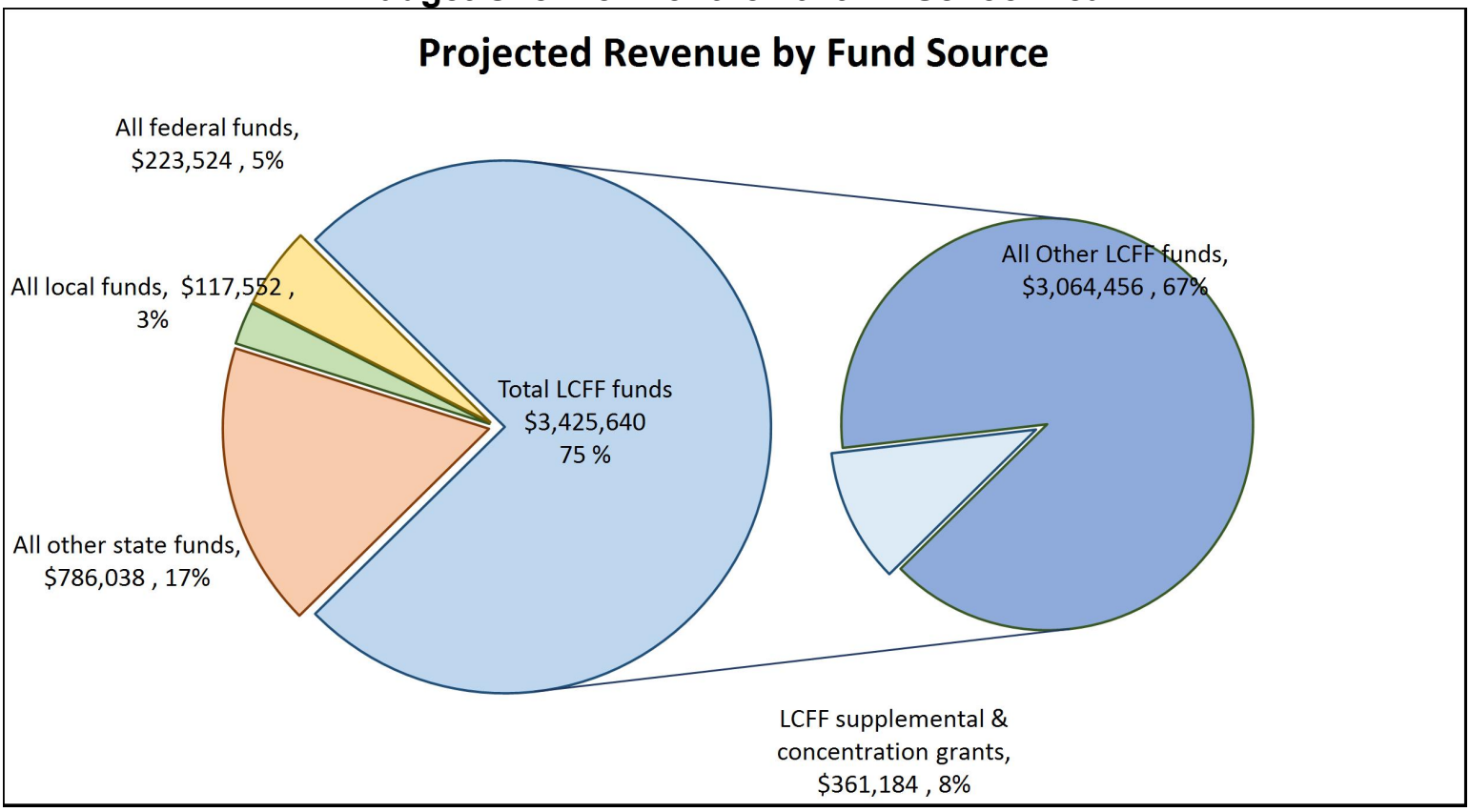
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Phoenix Charter Academy College View
CDS Code: 45--69948-0141580
School Year: 2026-27
LEA contact information:
Dr. Patricia Dougherty
CEO/Executive Director
pdougherty@ourpca.org
pdougherty@ourpca,org

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

## Budget Overview for the 2026-27 School Year

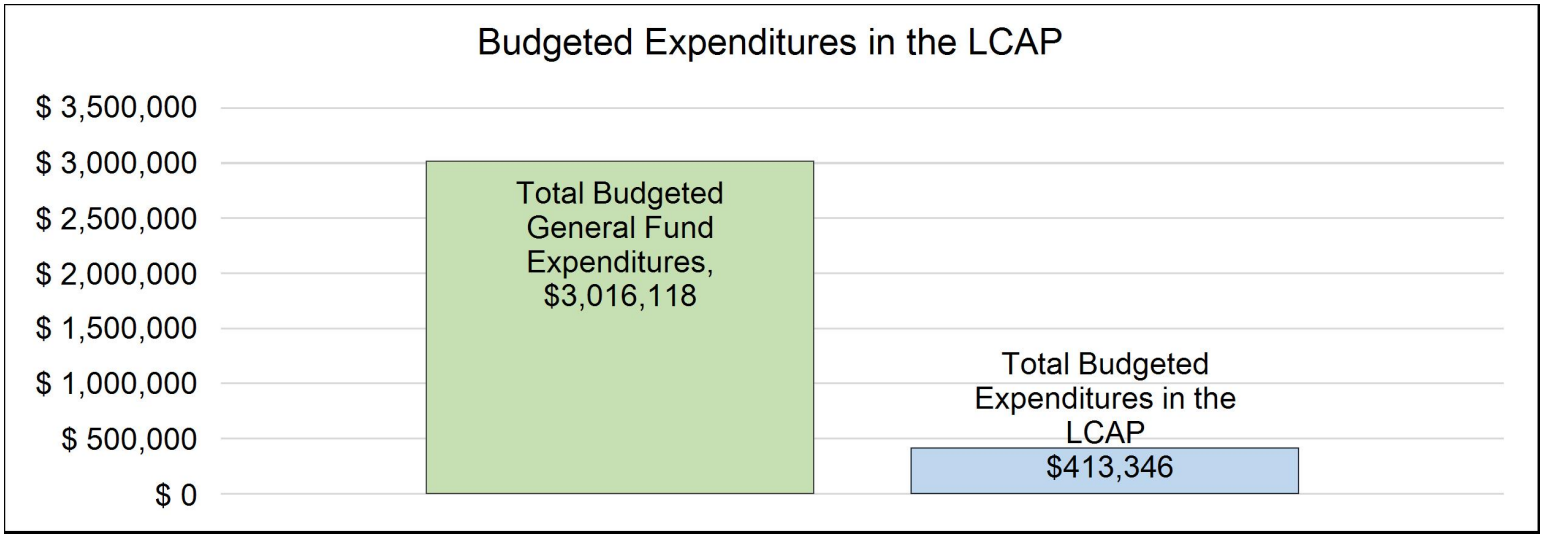



This chart shows the total general purpose revenue Phoenix Charter Academy College View expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Phoenix Charter Academy College View is $4,552,754, of which $3425640 is Local Control Funding Formula (LCFF), $786038 is other state funds, $117552 is local funds, and $223524 is federal funds. Of the $3425640 in LCFF Funds, $361184 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Phoenix Charter Academy College View plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

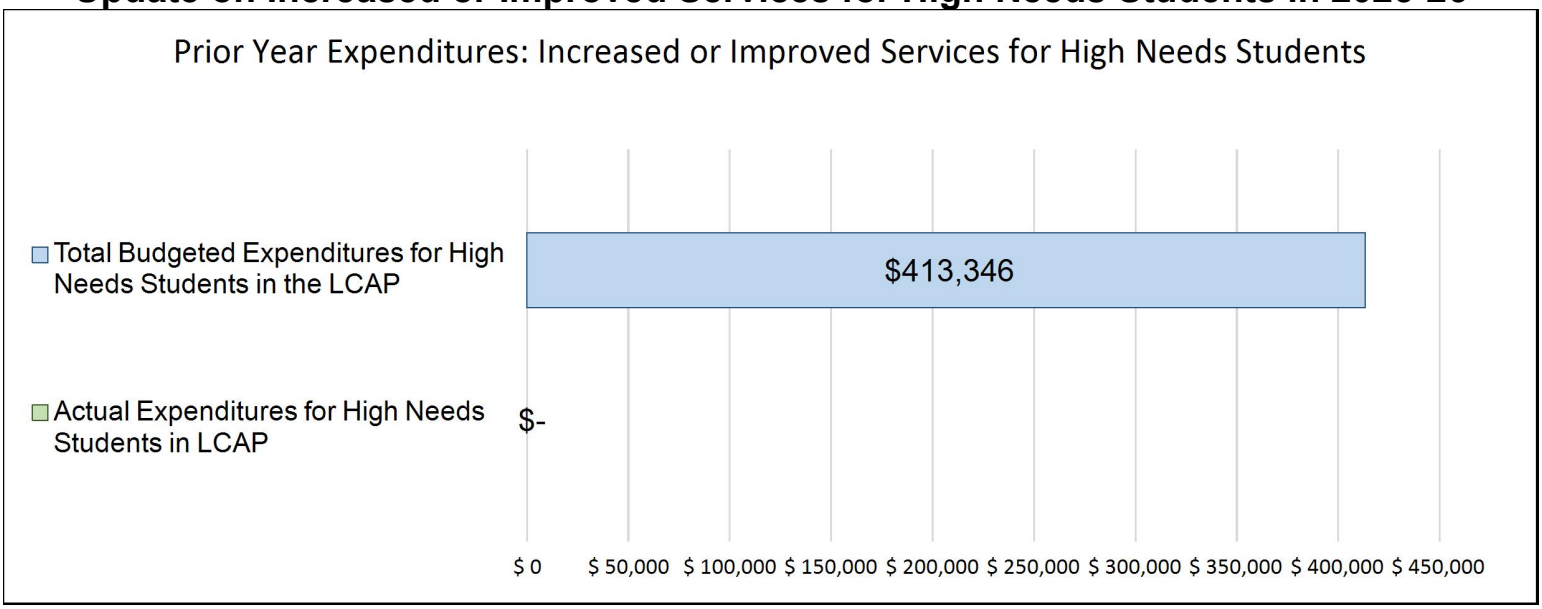
The text description of the above chart is as follows: Phoenix Charter Academy College View plans to spend $3016118 for the 2026-27 school year. Of that amount, $413,346.00 is tied to actions/services in the LCAP and $2,602,772 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Phoenix Charter Academy College View is projecting it will receive $361184 based on the enrollment of Foster Youth, English learner, and low-income students. Phoenix Charter Academy College View must describe how it intends to increase or improve services for high needs students in the LCAP.  Phoenix Charter Academy College View plans to spend $413,346.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2025-26, Phoenix Charter Academy College View's LCAP budgeted $413,346.00 for planned actions to increase or improve services for high needs students. Phoenix Charter Academy College View actually spent $00.00 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Phoenix Charter Academy College View | Dr. Patricia Dougherty<br>CEO/Executive Director | 530-222-9280<br>pdougherty@ourpca,org |

# Plan Summary [2026-27]

## General Information

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

Phoenix Charter Academy College View (PCACV) is a public Personalized Learning TK-12 charter school located in Redding, California, which is the largest community of rural Shasta County in the far northern area of California. PCACV supports students in Shasta County as well as contiguous counties such as Tehama, Trinity, Siskiyou, and Lassen. Shasta County has a population of roughly 181,121 people, with 76% of the population being white. Shasta County does have two Community Colleges and a private college within its boundaries, with multiple degree and certificate programs. Major economic drivers of the area are healthcare, government, education, retail, hospitality, and construction.  Shasta county has a 5.5% unemployment rate and also has a high poverty rate of 14% and with an increasing homeless population, as in other areas of California. The students of PCACV mirror the county population with 72% of them being white, 16% Hispanic, 4% two or more races, 2% Asian, 3% American Indian/Alaskan Native, and less than 1% Pacific Islander.  PCACV also has a significant population that is socially economically disadvantaged (55%) and 4% of the population receives Special Education Services.  Phoenix Charter Academy College View's mission is to provide a variety of innovative teaching methods and opportunities to improve student learning through programs aligned to the individual needs of each student using a personalized learning model. The vision of Phoenix Charter Academy College View is to become the premier school of choice by empowering our students to become self-motivated, competent, and life-long learners equipped with the academic and vocational skills necessary for success in a rapidly changing world. A personalized educational program is designed specifically for each student.  80% of the student population attends classes at the PCACV school site, while 20% of the population are independent study.  This approach supports individual development through choice of curriculum aligned with state standards, and allows for instruction to occur at home, at the school, within the community, or through an online blended learning model. Students are assigned to a California credentialed teacher who provides assignments, tutoring, instruction, and support for the students and parents. Small class size, computer access, one-to-one teacher and student interaction, and a curriculum library serves the

PCACV student and parent community. There are no tuition costs to attend PCACV and enrollment averages 280 students. PCACV has one school site, which currently resides on the Simpson University campus while construction of its new school building begins. Students have the opportunity to attend a variety of core and elective classes with an expanded schedule for all grade levels. In addition to the core subjects, electives such as theatre, art, robotics, Spanish, and keyboarding are offered. Students are also encouraged to develop their academic skills along with teamwork and leadership by participating in Civics/Student Government. Teachers provide high quality instruction and low adult-to-student ratios while 1-to-1 devices provide students access to dozens of highly regarded, research-based online programs. Students' mental and emotional health is enhanced by a social emotional learning professional and students needing intervention beyond the classroom have access to a resource specialist.
Parent involvement is highly encouraged and is foundational to the program. Parents meet regularly with teaching staff and always have access to administration to address concerns. In addition, PCACV has an Advisory Counsel in which parents make up the majority of members, in addition to students and teachers. The PCACV Advisory Counsel has supported the school in numerous ways, such as supporting academic programs, and providing donations for field trips and special events. Parents are also welcome to volunteer in the classroom, on field trips, or at school events.
All classrooms have LCD projectors or televisions for student interaction and engagement. In addition, every kindergarten through 12th student has a Chromebook and/or iPad to use during the school day. Teachers utilize technology to target student learning in all subject areas and grade levels.
Staff continues to receive professional development as necessary to help improve their craft. PCACV will continue to support its teachers with continued training in all subject areas to promote confidence competency. Lastly, students who graduate from PCACV will be college or career ready. Implementing CTE pathways, and ensuring students are ready for college or to head into the workforce are very important objectives for the school.

# Reflections: Annual Performance

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

Based on the California School Dashboard from 2025, PCACV has been successful in many areas. All local indicators have been met and suspension rate (0%) is very low and the graduation rate (100%) is very high. The academic performance page indicates that PCACV students were 22.5 points above standards in English/language arts and 10 points below standard for all students in math. This is a significant improvement in both areas from the previous year. Benchmark assessments have been ongoing with participation rates in the 90-100% range. Using IXL benchmark assessments, PCACV continues to demonstrate that most students have continued to progress in their academics, despite learning setbacks due to COVID-19. Comparing year over year benchmark scores of 2025 and 2026, students improved and they significantly improved from the beginning of the year to the end of the school year. PCACV Implemented synchronous virtual classes during COVID-19 emergency school shut down to ensure that students had continuous instruction, and this virtual mode of instruction has become an integral part of the regular daily instruction if students are unable to attend class due to illness or travel. Technology has become a pivotal part of instruction, and PCACV makes Chromebooks available to all families to ensure that all students have equal access to the resources necessary for instruction. PCACV has added additional tutoring times to the schedule for students needing assistance. Also skills classes were added to the schedule for grades 3-6 and 7-12. These classes are assessment based and skills focused for students demonstrating below grade level progress. Students are mandated to attend and attendance is taken and enforced. PCACV partners with Parsec Education to aid in data collection and disaggregating data to identify trends and problems. This has allowed PCACV staff to be data driven. Staff is more informed and understands the needs of their students.,

# Reflections: Technical Assistance

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

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not applicable

### *Support for Identified Schools*

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

Not applicable

### *Monitoring and Evaluating Effectiveness*

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

Not applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers/School Staff | We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.<br><br>Annual presentation of the CA School Dashboard results and the CAASPP results.<br><br>Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively.<br><br>Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. |
| Students | Student surveys were important to help identify needs to address in goal setting.<br><br>Brainstorm sessions during Advisory Council, we were provided feedback to refine and add actions to the plan. |
| Parents | We received feedback through parent/community surveys, Advisory Council and brainstorm sessions. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. The results guide the board's actions and decisions.<br><br>We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. |
| Governing Board/Community | The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, the draft LCAP, and reviewed past actions and goals to refine the plan based on the 8 state priorities.<br><br>Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.<br><br>Annual presentation of the CA School Dashboard results and the CAASPP results.<br><br>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions.<br><br>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.<br><br>Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | development process. A public hearing was held on June 9, 2026 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 9, 2026 |
| Advisory Council | The Advisory Council reviewed data from surveys, local and state data, feedback from educational partners, the draft LCAP, and reviewed past actions and goals to refine the plan based on the 8 state priorities.<br><br>Year-round: Monthly presentation to the Advisory Council on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.<br><br>Annual presentation of the CA School Dashboard results and the CAASPP results.<br><br>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. |
| SELPA | Met monthly with the Special Education team to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the SELPA for review and feedback. |

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

Stakeholder engagement has always been a critical component of the educational program of PCACV and without it the school would not be successful. Teachers, classified, and administration work with board members, parents, students , and community members on a regular basis and feedback is garnered through surveys, meetings, committees, and public hearings. Meetings are held in person, via Zoom or Google Meet. PCACV staff had a tremendous amount of input into the current LCAP. Teachers, administration and classified staff wrote the goals and actions during staff meetings, and they have ongoing input into it's development and implementation.

Feedback from PCACV staff was gathered through meetings, surveys, and collaborative planning discussions. Staff identified several key priorities, including academic growth targets, maintaining the school's personalized learning model alongside a site-based instructional model, addressing the social-emotional needs of students, strengthening school culture, providing multi-tiered supports for students with lagging test scores, attracting and retaining highly qualified teachers, improving home-to-school communication, offering differentiated professional development, increasing intervention support services and materials, and planning for future facility and site needs.
The adopted LCAP was influenced by this feedback through the inclusion of actions and services designed to support student academic achievement and well-being. Specific actions include targeted academic interventions and multi-tiered systems of support, expanded social-emotional learning, initiatives to strengthen school culture and student engagement, professional development opportunities tailored to staff needs, and strategies to recruit and retain highly qualified teachers. The LCAP also includes efforts to improve communication and partnerships with families, provide additional intervention resources, and support planning for future facility and site development.

Educational partner feedback from students and families highlighted several areas of strength and opportunities for improvement. A majority of respondents expressed a desire for an actual school building or new campus, citing the benefits of having a gymnasium, dedicated classrooms, a cafeteria or lunchroom, and outdoor facilities such as fields and a playground. Additional requests included a dedicated programming class, larger class offerings, and improvements to the overall school site.

Students and families also shared positive feedback regarding the commitment of school staff and teachers to student success. Respondents noted that teachers provide support to prevent students from falling behind, encourage completion of missing assignments, and focus on student academic growth and achievement. Many students reported that they are learning new skills and improving in their classes each year. At the same time, educational partners identified areas for growth.  The areas noted include the need for instructional practices that allow more time for mastery of concepts before moving on to new topics. Feedback regarding state assessment preparation indicated that many students felt adequately prepared, particularly in writing skills such as composing a five-paragraph essay. Additional comments highlighted concerns about instructional consistency and effectiveness in specific courses. The adopted LCAP was influenced by this feedback through actions designed to strengthen academic rigor and engagement, improve writing preparation, expand intervention and enrichment opportunities, support continuous improvement in instructional practices, and maintain a strong focus on student growth. Feedback regarding facilities and campus development also informed ongoing planning efforts related to future site expansion and the enhancement of learning environments. These priorities are reflected in the goals, actions, and resource allocations included in the adopted LCAP.

The PCACV Governing Board met monthly throughout the year and provided opportunities for educational partner participation through both in-person attendance and Zoom access. The availability of virtual participation increased accessibility for families and community members who may have barriers to attending in person, including childcare responsibilities, transportation challenges, or disabilities. Public comment opportunities were provided at each meeting, allowing stakeholders to share feedback and input regarding school priorities and student needs.Feedback from the Governing Board focused on several key areas, including planning for a future school building and campus, addressing student absenteeism, and establishing academic growth targets. Board members emphasized the importance of providing a permanent facility that supports student learning and engagement, improving attendance and student participation, and maintaining a strong focus on academic achievement and growth.
The adopted LCAP was influenced by this feedback through the inclusion of actions and services that support student attendance and engagement, establish measurable academic growth goals, and continue planning efforts related to future facility and site development.

Governing Board input helped guide the prioritization of resources and strategies designed to improve student outcomes and support the long-term growth and sustainability of the school.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Students will have access to and engagement with standards aligned curriculum and high quality instruction | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order for students to be successful and improve their skills, they must have access to rigorous, research based curriculum, courses of study, and teaching strategies. PCACV ensures that all students have standards aligned curriculum. New, research based materials are constantly being researched, piloted and purchased if deemed necessary. In addition, just providing the curriculum is not enough, as students must be meaningfully engaged in the instruction of the standards, ensuring that they are completing the work in a timely fashion, attending classes, and participating in remediation. Academic engagement of all students, parents/guardians has been a constant struggle, and the impact is significant, as it affects student performance, graduation rates, attendance and post high school success. This is an ongoing goal that must be met yearly. PCACV recognizes that the staff is the greatest asset to ensure student success. In discussions with staff, and in looking at data, specifically CAASPP scores and diagnostics, there were specific areas in which staff felt that they could improve their teaching strategies for better student outcomes. PCACV continues to be successful with our Community Partner Services (CPS) with over 50% of students participating.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Time on Intervention programs IXL | IXL for grades K-12 for the time period August-May was | IXL for grades K-12 for the time period August-May | IXL for grades K-12 for the time period August-May | Increase time on task | Total time spent on IXL was 86,220 minutes less |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 432,900 minutes | was 835,260 minutes | was 749,040 minutes | for and/or IXL by 3% | |
| 1.2 | CA Dashboard | Graduation rate 2023 was 100%<br>Chronic absenteeism 2023 was 1.3% | Graduation rate 2024 was 100%<br>Chronic absenteeism 2024 was 11% | Graduation rate 2025 was 100%<br>Chronic absenteeism 2025 was 18.3% | Maintain graduation rate at 100%.<br>Decrease chronic absenteeism to 0% | Graduation rate was maintained<br>Chronic absenteeism increased 7.3% |
| 1.3 | Current standards aligned curriculum is available and accessible to all students as measured by textbooks in the library | 100% of students have access to current standards aligned curriculum in all subject areas | 100% of students have access to current standards aligned curriculum in all subject areas | 100% of students have access to current standards aligned curriculum in all subject areas | Maintain curriculum access at 100% | No change |
| 1.4 | UCOP course list | 58 courses | 58 courses | 53 courses | Increase A-G approved courses by 2 each year | Decrease of 5 courses |
| 1.5 | Survey results | 52% of students responded to the survey<br>16% of parents responded to the survey | Survey data is still being gathered. | 39% of students responded to the survey<br>20% of parents responded to the survey | 75% of students and parents respond to survey | 13% decrease in student survey participation<br>4% increase in parent survey participation |
| 1.6 | Staff Meeting Agendas/dates | 100% of teachers attend staff meetings | 100% of teachers attend staff meetings | 100% of teachers attend staff meetings | 100% of teachers attend staff meetings | No change |
| 1.7 | Yearly evaluations of teachers and support staff | 100% of staff provided with evaluations in spring 2024 | 100% of staff provided with evaluations in spring 2024 | 100% of staff provided with evaluations in spring 2025 | Continue to evaluate teachers and support staff yearly | No change |
| 1.8 | Middle School Drop Out Rate | 2023-2024<br>0% middle school drop out rate | 2024-2025<br>0% middle school drop out rate | 2024-2025<br>0% middle school drop out rate | Maintain 0% middle school drop out rate | No change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.9 | Middle School Suspension Rate | 2023-2024<br>0% middle school suspension rate | 2024-2025<br>0% middle school suspension rate | 2024-2025<br>0% middle school suspension rate | Maintain 0% middle school suspension rate | No change |

# Goal Analysis [2025-26]

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

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

Most aspects of this goal have been met successfully. Although no new state adopted curricula was purchased this year, previous adoptions have been maintained and made available to all students and instructional staff. Teachers are currently in the process of reviewing and piloting newly adopted math curriculum. In addition staff has been implementing Ethnic Studies and Financial Literacy during the 2025-2026 school year. Since the school has changed it's online curriculum platform, A-G courses are currently being updated this year. Additionally staff has increasingly used IXL for a variety of instructional purposes that coincides with currently adopted programs. IXL continues to add to its offerings with engaging activities that students can do both at home and at school. The school library houses a variety of state adopted curricula as well as many supplemental resources to better engage students and to assist teachers in their craft. Additionally materials were purchased for the library including a selection of literature, textbooks, and manipulatives. Tools for Teaching staff development was purchased and provided for 100% of the PCACV staff. This was implemented in a two day summer workshop and periodically throughout the school year at regularly scheduled staff meetings. Teachers were also provided with course materials to refer back to throughout the year. The school also experienced an increase in chronic absenteeism. Chronic absenteeism continues to be a significant challenge as it impacts student learning, academic achievement, and overall engagement. Factors contributing to absenteeism may include student motivation, family circumstances, health-related concerns, and other barriers to attendance. In response, the school will continue to strengthen attendance monitoring procedures, increase communication with families, provide targeted interventions for at-risk students, and implement strategies designed to improve student engagement and attendance.

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

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

Actions 1.1, 1.3, 1.4, 1.5, and 1.6 have supported the goals and have been generally effective in promoting student achievement. The continued purchase and maintenance of standards-aligned curriculum provided students and teachers with consistent instructional materials that support academic learning and alignment with state standards. These materials have helped ensure access to rigorous coursework and instructional resources across grade levels. Student achievement data and feedback from educational partners indicate that students continue to make academic progress; however, ongoing review of curriculum effectiveness and instructional practices remains necessary to address areas where students have identified a need for greater engagement and deeper understanding of content.

Action 1.2,  A-g course offerings did not increase due to the change in the online platform, which changed courses available to students. Action 1.7 Resources and opportunities provided to parents and guardians have been effective in increasing family engagement, as demonstrated by increased parent survey participation and continued involvement in school activities and decision-making processes. Parent feedback reflects appreciation for communication and support provided by the school. The school will continue to expand outreach efforts and opportunities for engagement to ensure all families have access to information and resources that support student success. Actions 1.8 and 1.9 ensure that PCACVs staff is highly qualified and trained and has focused on curriculum implementation and instructional strategies.

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.

Overall, our planned goals, metrics, and desired outcomes for Goal 1 will continue next year with the following changes in detail:  This goal will continue with a focus on piloting and implementing the curriculum as well as training staff to ensure that our students are receiving high quality instruction.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Purchase new and maintain current CCSS adopted curricula | Research and pilot new curricula as necessary, and continue to resupply and renew current school adopted curricula to ensure that all curriculum is rigorous and relevant. | | No |
| **1.2** | Increase A-G course offerings | Create courses that are rigorous and A-G approved to enable students to attend college of choice, specifically develop biology, chemistry, and physics lab classes that cannot be completed in the home. | | No |
| **1.3** | Instructional coaching | Provide mentoring and collaboration including peer reviews, grade level meetings, professional development, and grade matriculation. | | No |
| **1.4** | Extracurricular and co-curricular activities | Provide extracurricular and co-curricular activities through Community Partnership Services (CPS). | $153,885.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Improve and maintain school library | Increase library materials that are accessible for all students. Provide instructional materials at no cost to students or families/guardians. Increase online access to reading materials, as well as to various print resources. | $121,737.00 | Yes |
| **1.6** | Implementation support of new curriculum | Provide ongoing professional development for teachers so they feel confident and can implement new curriculum with instructional fidelity. | | No |
| **1.7** | Resources and opportunities for parents/guardians | Support at-home learning by providing resources and opportunities for parents/guardians, including but not limited to video, online tools, tutorials, and other supports to bridge the digital divide | | No |
| **1.8** | Staff evaluations | Administration will perform staff evaluations and provide feedback and a copy to each staff member yearly. Evaluations will provide administration with a tool to ensure that students are receiving instruction from responsible, caring, individuals who are constantly improving their instructional strategies and keeping up with current pedagogy. | | No |
| **1.9** | Staff development | Based on analysis of data, staff development should be provided in technology, classroom management/behavior, enhance ability to share information on community resources available, social-emotional training, college preparation, SPED training, MTSS, and other evidence based teaching strategies. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Increase the number of students showing growth in math, reading and writing skills using multiple measures. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

When looking at the dashboard, student achievement data for the 22-23 school year demonstrated that PCACV students were 28.3 points above standard in English and Language Arts and 19.2 points below standard in math. There is a need to look at teaching strategies related to reading comprehension and knowledge of text structure. There is a need to look at teaching strategies related to mathematical fluency and other early indicators for math success. Teachers need to be provided with professional development on best evidence-based methodologies for lesson planning and teaching strategies.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | IXL Results ELA | TK-6 students were tested with a different metric, but going forward will be using IXL<br><br>Beginning of the year benchmark | Beginning of the year Flex Diagnostic K-12<br>13% - not pinpointed<br>16% - far below grade<br>16% - below grade | Beginning of the year Flex Diagnostic K-12<br>12% - not pinpointed<br>20% - far below grade<br>14% - below grade | Students will increase their scores by 3%.The percentage of students who are below grade decreases by 3%. | Beginning of the year<br>-16% - not pinpointed<br>+5 - far below grade<br>-5% - below grade<br>-4% - on grade |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 28% - not pinpointed<br>15% - far below grade<br>19% - below grade<br>16% - on grade<br>22% - above grade<br><br>End of the year benchmark<br>32% - not pinpointed<br>14% - far below grade<br>13% - below grade<br>17% - on grade<br>24% - above grade | 30% - on grade<br>25% - above grade<br><br>End of the year Flex Diagnostic K-12<br>16% - not pinpointed<br>15% - far below grade<br>14% - below grade<br>28% - on grade<br>27% - above grade<br>24% - above grade | 12% - on grade<br>42% - above grade<br><br>End of the year Flex Diagnostic K-12<br>14% - not pinpointed<br>23% - far below grade<br>15% - below grade<br>9% - on grade<br>39% - above grade | | +20% - above grade<br><br>End of year<br>-18% - not pinpointed<br>+9% - far below grade<br>+2% - below grade<br>-8% - on grade<br>+15% - above grade |
| 2.2 | IXL Results Math | TK-6 students were tested with a different metric, but going forward will be using IXL<br><br>Beginning of the year benchmark<br>30% - not pinpointed<br>42% - far below grade<br>16% - below grade<br>12% - on grade<br>1% - above grade<br><br>End of the year benchmark<br>34% - not pinpointed<br>30% - far below grade<br>20% - below grade<br>14% - on grade<br>2% - above grade | Beginning of the year benchmark K-8<br>13% - not pinpointed<br>42% - far below grade<br>9% - below grade<br>11% - on grade<br>26% - above grade<br><br>End of the year benchmark K-8<br>31% - far below grade<br>11% - below grade<br>18% - on grade<br>30% - above grade<br><br>Beginning of the year Flex | Beginning of the year Diagnostic Results<br>12% - not pinpointed<br>34% - far below grade<br>12% - below grade<br>15% - on grade<br>26% - above grade<br><br>End of the year Diagnostic Results<br>16% - not pinpointed<br>23% - far below grade<br>15% - below grade<br>19% - on grade<br>26% - above grade | Students will increase their scores by 3%.The percentage of students who are below grade decreases by 3%. | Levelup (Flex) Diagnostic results 9-12 difference from baseline<br>Beginning of year<br>-18% -not pinpointed<br>-8% - far below grade<br>-2% - below grade<br>+3% - on grade<br>+25% - above grade<br><br>End of year<br>-18% -not pinpointed<br>-7% - far below grade<br>-5% - below grade<br>-5% - on grade |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Diagnostic Results 9-12<br>15% - far below grade<br>10% - below grade<br>7% - on grade<br>1% - above grade<br><br>End of the year Flex Diagnostic Results 9-12<br>5% - far below grade<br>5% - below grade<br>7% - on grade<br>5% - above grade | | | +24% - above grade |
| 2.3 | Student performance CAASPP English Language Arts | 2022-2023<br>CA School Dashboard<br>No progress indicator<br>All students - 28.3 points above standard<br>3 student groups that meet the minimum size for reporting<br>Average distance from standard<br>White - +34<br>Socioeconomically Disadvantaged - +22.7<br>Hispanic - +17.3 | 2023-2024<br>California school Dashboard<br>Green progress indicator<br>All students - 15.9 points above standard<br>2 student groups that meet the minimum size for reporting<br>Average distance from standard<br>White - +19.9 | 2025 California school Dashboard<br>Green progress indicator<br>All students - 22.5 points above standard<br>2 student groups that meet the minimum size for reporting<br>Average distance from standard<br>White - 18.9 points above standard<br>Socioeconomically Disadvantaged - | The average change in distance from standard for total student population will be positive 3 points. Each student group will increase the distance from standard will be positive 2 points | All students - increased 6.7 points<br>White - maintained -1.1 points<br>Socioeconomically Disadvantaged - increased 12.2 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Socioeconomically Disadvantaged - +8.1<br>Hispanic - -8.8 | 20.3 points above standards | | |
| 2.4 | Student performance CAASPP English Math | 2022-2023<br>CA School Dashboard<br>No progress indicator<br>All students -19.2 points below standard<br>3 student groups that meet the minimum size for reporting<br>Average distance from standard<br>White - -18.2<br>Socioeconomically Disadvantaged - -29.8<br>Hispanic - -24.4 | 2023-2024<br>CA School Dashboard<br>Yellow progress indicator<br>All students - 21.7 points below standard<br>3 student groups that meet the minimum size for reporting<br>Average distance from standard<br>White - -22.3<br>Socioeconomically Disadvantaged - -33.7<br>Hispanic - -33.4 | 2025<br>CA School Dashboard<br>Green progress indicator<br>All students -10 points below standard<br>2 student groups that meet the minimum size for reporting Average distance from standard<br>White - 3.2 points below standard<br>Socioeconomically Disadvantaged - -10.7 points below standard | The average change in distance from standard for total student population will be positive 3 points. Each student group will increase the distance from standard will be positive 2 points | All students - maintained -2.5 points<br>White - increased 19.1 points<br>Socioeconomically Disadvantaged - increased 23 points |
| 2.5 | Student performance CAST Science | 2022-2023<br>40.68% students met or exceeded standard for science | 2023-2024<br>CA School Dashboard<br>No progress indicator<br>All students - 4.4 points below standard<br>2 student groups that meet the | 2025<br>CA School Dashboard<br>Green progress indicator<br>All students - 63.9 science points | The percentage of students who exceed standards and who are at or near standard will increase by 3%. | All students - increased 2.6 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | minimum size for reporting<br>White - -3.4<br>Socioeconomically Disadvantaged - -6.8 | | | |
| 2.6 | Student performance-ELPAC Reclassification Rate | 2022-2023<br>No Performance Color<br>Less than 11 students - data not displayed for privacy | 2023-2024<br>No Performance Color<br>Less than 11 students - data not displayed for privacy | 2025<br>No Performance Color<br>Less than 11 students - data not displayed for privacy | CA School Dashboard<br>Blue performance level color | No change |
| 2.7 | Student Attendance Rates | 2023-2024<br>93.3% attendance rate as of March 22, 2024 | | 2025-2026 | 98% or higher attendance rate | 81.7% attendance rate |
| 2.8 | Student Chronic Absenteeism Rate | 2022-2023<br>The CA School Dashboard:<br>1.3% | 2023-2024<br>Red progress indicator<br>11% chronically absent | 2025<br>Red progress indicator<br>18.3% chronically absent | CA School Dashboard<br>Lower rate to 1% or less | Increased 7.3% |
| 2.9 | Skills class attendance | 2023-2024<br>Percent of students enrolled in skills classes-17%<br>Student IXL weekly learning activity goal - 91% of students met their weekly activity goal | 2024-2025<br>Percent of students enrolled in skills classes grades 3-12 - 22%<br>Student IXL weekly learning activity goal - 91% of students met their weekly activity goal | 2025-2026<br>Percent of students enrolled in skills classes grades 3-6 - 29%<br>Percent of students enrolled in skills classes grades 7-12 - 44% | Percent of students enrolled in skills classes-17%<br>Student IXL weekly learning activity goal - 95% of students meet their weekly activity goal | Skills class attendance increased by 7% increase<br>Student IXL weekly learning activity goal - 100% of students met their weekly activity goal |

# Goal Analysis [2025-26]

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

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

CAASPP and IXL assessments, as part of the school's multiple measures of student achievement, were reviewed to identify opportunities for continued improvement. There were no substantive differences in planned actions and actual implementation of these actions in relationship to the goal, however the school did adjust intervention supports and instructional 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.

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

Several actions were effective in achieving the goal, including the implementation of standards-aligned curriculum, ongoing progress monitoring, intervention services for students requiring additional support, differentiated instruction, and professional development focused on effective instructional practices. PCACV implemented diagnostic assessments (IXL) to identify student proficiency levels and growth in math and ELA which was effective in tracking progress. Targeted Small Group Instruction and Intervention showed growth in reading fluency and math foundational skills, however more students need to be encouraged to attend interventions.
Action 2.1 Subject level committees is only in the beginning stages of implementation due to restructuring within the school. There was Inconsistent data use and lack of a schoolwide data protocol hindered full implementation. More structured data protocols and coaching support are needed to maximize impact.
Action 2.2 Academic support using a MTSS framework, and Action 2.3 Tiered supports, has been fully implemented, however there are still some areas to focus and improve upon. PCACV has changed benchmark assessments for K-8 students to align with 9-12. The school readily analyzes the results to determine which students require additional supports. These supports are provided in the form of small group instruction and skills classes, as well as IXL tailored lessons. Challenges include staffing limitations, and scheduling conflicts. Additionally PCACV employs a part time counselor to provide SEL for selected groups of students.
Action 2.4 Training for all staff is being implemented with Tools for Teaching which has been successful in reducing behavioral issues that remove students from the learning environment. It also helps improve student motivation and provides for a consistent expectation across all grade levels.
Action 2.5 No action taken at this time

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

The targeted outcome for student enrolled in skills classes needs to be changed to reflect an accurate percentage of students needing remediation instead a percentage of the student population.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Subject level committees | Initiate subject level committees to meet and create a vertical alignment. This will ensure students are prepared for grade level requirements. | | No |
| **2.2** | Academic support using a MTSS framework | Provide academic support both in the classroom and at home using a MTSS framework. The MTSS framework is proactive and not reactive and integrates social emotional and behavioral supports as well as academic. | $102,724.00 | Yes |
| **2.3** | Tiered supports | Create a screening tool to identify students at risk and implement tiered support quickly. Provide direct services, such as small group, one on one tutoring, additional skills focused classes, online remediation, and reengagement interventions. Implement regular progress monitoring. | | Yes |
| **2.4** | Training | Training for all staff to improve supports for students with disabilities, specifically staff development in evidence based teaching strategies. | | No |
| **2.5** | Training | Provide early reading and writing training. | | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Increase the number of students graduating high school that are college or career ready | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ensure student success by increasing the number of students graduating high school who are ready to go to a 4 year university, college, or career tech program by increasing the number of students successfully completing A-G requirements. As an alternative to college, students will be career ready. Develop transition plans for all high school students to increase student success post high school. Develop a system of tracking post high school goals and attainment of those goals, including college admittance, community college admittance, trade school admittance, or employment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Graduates completing UC/CSU requirements | For the 2023-2024 School year, PCACV had 1 student completing UC/CSU graduation requirements | For the 2024-2025 School year, PCACV had 0 students completed UC/CSU graduation requirements | For the 2025-2026 School year, PCACV had students completed UC/CSU graduation requirements | Increase number of graduates that complete UC/CSU requirements by 5% | -1 student |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Graduates completing CTE Pathway | At this point PCA does not have any students completing CTE pathways | At this point PCA does not have any students completing CTE pathways | At this point PCA does not have any students completing CTE pathways | Implement at least 1<br>CTE pathway. | No change |
| 3.3 | CA Dashboard Graduation Rate | 2023 graduation rate100% | 2024 graduation rate 100% | 2025 graduation rate 100% | Maintain graduation rate | No change |
| 3.4 | CA Dashboard College and Career indicator | 2022-2023<br>47.2% of students are prepared<br>25% approaching prepared<br>27.8% not prepared | 2024<br>44.1% of students are prepared<br>14.7% approaching prepared<br>41.2% not prepared | 2025<br>56.1% of students are prepared<br>17.1% approaching prepared<br>26.8% not prepared<br>87% of students are socioeconomically disadvantaged | Increase Increase college readiness by 3% each year. | +12% of students prepared<br>-2.4% approaching prepared<br>-14.4% not prepared |
| 3.5 | Number of students attending Shasta College | Spring 2024 - 32 students | Spring 2025 - 26 students | Fall 2025 - 21 students<br>Spring 2026 -32 students | Increase enrollment in Shasta College courses by 5%. | Increase of 6 students in spring semester |
| 3.6 | Transition Plans | Transition plans are in place for SPED students. Documents are completed and ready to go. The total number of students is 5. | Transition plans are in place for SPED students. Documents are completed and ready to go. The total number of students is<br>8 | Transition plans are in place for SPED students. Documents are completed and ready to go. The total number of students is<br>8 | 100% of students, grades 9-12, have transition plans on file. | Increase of 3 students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.7 | A-G courses | 52% of high school students are taking AG classes. | 89% of high school students are taking A-G classes. | % of high school students are taking A-G classes. | Increase number of students taking A-G classes, specifically increase concurrent enrollment at Shasta College in IGETC courses for a total of 5%. | Increase of 37% |
| 3.8 | Number of students with work permits | 24 students with work permits | 23 students with work permits | 21 students with work permits | Maintain and/or increase number of students with work permits. | Decrease of 1 student |
| 3.9 | College Board PSAT | 80% of 8th grade<br>80% of 9th grade<br>0% of 10th grade students took the PSAT during the 2023-24 school year. | PSAT: 67% of 8th grade<br>PSAT:76% of 9th grade<br>PSAT 3% of 10th grade students took the PSAT during the 2024-2025 school year | PSAT: % of 8th grade<br>PSAT:% of 9th grade<br>PSAT % of 10th grade students took the PSAT during the 2025-2026 school year | Increase college readiness by 3% each year. | -13% of 8th grade students<br>-4% of 9th grade students<br>+3% of 10th grade students |

# Goal Analysis [2025-26]

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

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

The school continued to implement actions designed to increase the number of students graduating high school who are college and career ready. These actions included expanding a-g course opportunities, maintaining rigorous and standards-aligned curriculum, providing academic counseling and guidance, supporting career exploration activities, monitoring student progress toward graduation requirements, and offering intervention and credit recovery opportunities when needed.

Implementation of these actions was generally successful. Students had access to courses aligned with college entrance requirements and opportunities to explore postsecondary pathways. Academic staff regularly monitored student progress and worked with students and families to ensure students remained on track for graduation and postsecondary success. PCACV added a preparatory course in which students took a college success class alongside a teacher to prepare them for entry to college level classes.

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

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

All concurrent enrollment and related action increase college readiness and exposure which will increase student success post high school. PCACV needs to increase Career Technical Program Enrollment by investigation partnerships with local trade schools and community colleges to provide more opportunities for students to engage in career technical programs.
Action 3.1 Career and Technical Education pathways - This remains significantly challenging due to the fact PCACV is a small school and lacking proper facilities to house a full CTE program.
Action 3.2 Concurrent enrollment - This action is very successful and many students attend Shasta College classes throughout the school year. Students have the opportunity to enroll in college preparatory courses in collaboration with Shasta College, earning both high school and college credits
Action 3.3 College textbooks and materials - Students who otherwise would not be able to attend college courses due to costs have all of their materials provided by PCACV. This ensures equity for all students.
Action 3.4 Increase access to AG courses - Efforts to increase a-g course offerings have expanded opportunities for students to meet college entrance requirements and prepare for postsecondary success. The availability of additional a-g approved courses has strengthened college and career readiness pathways and increased access to rigorous academic options for students. The replacement of Acellus with Imagine Edgenuity for online learning has increased the rigor of PCACV's online a-g course offerings.
Action 3.5 Transition Plans - All students with IEPs in grades 9-12 have transition plans to ensure that their needs will be met for next steps in life whether that be additional schooling or job training.

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.

Phoenix Charter Academy College View demonstrates a strong commitment to preparing students for post-secondary success through rigorous academics and personalized support. No changes were made at this time.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Career and Technical Education pathways | Create Career and Technical Education pathways for students to be career ready post graduation. | | No |
| **3.2** | Concurrent enrollment | Participate with Shasta Community College and College of the Siskiyou's for students to obtain transferable college credit, while at the same time earning high school credit. | | No |
| **3.3** | College textbooks and materials | Provide all textbooks and learning materials for students concurrently enrolled in college classes. | $35,000.00 | Yes |
| **3.4** | Increase access to AG courses | PCACV needs to focus on and develop lab classes, specifically biology and chemistry. | | No |
| **3.5** | Transition Plans | Implement transition plans for students that will follow them through high school and track post-secondary progress. | | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $409522 | $ |

**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 |
|---|---|---|---|
| 11.532% | 0.000% | $0.00 | 11.532% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.4** | **Action:**<br>Extracurricular and co-curricular activities<br><br>**Need:**<br>Access to tutoring, VAPA courses, and physical education resources.<br><br>**Scope:** | Levels the playing field in providing underprivileged students equitable access to courses and resources. | Increased student engagement as measured through CA Dashboard Chronic Absenteeism and Graduation Rate. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Schoolwide | | |
| **1.5** | **Action:**<br>Improve and maintain school library<br><br>**Need:**<br>No access to reading materials and technology<br><br>**Scope:**<br>Schoolwide | Provides access to reading materials and technology | Library check out lists and time spent on online programs |
| **2.2** | **Action:**<br>Academic support using a MTSS framework<br><br>**Need:**<br>To close the opportunity gap. Regardless of life circumstances, students overcome obstacles and achieve success.<br><br>**Scope:**<br>Schoolwide | We are a small school and believe in providing a multi-tiered system of support for all students. | CAASPP English language arts & math data, IXL Benchmark assessments |
| **2.3** | **Action:**<br>Tiered supports<br><br>**Need:**<br>To close the opportunity gap. Regardless of life circumstances, students overcome obstacles and achieve success.<br><br>**Scope:**<br>Schoolwide | We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs. | CAASPP English language arts & math data, IXL Benchmark assessments, Chronic Absenteeism rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.3** | **Action:**<br>College textbooks<br>and materials<br><br>**Need:**<br>Reduce barriers to college course access.<br><br>**Scope:**<br>Schoolwide | Provides expensive textbooks for all concurrently enrolled students. | CA college and career indicator |

### *Limited Actions*

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

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

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

### Additional Concentration Grant Funding

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

Instructional coaching is provided in the curriculum areas or in other areas as needed with the needs of unduplicated pupils considered first. PCACV is working hard to develop CTE pathways that can be offered so that students who cannot access Shasta College classes due to cost, transportation, or educational support, have equal access. PCACV continues to create A-G course offerings at the school site and virtually which will increase access and prevent barriers present for underprivileged populations. PCACV has increased teacher accessibility

for one on one and small group tutoring as well as added TK program. This provides a firm foundation for our young learners and better serves the needs of low-income students. Family support is provided all in one spot at the same time which adds consistency, fewer points of contact, and triangulates communication. Bus passes are purchased for students to provide transportation to student meetings, college classes, classes or tutoring. Technology has become a necessity for most students post COVID and due to the fact that students are living in and expected to work in a digital age. PCACV purchased additional Chromebooks and made them available for check out to students who otherwise would not be able to have and utilize a computer. This directly impacts foster youth and low-income students in that they are much less likely to have these types of resources available. All classes have a one to one computer capacity, which aids the same students in learning how to navigate the Internet and use technology for its many purposes.

| **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 | 16:1 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 3551175 | 409522 | 11.532% | 0.000% | 11.532% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $413,346.00 | $0.00 | $0.00 | $0.00 | $413,346.00 | $142,321.00 | $271,025.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Purchase new and maintain current CCSS adopted curricula | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.2 | Increase A-G course offerings | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.3 | Instructional coaching | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.4 | Extracurricular and co-curricular activities | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $153,885.00 | $153,885.00 | | | | $153,885.00 | |
| 1 | 1.5 | Improve and maintain school library | Low Income | Yes | Schoolwide | Low Income | All Schools | | $69,597.00 | $52,140.00 | $121,737.00 | | | | $121,737.00 | |
| 1 | 1.6 | Implementation support of new curriculum | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.7 | Resources and opportunities for parents/guardians | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.8 | Staff evaluations | All | No | | | All Schools | | | | | | | | | |
| 1 | 1.9 | Staff development | | | | | | | | | | | | | | |
| 2 | 2.1 | Subject level committees | All | No | | | | | | | | | | | | |
| 2 | 2.2 | Academic support using a MTSS framework | Foster Youth Low Income | Yes | Schoolwide | Foster Youth Low Income | All Schools | | $72,724.00 | $30,000.00 | $102,724.00 | | | | $102,724.00 | |
| 2 | 2.3 | Tiered supports | Foster Youth Low Income | Yes | Schoolwide | Foster Youth Low Income | All Schools | | | | | | | | | |
| 2 | 2.4 | Training | All Students with Disabilities | No | | | All Schools | | | | | | | | | |
| 2 | 2.5 | Training | All | No | | | All Schools | | | | | | | | | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Career and Technical Education pathways | All | No | | | All Schools | | | | | | | | | |
| 3 | 3.2 | Concurrent enrollment | All | No | | | All Schools | | | | | | | | | |
| 3 | 3.3 | College textbooks and materials | Foster Youth Low Income | Yes | Schoolwide | Foster Youth Low Income | | | $0.00 | $35,000.00 | $35,000.00 | | | | $35,000.00 | |
| 3 | 3.4 | Increase access to AG courses | All | No | | | All Schools | | | | | | | | | |
| 3 | 3.5 | Transition Plans | All Students with Disabilities | No | | | All Schools | | | | | | | | | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 3551175 | 409522 | 11.532% | 0.000% | 11.532% | $413,346.00 | 0.000% | 11.640 % | **Total:** | $413,346.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $413,346.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.4** | Extracurricular and co-curricular activities | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $153,885.00 | |
| **1** | **1.5** | Improve and maintain school library | Yes | Schoolwide | Low Income | All Schools | $121,737.00 | |
| **2** | **2.2** | Academic support using a MTSS framework | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | $102,724.00 | |
| **2** | **2.3** | Tiered supports | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | | |
| **3** | **3.3** | College textbooks and materials | Yes | Schoolwide | Foster Youth<br>Low Income | | $35,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $418,860.02 | $0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Purchase new and maintain current CCSS adopted curricula | No | | |
| **1** | **1.2** | Increase A-G course offerings | No | | |
| **1** | **1.3** | Instructional coaching | No | | |
| **1** | **1.4** | Extracurricular and co-curricular activities | Yes | $173,198.69 | |
| **1** | **1.5** | Improve and maintain school library | Yes | $100,637.37 | |
| **1** | **1.6** | Implementation support of new curriculum | No | | |
| **1** | **1.7** | Resources and opportunities for parents/guardians | No | | |
| **1** | **1.8** | Staff evaluations | No | | |
| **1** | **1.9** | Staff development | | | |
| **2** | **2.1** | Subject level committees | No | | |
| **2** | **2.2** | Academic support using a MTSS framework | Yes | $104,299.97 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **2** | **2.3** | Tiered supports | Yes | | |
| **2** | **2.4** | Training | No | | |
| **2** | **2.5** | Training | No | | |
| **3** | **3.1** | Career and Technical Education pathways | No | | |
| **3** | **3.2** | Concurrent enrollment | No | | |
| **3** | **3.3** | College textbooks and materials | Yes | $40,723.99 | |
| **3** | **3.4** | Increase access to AG courses | No | | |
| **3** | **3.5** | Transition Plans | No | | |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| | $413,346.00 | $0.00 | $413,346.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Extracurricular and co-curricular activities | Yes | $153,885.00 | | | |
| 1 | 1.5 | Improve and maintain school library | Yes | $121,737.00 | | | |
| 2 | 2.2 | Academic support using a MTSS framework | Yes | $102,724.00 | | | |
| 2 | 2.3 | Tiered supports | Yes | | | | |
| 3 | 3.3 | College textbooks and materials | Yes | $35,000.00 | | | |

# 2025-26 LCFF Carryover Table

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

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024