the mid-year update for the 2026–2027 school year.

Efforts to increase participation in career exploration opportunities have produced mixed results. While students continue to engage in CTE webinars and field trips, participation rates have not shown the anticipated growth. This may be partially attributed to decreased enrollment during the 2025–2026 school year; however, additional analysis is needed to fully understand the factors impacting student participation. To better inform future actions, SDVS will include targeted questions in the end-of-year LCAP survey administered to students, staff, and parents/guardians to gather feedback on barriers to participation and opportunities for improvement.

Math intervention strategies have continued to demonstrate effectiveness. The small group tutoring model and “Math Thursdays” have increased access to academic support and allowed for more targeted instruction. Monitoring attendance and engaging Teachers of Record in follow-up has helped improve participation and provide timely assistance to students in need.

Overall, the actions under this goal are progressing as intended, with strong implementation of post-secondary planning supports and academic interventions. While progress toward increasing CTE participation has been slower than anticipated, the school is taking steps to gather additional data and refine strategies to better meet student needs.]

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

[While no formal changes were made to the goal, metrics, or target outcomes, reflection on implementation during the 2025–2026 school year identified areas for further investigation and refinement. Specifically, a decrease in student participation in CTE activities prompted the need for additional data collection. As a result, targeted questions will be added to the end-of-year LCAP survey to better understand barriers to participation and inform future improvements. Additionally, ongoing monitoring of post-secondary counseling participation will continue through the end of the school year to ensure accurate reporting of outcomes.]

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
[Action #1]	[Academic Counseling]	[The college counseling team will meet with students to discuss post graduate plans and closely monitor seniors to ensure that they are properly placed in courses that will benefit their future. They will also provide resources for post-graduate planning and meet with families in need of extra support.]	[$130,000]	[Yes]
[Action #2]	[College/Career Webinars and Workshop]	[Workshops and webinars conducted throughout the year by the Student Success Coordinator and Academic Counselor include career spotlights, resume assistance, college explorations, college entrance information, FAFSA assistance, and postgraduate planning]	[$25,000]	[Yes]
[Action #3]	[Monitor Algebra 1 Credits Earned]	[Mathematics teachers will closely monitor, remediate, and assist any students in the Algebra 1 course toward completion and competency. With this in mind, all mathematics teachers will have a low student to teacher roster in order to tutor students throughout the day and guide them toward math course completion needed for graduation.]	[$115,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #3]	[Enhance, refine, and build upon our success in supporting English learners with a focus on continuous improvement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 2: Implementation of State Standards, Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we want to ensure that our English Language Learner population receives a comprehensive support program, which will include instruction in a vocabulary-rich environment and listening and speaking opportunities. This comprehensive support includes modified reading and writing assignments, complete with listening and speaking opportunities for all of our students, as these have been ways we see our ELL population succeed and thrive in our environment. English Language support will be across all subjects throughout the curriculum as all subjects contain advanced and specific vocabulary.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of student growth on local assessments]	[50% of students who tested in both Fall and Spring showed at least one years growth on the reading diagnostic exam]	[100% of students who tested in both Fall and Spring showed at least one years growth on the reading diagnostic exam]	[Insert outcome here]	[100% of students grow at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of growth on ELPAC Exam]	[59% of students increased at least one level on the ELPAC exam]	[69.7% of students increased at least one level on the ELPAC exam]	[Insert outcome here]	[100% of ELL students increase at least one level on the ELPAC exam]	[10.7% increase]
[Metric #3]	[Percentage of completed writing assignments in core classes]	[93% of ELL students completed at least one writing assignment in a core class in the first semester]	[100% of ELL students completed at least one writing assignment in a core class in the first semester]	[91.7% of ELL students completed at least one writing assignment in a core class in the first semester]	[100% of ELL students completed writing assignments in their core classes]	[1.3% decrease]
[Metric #4]	[Percentage ELL students working one-on-one with an HQT]	[39.3% of ELL students worked one-on-one with a highly qualified teacher]	[44.8% of ELL students worked one-on-one with a highly qualified teacher]	[48.4% of ELL students worked one-on-one with a highly qualified teacher]	[80% of ELL students work one-on-one with an HQT]	[9.1% increase]
[Metric #5]	[Percentage of ELL students who finish their ELA class with a C or higher]	[53.6% of ELL students finished their ELA class with a C or higher in the first semester.]	[71.4% of ELL students finished their ELA class with a C or higher in the first semester.]	[82.1% of ELL students finished their ELA class with a C or higher in the first semester.]	[100% of ELL students earn a C or higher in ELA]	[28.5% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[During the 2025–2026 school year, San Diego Virtual School refined its approach to supporting English Learners by implementing a more targeted instructional model. The ELITE (English Language Instructional Teaching Experts) team focused primarily on supporting students identified at ELPAC Levels 1 and 2 through the development and monitoring of Individualized Learning Plans (ILPs). These ILPs included targeted strategies designed to support language acquisition, academic vocabulary development, and overall student achievement.

Students who scored at ELPAC Level 3 were supported through a broader network of Highly Qualified Teachers (HQTs), with an emphasis on increasing access to one-on-one academic support, particularly in English Language Arts. Teachers of Record (TORs) actively encouraged these students to attend additional support sessions to strengthen their academic skills and continue progressing toward proficiency.

To further support ELPAC preparation, the ELITE team hosted targeted review sessions focused on key skills aligned to the exam. Students were encouraged to attend all three sessions, and incentives such as gift cards were provided to increase participation and engagement. These sessions were designed to reinforce language skills and build student confidence in test-taking strategies.

In addition, the ELITE team established weekly Friday support sessions through an open Google Meet for all teachers. These sessions provided ongoing professional support to help teachers implement targeted interventions for English Learners, including strategies for integrating academic vocabulary and language development into daily lessons and assignments. This collaborative approach strengthened instructional practices across content areas and ensured more consistent support for English Learners throughout the school.

Overall, implementation during the 2025–2026 school year reflected a more strategic and differentiated approach to English Learner support, with clearly defined roles for the ELITE team and HQTs, increased collaboration among staff, and a continued focus on both language development and academic achievement.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The actions implemented during the 2025–2026 school year have demonstrated strong effectiveness in supporting English Learner progress, particularly in academic achievement in English Language Arts. The targeted approach of focusing ELITE team supports on Level 1 and 2 students, while leveraging Highly Qualified Teachers to support Level 3 students, has allowed for more differentiated and responsive

instruction. As a result, the school has seen continued growth in the percentage of English Learners earning a C or higher in ELA, indicating that these supports are positively impacting student outcomes.

The ELPAC review sessions and increased encouragement from Teachers of Record also contributed to improved student engagement and preparation for the exam. Incentivizing attendance helped increase participation and provided students with additional structured opportunities to practice key skills.

The implementation of weekly ILP support sessions for teachers has strengthened instructional capacity across the school. Teachers have been better equipped to integrate targeted strategies, such as academic vocabulary development, into their instruction, leading to more consistent and intentional support for English Learners across all subject areas.

While overall progress has been positive, data indicates a slight decrease in the percentage of English Learners completing writing assignments in core classes. Although completion rates remain high overall, this decline suggests a need for further analysis. SDVS plans to investigate potential contributing factors, including assignment design, student engagement, and instructional supports, to better understand this trend and identify strategies to address it.

Overall, the actions under this goal are proving effective in improving English Learner outcomes, particularly in ELA performance, while also highlighting an opportunity to strengthen writing engagement and completion.]

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.

[While no formal changes were made to the goal, metrics, or target outcomes, refinements were implemented in practice during the 2025–2026 school year. These included a more targeted approach to English Learner support through the ELITE team focusing on Level 1 and 2 students, and expanded use of Highly Qualified Teachers to support Level 3 students. Additionally, structured teacher support through weekly ILP collaboration sessions was introduced to strengthen instructional practices. These refinements reflect the school's commitment to continuous improvement and responsiveness to student needs.]

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
[Action #1]	[Give local assessments/benchmark assessments]	[Students will complete Fall and Spring local/benchmark assessments in Mathematics and Reading. Upon results, San Diego Virtual will provide an individualized plan that will assist in building the necessary skills and concepts to build grade level competency, and an additional Reading Fundamentals course will be added to the student's coursework, if needed. Reading Fundamentals includes grammar, vocabulary, and comprehension skills, and is maintained, tutored, and assessed by our teachers on a daily basis.]	[$125,000]	[Yes]
[Action #2]	[Give ELPAC exam]	[Testing administrators worked extensively with the families, informing each of the significance of the assessment, ensuring devices and connectivity issues were solved, and assessments were given.]	[$50,000]	[Yes]
[Action #3]	[Maintain contract with Edmentum (Curriculum)]	[The Edmentum Curriculum is the curriculum that San Diego Virtual School utilizes school-wide. However, modifications and amendments were made to each individual student, including the English Language Learners, to ensure vocabulary-rich content was throughout, complete with listening and speaking activities, to build proficiency.]	[$81,000]	[Yes]
[Action #4]	[Have Credentialed Teacher with English Language Certification work with ELL students]	[Our English teacher will monitor, assess, and provide intervention for the ELL learners in the program]	[$112,500]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #4]	[Improve academic achievement for underperforming students through a comprehensive Multi-Tiered System of Support (MTSS) which includes academic improvement with Response to Intervention, social emotional learning, and student engagement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[San Diego Virtual School identifies students in need of support based on benchmark assessments, and other forms of data such as teacher observations, meetings with the counselors, and meetings with the Student Success Coordinator. We have developed a multi-tiered system of support to ensure we are teaching the whole student, identifying and removing barriers to learning, and providing support for students to succeed academically and emotionally. The MTSS team works with all members of staff, students, and families to provide the best services and to reduce barriers to learning.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of growth on local assessments for students in MTSS]	[67% of students in the MTSS increased their performance on local diagnostic exams]	[Did not have enough students test in both Fall and Spring]	[Did not have enough students test in both Fall and Spring]	[100% of students in MTSS grew at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentages of grades D, F, and NG for all students on report cards]	[18.4% of students received either a D or NG in the first semester.]	[21.2% of students received either a D or NG in the first semester.]	[17.6% of grades on first semester report cards were either an NG, D, or F]	[0% of grades D, F, and NG for all students on report cards]	[0.8% decrease]
[Metric #3]	[Percentage of students who report feeling accepted in their school community]	[88.5% of students report feeling accepted by the school community.]	[97% of students report feeling accepted by the school community as indicated on first semester survey data.]	[100%of students report feeling accepted by the school community as indicated on first semester survey data.]	[100% of students report feeling accepted by the school community]	[11.5% increase]
[Metric #4]	[Percentage of students who are enrolled in the MTSS program]	[13% of students are enrolled in the MTSS program]	[12% of students are enrolled in the MTSS program]	[8% of students are enrolled in the MTSS program]	[7% of students are enrolled in the MTSS program]	[5% decrease]
[Metric #5]	[Percentage of students who graduate from the MTSS program]	[14% of students who were enrolled in the MTSS graduated from MTSS in the 2023-24 school year]	[22% of students who were enrolled in the MTSS graduated from MTSS in the 2024-25 school year]	[24% of students who were enrolled in the MTSS graduated from MTSS in the 2025-26 school year]	[80% of students graduate from the MTSS program]	[10% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[During the 2025–2026 school year, SDVS continued to implement a comprehensive Multi-Tiered System of Support (MTSS) designed to address academic achievement, student engagement, and social-emotional learning for underperforming students. All students completed local diagnostic assessments at the beginning of the year (or upon enrollment) to establish baseline performance levels, with follow-up assessments used to monitor growth.

The MTSS team, consisting of the RTI Coordinator, school counselors, the Student Success Coordinator (SSC), and the principal, met regularly to review student data, including attendance, academic performance, and engagement. Teachers continued to refer students to the MTSS program through a structured referral process when concerns arose, and each student assigned to MTSS was supported through individualized interventions and consistent progress monitoring.

A key refinement during the 2025–2026 school year was the implementation of a three-day attendance flagging system within the Student Information System (SIS). Students who did not engage in learning for three consecutive days were automatically flagged for outreach by the Student Success Coordinator. This proactive system allowed SDVS to intervene earlier, often addressing barriers before students required more intensive MTSS support.

As a result of strengthened Tier 1 supports and earlier intervention through the attendance flagging system, SDVS saw a decrease in the number of students enrolled in the MTSS program. This suggests that universal supports and early outreach strategies are helping more students remain engaged and successful without requiring Tier 2 or Tier 3 interventions.

In addition to academic and attendance supports, SDVS continued to promote student engagement and belonging through access to clubs, virtual and in-person activities, and CTE-related opportunities. The MTSS team worked collaboratively to ensure students received wraparound support aligned to their individual needs.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The actions implemented under this goal have continued to demonstrate strong effectiveness in supporting student outcomes. The MTSS framework has allowed SDVS to identify and support students in a timely and personalized manner, contributing to improved academic performance and increased student engagement.

A key indicator of effectiveness is the decrease in the percentage of students enrolled in the MTSS program during the 2025–2026 school year. This reduction suggests that Tier 1 supports, combined with earlier intervention strategies such as the three-day attendance flagging system, are successfully addressing student needs before more intensive supports are required. By proactively identifying students experiencing engagement challenges and connecting them with support through the Student Success Coordinator, SDVS has been able to reduce the number of students requiring formal MTSS intervention.

Additionally, SDVS has seen positive trends in academic outcomes, including a decrease in Ds, Fs, and No Grades, and an increase in the number of students successfully exiting or completing the MTSS program. These outcomes reflect the effectiveness of coordinated support systems and ongoing progress monitoring.

While these results are encouraging, the WASC accreditation process identified a need for increased transparency and clarity in how the MTSS system operates, particularly for Teachers of Record (TORs). In response, the MTSS team is working to refine and strengthen practices for the 2026–2027 school year, including clearer communication of processes, roles, and supports to ensure all staff understand how students are being supported and how barriers to learning are being addressed.

Overall, the MTSS system at SDVS is demonstrating strong alignment between intervention strategies and student needs, while also identifying opportunities to improve communication and consistency in implementation.]

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.

[While no formal changes were made to the goal, metrics, or target outcomes, SDVS implemented refinements during the 2025–2026 school year to strengthen early intervention systems. The introduction of a three-day attendance flagging system allowed for more proactive support and may have contributed to the decrease in MTSS enrollment. Additionally, feedback from the WASC accreditation process identified a need for increased transparency in MTSS practices. As a result, SDVS will refine and strengthen communication and processes for the 2026–2027 school year to ensure greater clarity and consistency in how supports are provided.]

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
[Action #1]	[Give local assessments/benchmark assessments]	[Benchmark assessments will be implemented for each student in the Fall and Spring, according to the need, with a prescriptive list of interventions applied to each student in MTSS.]	[$150,000]	[Yes]
[Action #2]	[Monitor academic progress of students in MTSS]	[The MTSS team will closely monitor students who are receiving D/F on their progress report and/or report card, to identify where the interventions need to take place. Additionally, they will meet after each learning period to go through the list of students who are in the program to assess progress.]	[$50,000]	[Yes]
[Action #3]	[Monitor MTSS enrollment]	[Based on counselor meetings, assessments, and academic progress MTSS Committee will make a recommendation for student and/or family services.]	[$35,000]	[Yes]
[Action #4]	[Hold monthly MTSS meetings to analyze the MTSS form and make updates]	[Based on teacher assessments and investigation conducted by the MTSS team, students will be placed in the correct services to eliminate educational barriers. The team will meet monthly to assess student progress and the need to continue with MTSS services.]	[$35,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #5]	[Unify professional development (PD) with strategic technology integration in a long-range plan designed to meet student needs.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 1: Basic, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[With the ever-changing world we live in, and the fact that we are a virtual school, technology tools are in demand within the SDVS program. A long-range plan that aligns with the student needs, including the curriculum, Google Suite Enterprise tools, and screen share products to help assist our teachers in providing instruction are embedded throughout the school year. In addition to professional development in technology, a focus on maintaining a culturally relevant curriculum and teaching, providing support for our students' social emotional health and well-being, and addressing curriculum and evaluating student data, San Diego Virtual takes all measures to ensure that teachers are adequately prepared to teach the whole student.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of participation in PD sessions focused on technology]	[40% participation in PD sessions focused on technology]	[92% participation in PD sessions focused on technology]	[62.5% participation in PD sessions focused on technology]	[100% staff participation in PD opportunities]	[22.5% increase]
[Metric #2]	[Percentage of student population who access their SDVS Google Drive]	[75% of students accessed their Google Drive in the first semester]	[90% of students accessed their Google Drive in the first semester]	[90% of students accessed their Google Drive in the first semester]	[100% of students access their SDVS Google Drive]	[15% increase]
[Metric #3]	[Percentage of staff and teachers who find value in the offered PD]	[74% of teachers report the PD as valuable]	[56% of teachers report the PD as valuable]	[95.6% of teachers report the PD as valuable]	[100% of staff find PD valuable]	[21.6% increase]
[Metric #4]	[Percentage of staff and teachers who find feel the current technology meets the needs of our students]	[81.4% of teachers report the the current technology meets the needs of our students]	[Overall PD was captured]	[100% of staff agree that technology provided by the school supports student learning needs]	[100% of teachers report the the current technology meets the needs of our students]	[18.6% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[During the 2025–2026 school year, SDVS continued to implement a comprehensive professional development (PD) model aligned to technology integration and staff capacity-building through its Professional Learning Communities, known as “Huddles.” These Huddles provided teachers with structured, collaborative opportunities to engage in ongoing learning and select focus areas based on their instructional needs and interests, including technology integration and the use of artificial intelligence (AI) tools in the classroom.

Teachers were given the opportunity to choose from a variety of Huddle topics, allowing for differentiated professional learning aligned to individual and departmental needs. This flexible approach supported increased engagement and relevance, ensuring that PD was meaningful and directly applicable to instruction.

In addition to Huddles, SDVS provided ongoing technology support through designated office hours, where teachers could receive individualized assistance with instructional tools, including Google platforms, AI tools, and other technology resources used within the virtual learning environment. This support model allowed staff to access just-in-time training and troubleshooting, further strengthening their ability to integrate technology effectively into instruction.

To build capacity in emerging areas, the math department chair attended specialized professional development focused on responsible AI use and student data privacy. This knowledge was then shared with colleagues through Huddle sessions, expanding staff awareness of best practices and promoting responsible implementation of AI tools across the school.

At the beginning of the school year, all staff also participated in a School Pathways training to strengthen their understanding and use of the Student Information System (SIS). This ensured that teachers were equipped to navigate key systems, monitor student data, and support student learning more effectively.

Overall, SDVS maintained a consistent and collaborative approach to professional development, emphasizing flexibility, staff choice, and practical application to support both instructional effectiveness and student outcomes.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The professional development strategies implemented during the 2025–2026 school year have been highly effective in supporting staff capacity and technology integration. The Huddle model has increased staff engagement by providing choice and relevance in professional learning, allowing teachers to focus on areas that directly impact their instructional practice. As reflected in staff feedback data, a high percentage of teachers reported that professional development was valuable and applicable to their work.

The availability of ongoing technology support through office hours further enhanced the effectiveness of PD by providing teachers with immediate, individualized assistance. This approach helped ensure that staff could confidently implement new tools and strategies, including the integration of AI and Google-based instructional resources.

Targeted professional development opportunities, such as training on responsible AI use and student privacy, have strengthened staff awareness and informed best practices across the school. The dissemination of this information through Huddles allowed for broader impact and supported consistent implementation among teachers.

Additionally, the School Pathways training at the beginning of the year improved staff capacity to effectively use the SIS for monitoring student data and supporting instruction. This contributed to more efficient data use and stronger alignment between instructional practices and student needs.

Overall, the actions under this goal have contributed to increased staff confidence, improved use of instructional technology, and stronger alignment between professional development and classroom application, ultimately supporting student learning outcomes.]

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.

[While no formal changes were made to the goal, metrics, or target outcomes, SDVS refined its professional development model during the 2025–2026 school year by expanding the use of Huddles to provide more differentiated and choice-based learning opportunities. Additional supports, such as technology office hours and targeted training on responsible AI use and student data privacy, were implemented to better meet staff needs. These refinements reflect SDVS’s commitment to continuous improvement and responsiveness to both staff feedback and emerging instructional priorities.]

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
[Action #1]	[Maintain contract with Google Workspace for School & Google Voice]	[Google Workspace is a new and improved, integrated network of apps that will help facilitate teaching and learning within the San Diego Virtual School program. Enhanced live lessons, breakout rooms, and chat features will be available to provide real-time learning, as well as app features for productivity for students and teachers, including word and spreadsheet capabilities that will allow for real-time intervention and learning.]	[$15,000]	[Yes]
[Action #2]	[Generate G-Suite professional development calendar]	[Having a teacher on staff that is Google Certified, as well as able to provide important information, videos, and instructions on the newest technology and apps that will benefit our students and staff is essential. This teacher offers a personalized professional development approach based on the teacher's needs.]	[$20,000]	[Yes]
[Action #3]	[Offer professional development in Technology Platforms]	[With various professional developments in technology throughout the school year, teachers are able to stay current and up to date on new platforms that can increase engagement and learning.]	[$15,000]	[Yes]
[Action #4]	[Offer professional development in Social Emotional Learning]	[Counselors provide includes extensive professional development in areas of suicide prevention, stress management, depression prevention, study skills, engagement, and others. Additionally, they send monthly PD opportunities to the staff which are given by the San Diego County Office of Education.]	[$15,000]	[Yes]
[Action #5]	[Create a professional learning network]	[Teachers have created a network of apps and tools that are aligned to student needs and curriculum. They hold meetings to train colleagues on using new tools and give information on new features due to updates. Teachers also share tools using the schools' Google resources.]	[$5,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #6]	[Cultivate a supportive learning environment that fosters academic engagement and prioritizes the social-emotional well-being of all students.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement,Priority 5: Student Engagement, Priority 6: School Climate]

An explanation of why the LEA has developed this goal.

[At SDVS we understand that the whole student must be part of the learning experience. We continue to focus on supporting students with the assistance of our two counselors as they provide additional support and resources to facilitate and work through a student's mental health needs.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of students in MTSS referred to a counselor]	[40% of students in the MTSS program were referred to the counseling team]	[20% of students in the MTSS program were referred to the counseling team]	[34% of students in the MTSS program were referred to the counseling team]	[20% of students require counseling after being referred to MTSS]	[6% decrease]
[Metric #2]	[Percentage of students/families participating in counseling either one-on-one or in a group]	[16% of students/families participated in counseling either one-on-one or in a group]	[15% of students/families participated in counseling either one-on-one or in a group]	[61% of students/families participated in counseling either one-on-one or in a group]	[25% of students/families participating in counseling either one-on-one or in a group]	[45% increase]
[Metric #3]	[Percentage of 9th and 11th grade students who complete the CHKS survey]	[19% of 9th and/or 11th grade students completed the CHKS survey]	[47% of 9th and/or 11th grade students completed the CHKS survey]	[33.6% of 9th and/or 11th grade students completed the CHKS survey]	[100% of 9th and 11th graders completed the CHKS survey]	[14.6% increase]
[Metric #4]	[Percentage of student participation in mental health based clubs]	[2% of students participated in mental health based clubs]	[5% of students participated in mental health based clubs]	[7% of students participated in mental health based clubs]	[10% of students participated in mental health based clubs]	[5% increase]
[Metric #5]	[Percentage of students who precipitate in student-run clubs]	[8% of students participated in student-run clubs]	[22% of students participated in student-run clubs]	[13.5% of students participated in student-run clubs]	[20% of students participate in student-run clubs]	[5.5% increase]
[Metric #6]	[Percentage of students attending educational field trips]	[21% of students attended an educational field trip]	[35% of students attended an educational field trip]	[27% of students attended an educational field trip]	[50% of students attended an educational field trip]	[6% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2026-27]

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

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

[During the 2025–2026 school year, SDVS continued to implement a range of strategies to support students' social-emotional well-being and foster a positive, engaging school environment. The counseling team played a central role in providing individualized support to students and families, offering both academic guidance and social-emotional resources.

A key refinement this year was the implementation of the three-day attendance flagging system within the Student Information System (SIS), which prompted earlier outreach by the Student Success Coordinator (SSC) and counseling team. As a result, SDVS saw an increase in students being recommended for MTSS for social-emotional support. This increase reflects earlier identification of student needs rather than a rise in overall concerns, as students were connected to support systems more quickly.

Counselors also increased outreach to families for a variety of reasons, including academic concerns and schedule changes. This proactive communication helped strengthen relationships with families and increased comfort in accessing counseling services and supports. Data from LCAP surveys indicates that both students and parents/guardians report feeling supported by counselors and the overall school community.

To monitor school climate and student well-being, SDVS continued to administer and analyze the California Healthy Kids Survey (CHKS) annually. These results inform ongoing improvements to school climate and student support systems.

SDVS also promoted student engagement through mental health awareness initiatives and extracurricular opportunities. Students participated in Bring Change 2 Mind (BC2M) activities, and during the 2025–2026 school year, students had the opportunity to attend the BC2M Summit in San Diego, where one SDVS student was selected as a speaker. Additionally, student-run clubs and field trips continued to provide opportunities for connection, although participation levels were impacted by a decrease in overall enrollment.

Overall, implementation remained aligned to the goal of fostering a supportive learning environment, with continued emphasis on early intervention, relationship-building, and expanding opportunities for student engagement.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The strategies implemented to support this goal have been effective in strengthening school climate, increasing access to social-emotional supports, and fostering student connection. The increase in students referred to counseling through MTSS reflects earlier identification and intervention, supported in part by the three-day attendance flagging system. This proactive approach has allowed SDVS to connect students and families with needed supports more quickly and effectively.

Additionally, there has been a notable increase in student and family participation in counseling services, indicating that outreach efforts by counselors are successfully building trust and encouraging engagement. Feedback from LCAP surveys further supports this, with students and parents/guardians reporting that they feel supported by counselors and the school community.

Student engagement opportunities, including mental health-focused clubs, student-run clubs, and field trips, have continued to contribute to a positive school climate. Participation in events such as the BC2M Summit, including student leadership opportunities, highlights increased student voice and connection. However, participation rates in clubs and activities, particularly student-run clubs, remain below the target of 20%. This may be partially attributed to decreased enrollment during the 2025–2026 school year.

While progress has been made, SDVS recognizes the need to further evaluate and refine strategies to increase student participation in clubs and activities. Additional data will be gathered to better understand barriers to participation and identify opportunities to improve engagement.

Overall, the actions under this goal have contributed to a more supportive and responsive school environment, with strong indicators of increased connection and access to social-emotional supports, while also identifying areas for continued growth in student engagement.]

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.

[While no formal changes were made to the goal, metrics, or target outcomes, SDVS refined its practices during the 2025–2026 school year by implementing earlier intervention strategies, including the three-day attendance flagging system, which increased timely referrals to counseling and MTSS supports. Reflections on participation data also identified a need to strengthen student engagement in clubs and activities. As a result, SDVS will further evaluate and refine engagement strategies in the 2026–2027 school year to increase student involvement and better meet the target participation rate.]

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

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Offer mental health counseling to all students]	[San Diego Virtual School counselors have developed individual counseling sessions for students for academic and/or social emotional needs. These counselors include one practicing clinical social worker and a school counselor. In addition to individual counseling, weekly virtual community groups are conducted, ranging from topics of social anxiety to post graduate plans. These virtual community groups are grouped by grade level, which includes our middle school students and high school students.]	[$75,000]	[Yes]
[Action #2]	[Give online mental health workshops for students and families]	[Workshops were conducted via Google Meet by San Diego Virtual counselors hosting the event. They provided tips on study skills, time management, anxiety, peer pressure, and suicide prevention]	[$50,000]	[Yes]
[Action #3]	[Maintain the counseling website]	[Our counselors created a website for families and students of SDVS, so they can have access to resources concerning mental health, housing, healthcare, food distribution, academic services, and tips on being successful in our online environment. This website provides many resources for our families, and helps our teachers to better disseminate information provided from the website.]	[$5,000]	[Yes]

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,147,166	$103,472

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
22.50%	0%	$0.00	22.50%

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 school wide 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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #1]	[After reviewing enrollment, attendance, and academic performance data, SDVS identified that a significant portion of students, particularly those who are socioeconomically disadvantaged, enter the program credit deficient and/or experience barriers to consistent engagement. These factors increase the risk of not graduating on time and limit preparedness for post-secondary opportunities. Additionally, engagement data indicates that some students require earlier intervention and more structured support systems to remain on track academically.]	[This action is implemented on an LEA-wide basis because over 50% of the SDVS student population is socioeconomically disadvantaged, and many students experience similar barriers related to credit completion, attendance, and access to post-secondary planning. To address these needs, SDVS provides a comprehensive system of supports including individualized credit monitoring, early college and career counseling, targeted academic interventions, and expanded access to technology. A key refinement during the 2025–2026 school year was the implementation of a three-day attendance flagging system within the Student Information System (SIS), which triggers early outreach from the Student Success Coordinator. This proactive approach allows SDVS to identify and address barriers to engagement before they escalate into academic challenges requiring more intensive intervention. These supports, combined with structured MTSS processes and ongoing progress monitoring, ensure that students receive timely and equitable access to the resources needed to graduate and succeed after high school. Providing these actions schoolwide ensures that all students (particularly those in unduplicated groups) benefit from consistent systems of support while maintaining equitable access across the program.]	[The effectiveness of these actions will be measured using metrics aligned to Goal 1 and Goal 2, including the percentage of seniors receiving credit completion letters, participation in college and career planning, course completion rates (including reduction in Ds, Fs, and NGs), Algebra 1 completion rates, attendance and engagement data, and participation in CTE opportunities. These metrics will be used to evaluate progress in improving outcomes for unduplicated student groups.]

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action # 3]	[Based on performance data for English Learners (ELLs), including ELPAC results, course grades, and writing completion rates, as well as input from staff, SDVS identified the need for a more targeted and differentiated support system. While many ELL students are making progress, data indicates that focused support, particularly for students at lower proficiency levels, can further accelerate language acquisition and academic achievement. Additionally, recent data trends show a slight decrease in writing assignment completion, indicating a need for continued focus on engagement in academic tasks.]	[To address this need, SDVS refined its approach during the 2025–2026 school year by implementing a more targeted support model through the ELITE (English Language Instructional Teaching Experts) team. The ELITE team focused primarily on supporting students at ELPAC Levels 1 and 2 through the development and monitoring of Individualized Learning Plans (ILPs), which include baseline data, language development goals, and targeted instructional strategies. Students at ELPAC Level 3 were supported by Highly Qualified Teachers (HQTs), with an emphasis on increased access to one-on-one academic support, particularly in English Language Arts. Teachers of Record encouraged participation in these support opportunities to ensure continued progress toward proficiency. The ELITE team also provided ELPAC preparation through structured review sessions, with incentives to increase participation. Additionally, weekly ILP support meetings were offered to all teachers to strengthen instructional practices, including strategies for integrating academic vocabulary and language development into content-area instruction. This targeted and differentiated approach ensures that English Learners receive personalized, consistent support aligned to their individual needs, while also building staff capacity to support language development across all subject areas.]	[The effectiveness of this action will be measured using metrics aligned to Goal 3, including growth on local diagnostic assessments, progress on the ELPAC exam, completion of writing assignments in core classes, participation in one-on-one instruction with highly qualified teachers, and the percentage of English Learners earning a C or higher in English Language Arts. These metrics will be used to monitor progress and refine supports to improve outcomes for English Learners.]

Insert or delete rows, as necessary.

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.

[N/A]

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

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2024