LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Plainview Academic Charter Academy

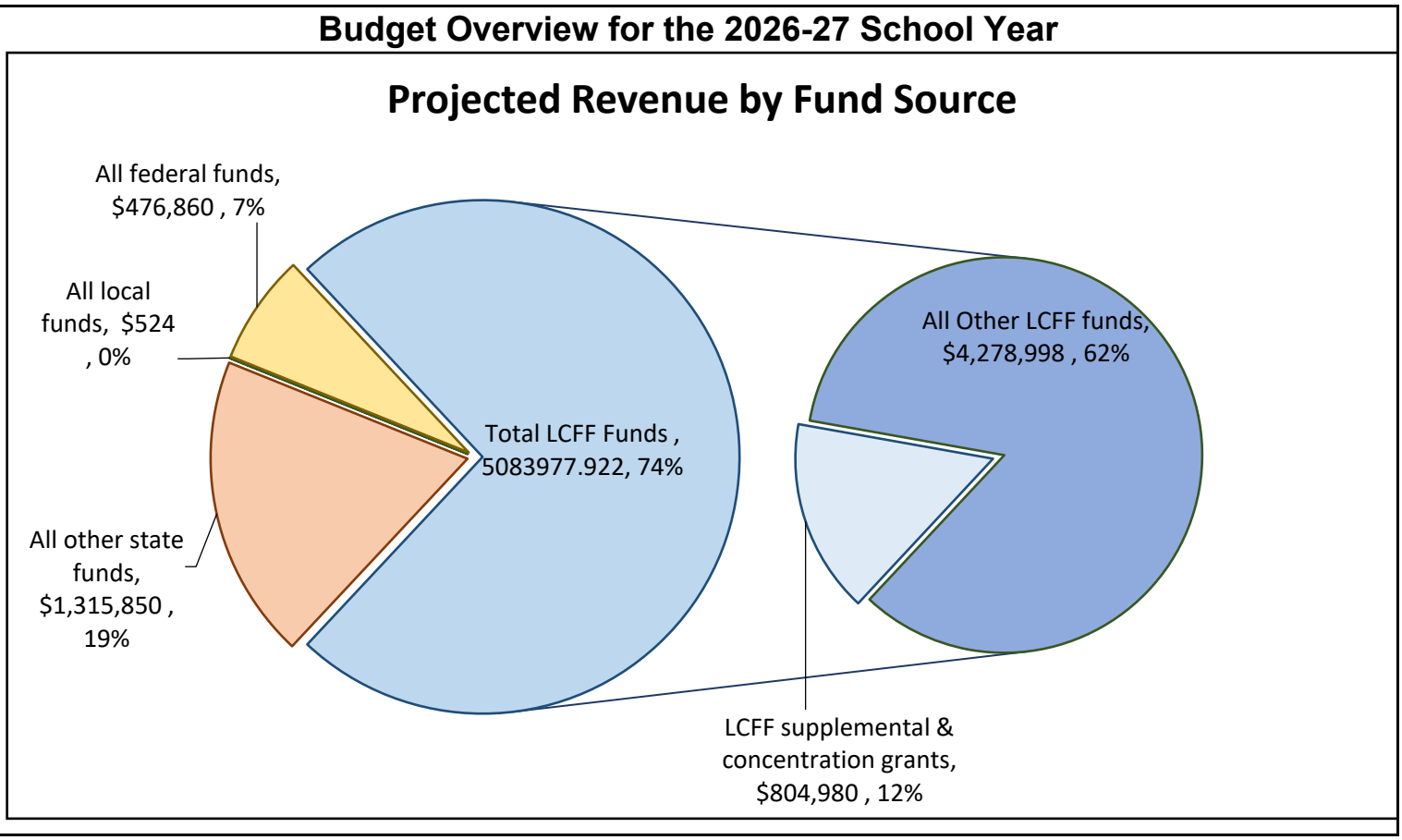
CDS Code: 19 64733 6018725

School Year: 2026-27

LEA contact information: Juan Magdaleno, Principal; jmm3021@lausd.net

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

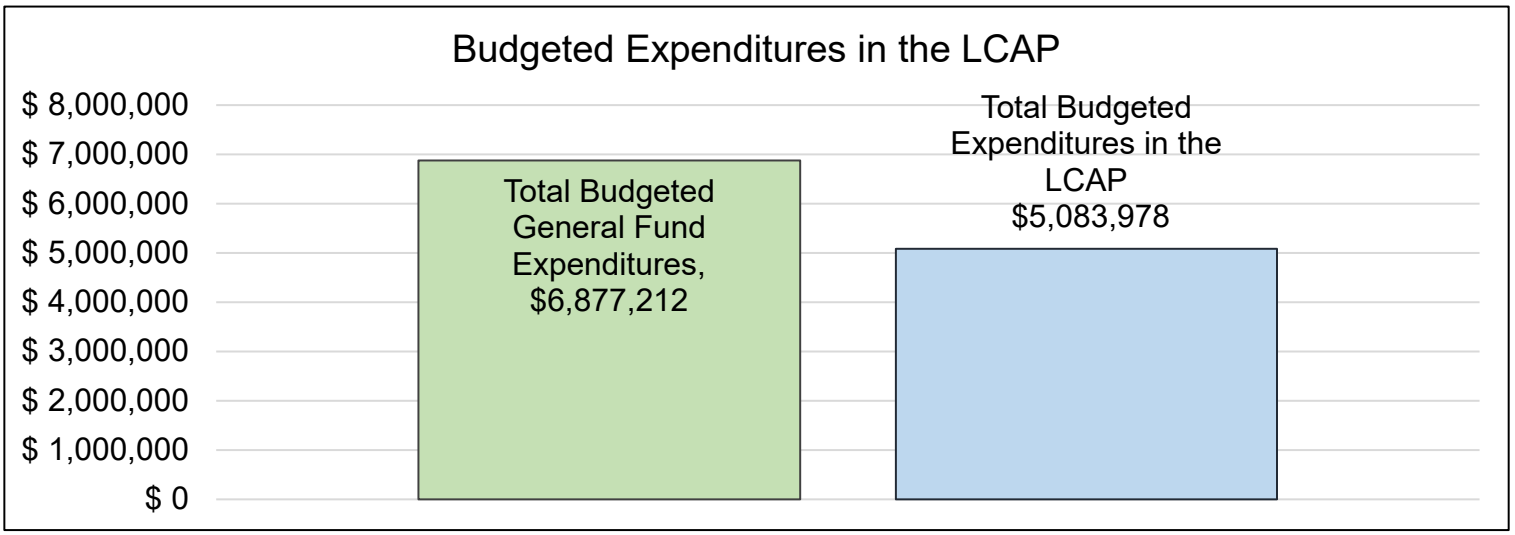


This chart shows the total general purpose revenue Plainview Academic Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Plainview Academic Charter Academy is $6,877,211.92, of which $5,083,977.92 is Local Control Funding Formula (LCFF), $1,315,850.00 is other state funds, $524.00 is local funds, and $476,860.00 is federal funds. Of the $5,083,977.92 in LCFF Funds, $804,980.12 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 Plainview Academic Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Plainview Academic Charter Academy plans to spend $6,877,211.92 for the 2026-27 school year. Of that amount, $5,083,977.92 is tied to actions/services in the LCAP and $1,793,234.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

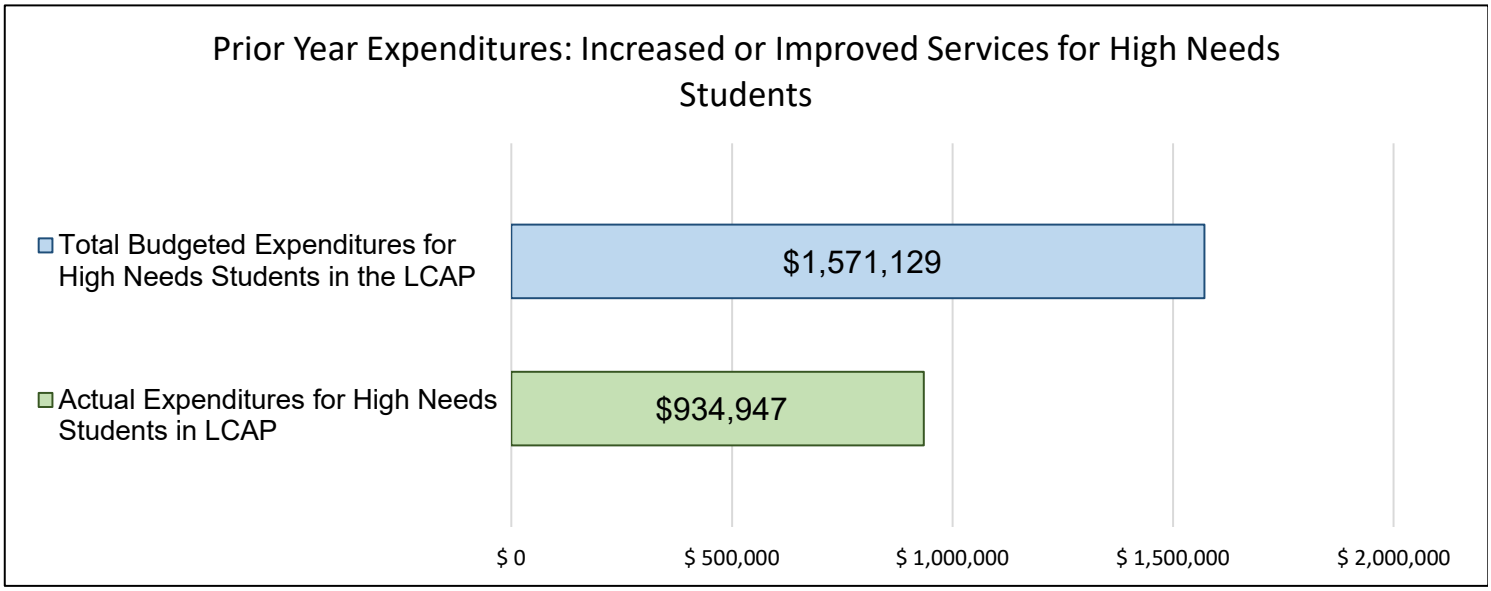
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Plainview Academic Charter Academy is projecting it will receive $804,980.12 based on the enrollment of foster youth, English learner, and low-income students. Plainview Academic Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Plainview Academic Charter Academy plans to spend $804,980.12 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 Plainview Academic Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Plainview Academic Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Plainview Academic Charter Academy's LCAP budgeted $1,571,129.00 for planned actions to increase or improve services for high needs students. Plainview Academic Charter Academy actually spent $934,947.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $636,182.00 had the following impact on Plainview Academic Charter Academy's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Plainview Academic Charter Academy	Juan Magdaleno, Principal	jmm3021@lausd.net; (818) 353-1730

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.

Generally thought to be a part of the San Fernando Valley, Sunland-Tujunga is actually located in a valley of its own, the Tujunga Valley, which opens into the northern edge of the larger San Fernando Valley. Also known as “The Rock”, the towns lie on large bedrock close to 2,000 feet above sea level with mountain ranges on both sides. Sunland-Tujunga maintains some of the cleanest air in Los Angeles.

Most of the area is located within the northernmost limits of the City of Los Angeles. Portions of Big Tujunga, Little Tujunga and Kagel canyons are in the unincorporated area served by the County of Los Angeles. Tujunga is a small city with a population of 27,531, with a diverse population. The average income is $87,006 which has contributed to our rise in Title I students.

Plainview Academic Charter Academy has Transitional Kindergarten through 5th grade, with 250 students, and is a L.A.U.S.D. PHABAO Affiliated Charter. PHBAO is an acronym for Predominantly Hispanic, Black, Asian, or other Non-Anglo students. A school is categorized as PHBAO based on its resident student population. There are 12 classroom teachers, two coordinators, a resource teacher, and a part-time APEIS Assistant Principal, and Principal.

Plainview also has two collaborative classrooms, Preschool for All Learners (PALs) and Pre-School Collaborative Classroom (PCC). We believe in S.U.C.C.E.S.S. for all! S=Students, U=Understanding the expectations to be, C=College and, C=Career ready by demonstrating, E=Excellence of the, S=Standards through a, S.T.E.A.M. integrated curriculum. Our mission is to provide a vibrant, safe, and thriving neighborhood school, where enrichment and creative learning are incorporated in a rigorous academic program. Our goal is to impart in our students the skills they need to succeed in the 21st century and to provide our entire community the opportunity to have an active role in the achievements of our school.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 1 area where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023, 2024 and 2025 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	Hispanics, Socioeconomically Disadvantaged	English Learners, Hispanic, Socioeconomically Disadvantaged	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	English Learners	N/A

Plainview Academic Charter Academy demonstrated strong academic performance on the 2025 CA School Dashboard.
Student achievement in English Language Arts and English Learner Progress increased from the previous year. Due to the diligent efforts in the past few years, the student groups identified within these categories were supported and the effects resulted in these student groups to be out of the “red” category in this year’s Dashboard. In Mathematics, the CA School Dashboard reflected that progress maintained from last year. Chronic absenteeism declined reflecting positively on the efforts to address student attendance and engagement. The school’s Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate.

The Dashboard shows accelerated growth in Science (reporting a 6.1 point increase from the previous year) English Language Arts and Mathematics, with 87.5% of students in ELA and 77.5% of students in Math improving their scores from the previous year.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Students participated in many after school enrichment and intervention activities. Plainview participated in the Instructional Technology Initiative and held Computers for Good and Esports clubs. There was on line afterschool intervention for Language Arts in the fall and Math in the Spring. Plainview also had a science club, a Lego Club, and Saturday Math Club. Plainview used ELOP funds to participate in Disney Imagination Campus, where students worked on STEAM project based learning opportunities. Students and families participated in Back to School Night. Since Plainview is a closed campus, this is an opportunity for families to visit the classes, library and the rest of the campus. Families also had the opportunity to meet their child's teacher and become informed about expectations for the upcoming school year.
Parents	Parents were invited to school activities and functions by the posting of meetings, workshops, and school events on the school website, the marque, email, text, printed monthly newsletters sent home, and Blackboard Connect calls. Meetings and school events, especially monthly awards assemblies, were also made available via zoom as an option for those who cannot attend in person. Parents were elected to Plainview's School Site Council, Local School Leadership Council, and English Learners Advisory Committee for the 2025-2026 school year. Parents also convened the P.T.A. (Parent and Teachers Association) and held monthly meetings. School budgets continued to be on every school meeting's agenda and were discussed throughout the school year. All parents were invited to partake and attend the LSLC, School Site Council, and the English Learner Advisory Committee. All parents were invited to Parent Workshops and Coffee with the Principal meetings.
Staff (Certificated and Classified)	Staff were provided with Plainview's current LCAP/SPSA/TSP data and opportunities to engage in identifying insights to incorporate multiple perspectives by the following processes: Bank-Time Tuesday Meetings, school wide data analysis meetings, Coffee with the Principal, School Surveys, informational

	meetings, invitations to attend SSC, ELAC, & LSLC meetings via Blackboard Connect Messages, email, and texts. Educational partners were elected to the School Site Council and the Local School Leadership Council for the 2025-2026 school year. Teachers communicated with families through digital applications such as Dojo and Remind. They also presented their goals, expectations, state standards and text books during Back to School night. Teachers held parent conferences in November and February after the reporting period.
Community	Community members were invited to school activities and functions by the posting of meetings, workshops, and school events on the school website, the marque, email, text, monthly newsletters, and Blackboard Connect calls. The Sunland-Tujunga Public Library, Los Angeles Recreation and Parks, Sunland-Tujunga Park, and L.A.City Council child shared flyers to inform families of local events. Plainview's Community Representative reached out to local businesses for donations of coupons, company swag, and other items to help support the positive school wide behavior plan. Plainview's PSA (Pupil Services and Attendance) reached out to local restaurants for coupons to reward student's attendance. Plainview worked in conjunction with Los Angeles Mission College to host English as a Second Language class and Technology class. These classes were open to the public.

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

The LCAP was reviewed at several meetings for educational partners' review. The Comprehensive Needs Assessment for the School Plan for Student Achievement (SPSA) was also reviewed. Their input was incorporated into the 2026-2027 LCAP. The completed LCAP was then reviewed with the educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To ensure that students are nurtured as scholars from the beginning, Plainview Academic Charter will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundations for continued proficiency and ultimate achievement in life. All students, including students with disabilities were inspired to reach their maximum potential and high-quality instruction was aligned with the individual needs of students, with clear performance expectations.

Plainview provided theater arts, visual arts and orchestral music for all students as part of a well rounded education. The school also participated in Computer Science for Good and Electronic Sports for Good, which offered students after school participation opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** -73.2 **Hispanic/Latino:** -80.6 **English Learner:** -102.0 **Standard English Learner:** -76.9 **Students with Disabilities:** -114.6 **Low Income:** -74.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -78.8 **Hispanic/Latino:** -90.4 **English Learner:** -114.3 **Standard English Learner:** -79.6 **Students with Disabilities:** -138.4 **Low Income:** -80.9 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -54.3 **Hispanic/Latino:** -57.7 **English Learner:** -95.0 **Standard English Learner:** -43.3 **Students with Disabilities:** -108.6 **Low Income:** -55.5 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -48.9 **Hispanic/Latino:** -52.0 **English Learner:** -85.5 **Standard English Learner:** -39.9 **Students with Disabilities:** -98.0 **Low Income:** -50.0	**All Students:** +18.9 **Hispanic/Latino:** +22.9 **English Learner:** +7.0 **Standard English Learner:** +33.6 **Students with Disabilities:** +6.0 **Low Income:** +19.0
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** -68.0 **Hispanic/Latino:** -74.9 **English Learner:** -102.3 **Standard English Learner:** -63.2 **Students with Disabilities:** -109.6 **Low Income:** -68.4 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -63.7 **Hispanic/Latino:** -70.8 **English Learner:** -82.7 **Standard English Learner:** -64.2 **Students with Disabilities:** -120.3 **Low Income:** -66.7 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -63.9 **Hispanic/Latino:** -73.4 **English Learner:** -96.6 **Standard English Learner:** -59.1 **Students with Disabilities:** -122.9 **Low Income:** -64.2 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -57.5 **Hispanic/Latino:** -66.0 **English Learner:** -87.0 **Standard English Learner:** -53.2 **Students with Disabilities:** -110.6 **Low Income:** -57.8	**All Students:** +4.1 **Hispanic/Latino:** +1.5 **English Learner:** +5.7 **Standard English Learner:** +4.1 **Students with Disabilities:** -13.3 **Low Income:** +4.2
3	**Percent Met/Exceed**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**All Students:** +15.7%

	Standard on California Science Test - Grade 5	**All Students:** 12.2% **Hispanic/Latino:** 12.1% **Standard English Learners:** 15.8% **Students with Disabilities:** 0.0% **Low Income:** 8.1% *Source: Open Data Dashboard*	**All Students:** 17.8% **Hispanic/Latino:** 8.6% **Standard English Learners:** 11.1% **Students with Disabilities:** No Data **Low Income:** 14.6% *Source: Open Data Dashboard*	**All Students:** 27.9% **Hispanic/Latino:** 24.3% **Standard English Learner:** 33.3% **Students with Disabilities:** 0.0% **Low Income:** 22.2% *Source: Open Data Dashboard*	**All Students:** 30.6% **Hispanic/Latino:** 26.7% **Standard English Learner:** 36.6% **Students with Disabilities:** 10.0% **Low Income:** 24.6%	**Hispanic/Latino:** +12.2% **Standard English Learners:** +17.5% **Students with Disabilities:** 0% **Low Income:** +14.1%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 76.9% **Hispanic/Latino:** 70.0% **English Learner:** 60.0% **Standard English Learners:** 81.3% **Low Income:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 82.1% **Hispanic/Latino:** 83.3% **English Learner:** 73.3% **Standard English Learners:** 86.7% **Low Income:** 78.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 73.3% **Hispanic/Latino:** 69.6% **English Learner:** No Data **Standard English Learner:** 60.0% **Low Income:** 72.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.6% **Hispanic/Latino:** 76.5% **English Learner:** 78.3% **Standard English Learner:** 66.0% **Low Income:** 79.2%	**All Students:** -3.6% **Hispanic/Latino:** -0.4% **English Learner:** ±0 **Standard English Learners:** -21.3% **Low Income:** -3.0%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 63.0% **Hispanic/Latino:** 61.5% **English Learner:** 40.0% **Standard English Learners**: 65.0% **Low Income:** 62.2%	**2023-2024** **All Students:** 63.2% **Hispanic/Latino:** 56.7% **English Learner:** 35.7% **Standard English Learners**: 76.5% **Low Income:** 62.9%	**2024-2025** **All Students:** 59.0% **Hispanic/Latino:** 56.5% **English Learner:** 7.7% **Standard English Learner:** 78.6% **Low Income:** 53.1%	**2025-2026** **All Students:** 64.9% **Hispanic/Latino:** 62.2% **English Learner:** 8.50% **Standard English Learner:** 86.5% **Low Income:** 58.4%	**All Students:** -4.0% **Hispanic/Latino:** -5.0% **English Learner:** -32.3% **Standard English Learners:** +13.6% **Low Income:** -9.1%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 48.9% **Hispanic/Latino:** 52.8% **English Learner:** 27.3% **Standard English Learners:** 63.2% **Low Income:** 5.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 52.2% **Hispanic/Latino:** 54.3% **English Learner:** 25.0% **Standard English Learners:** 58.8% **Low Income:** 54.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.0% **Hispanic/Latino:** 51.9% **English Learner:** 50.0% **Standard English Learner:** 56.2% **Low Income:** 56.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 66.0% **Hispanic/Latino:** 57.09% **English Learner:** 55.0% **Standard English Learner:** 61.8% **Low Income:** 62.4%	**All Students:** +11.1% **Hispanic/Latino:** -0.9% **English Learner:** +22.7% **Standard English Learners:** -7.0% **Low Income:** +51.7%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 15.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 24.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 27.2%	**All Students:** +9.5%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 47.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 50.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 56.0%	**All Students:** +3.4%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 11.1% **Hispanic/Latino:** 11.1% **Students with Disability:** 23.8% **Low Income:** 11.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 13.0% **Hispanic/Latino:** 10.0% **Students with Disability:** 6.3% **Low Income:** 13.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 21.7% **Hispanic/Latino:** No Data **Students with Disability:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 23.8% **Hispanic/Latino:** 11.2% **Students with Disabilities:** 7.0% **Low Income:** 14.%	**All Students:** +10.6% **Hispanic/Latino:** ±0 **Students with Disabilities:** ±0 **Low Income:** ±0

10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** 0% **Hispanic/Latino:** 0% **English Learner:** 0% **Standard English Learners:** 0% **Low Income:** 0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 84.6% **Hispanic/Latino:** 84.6% **Low Income:** 83.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 91.7% **Hispanic/Latino:** 91.7% **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 93.0% **Hispanic/Latino:** 93.0% **Low Income:** 85.0%	**All Students:** +7.1% **Hispanic/Latino:** +7.1% **Low Income:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 90.0% **Hispanic/Latino:** 88.6% **English Learner:** 84.2% **Standard English Learners:** 93.8% **Low Income:** 89.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 94.4% **Hispanic/Latino:** 96.7% **English Learner:** 93.3% **Standard English Learners:** 91.7% **Low Income:** 93.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.0% **Hispanic/Latino:** 83.8% **English Learner:** 71.4% **Standard English Learner:** 86.7% **Low Income:** 77.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 89.0% **Hispanic/Latino:** 92.0% **English Learner:** 79.0% **Standard English Learner:** 95.0% **Low Income:** 85.0%	**All Students:** -9.0% **Hispanic/Latino:** -4.8% **English Learner:** -12.8% **Standard English Learners:** -7.1% **Low Income:** -11.9%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 General Fund School Program	This action was implemented to address the needs of all students, by providing a comprehensive instructional program supported to strengthen student achievement in both ELA and Math. Teachers consistently utilized supplemental instructional materials, including Building Fact Fluency kits, the Write from the Beginning and Beyond writing program, and SBA-aligned resources to support standards-based instruction and familiarize students with assessment expectations. Implementation included structured small-group instruction in grades TK–5, along with targeted, data-driven pull-out interventions led by the Intervention Coordinator. Additional academic support was provided through a rigorous after-school intervention program to extend learning opportunities. This strategy enabled students to work on targeted areas. As a result, measurable academic growth was observed across grade levels, as reflected in iREADY assessment data and SBA performance trends.
Action 2 Special Education Supports	This action was implemented to address the needs of students, ensuring that all students are served within general education classrooms while providing appropriate special education support for students with disabilities. A combination of push-in and pull-out service delivery models was utilized to support students' access to grade-level curriculum while addressing their individualized learning needs and goals. Special education staff collaborated with general education teachers to implement targeted supports aligned to students' IEP goals. These services were delivered in a manner that promoted inclusion and meaningful participation in classroom instruction. As a result, students demonstrated increased confidence, engagement, and a stronger sense of belonging within the general education setting.
Action 3 Charter School Categorical Block Grant	This action was implemented to address the needs of all students, by allocating funding for class size reduction teachers and general instructional supplies to enhance student learning environments. Reduced class sizes allowed teachers to provide more individualized instruction, small group instruction and deliver targeted, tiered supports aligned to students' specific academic needs. Teachers were able to tailor lessons more effectively and dedicate additional instructional time to small-group interventions.

	The improved student-to-teacher ratio also facilitated collaborative planning opportunities, enabling teachers to align instruction, analyze student data, and adjust instructional strategies with greater precision. As a result, classrooms became more interactive and engaging, and students demonstrated increased participation, confidence, and measurable academic progress in both ELA and Math.
Action 4 **Class Size Reduction**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter. This action was implemented through sustained class size reduction to improve instructional quality and student outcomes. With fewer students per classroom, teachers consistently applied differentiated instructional strategies and tailored lessons to address individual learning needs. The reduced class sizes allowed educators to provide timely, targeted feedback and dedicate focused instructional time to small-group instruction aligned to specific skills and standards. Teachers were also able to monitor student progress more closely and adjust instruction as needed. This structure supported stronger student-teacher relationships and increased student engagement and academic confidence. As a result, students demonstrated measurable gains in both ELA and Math across grade levels.
Action 5 **Supplemental Arts Education**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter. This action was implemented by providing supplemental arts education to all students through a schoolwide, integrated instructional approach. Arts integration was embedded across the curriculum, ensuring that 100% of students participated in music, theater, and visual arts as part of their learning experience. Instruction was differentiated to support diverse learning needs while reinforcing core academic skills through creative expression. Arts programming was aligned and consistently delivered during both the instructional day and afterschool programs to deepen student learning. This cohesive implementation increased student engagement and supported strong academic and social-emotional outcomes across the school.
Action 6 **Supplemental Early Education**	This action was implemented to address the needs of English Learners, students in foster care, and low income students who are in Transitional kindergarten (TK) at Plainview Charter. This action was implemented by continuing supplemental early education support through structured small-group instruction.
Action 7 **Supplemental**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter. This action was implemented by providing supplemental afterschool

Afterschool Programs	programs designed to support academic excellence for all students, with priority given to English Learners, students in foster care, and low-income students. The afterschool programs extended learning beyond the regular school day by offering targeted academic support in both ELA and Math to strengthen foundational skills and support mastery of grade-level standards. Instructional sessions provided students with additional opportunities for practice, reinforcement, and individualized support. Enrichment activities, including Science Club, eSPORTS, Computer Science, Lego Club, and project-based learning, were incorporated to promote creativity, confidence, and sustained student engagement. These opportunities also fostered higher-order thinking skills by encouraging students to analyze, problem-solve, and apply learning in meaningful contexts.
Action 8 Charter Supplemental/ Concentration Funds in Lieu of EIA	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter. This action was implemented through the strategic use of Supplemental and Concentration funds to support instructional staffing and resources that advanced student learning. Funds were used to purchase a class size reduction teacher, general instructional supplies, and to partially fund an Intervention Coordinator position and related stipend. These staffing supports strengthened the school's capacity to provide targeted academic interventions and differentiated instruction across grade levels. Implementation focused on addressing both academic and student support needs through a coordinated, whole-child approach. As a result, schoolwide gains were observed on both the Smarter Balanced Assessments and i-Ready assessments, demonstrating the effectiveness of these investments in promoting sustained student growth and achievement.
Action 9 SENI Investments towards Academic Excellence	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter. SENI Investments towards Academic Excellence was implemented to strengthen instructional staffing, intervention programs and data-driven practices across the school. Implementation included the hiring of five Supervision Aides to enhance student safety, the allocation of an Intervention Coordinator to support instructional practices and student needs, and three days of psychologist services to address students' academic, social, and emotional development. These supports provided additional learning time and targeted interventions for students most at risk, while fostering safe and supportive learning environments. As a result, schoolwide gains were demonstrated on both Smarter Balanced Assessments and i-Ready assessments, along with improved student engagement, reflecting the effectiveness of a comprehensive whole-child approach.

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.

No material differences.

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

Action	Metric/Data	Effectiveness
Action 1 General Fund School Program	Whole Child, CA Dashboard 2024-2025 ELA 2024-2025 -54.6 Math -68.2 2024-2025 iReady on or above grade level ELA BOY = 20.17% ELA MOY = 45.02% Math BOY=10.96% Math EOY=46.96%	Plainview is in a pathway to continue to make academic gains in both ELA and Math as reflected in the iREADY and SBA data. As part of the charter, teachers use instructional materials such as Building Fact Fluency kits, Write from the Beginning and Beyond writing program, and available SBA resources to familiarize students with the testing platform. Data indicated that interventions were highly effective due to the implementation of Write from the Beginning and Beyond writing program across the grades, structured small-group instruction in grades K-5, targeted data-driven pull-out sessions by the Intervention Coordinator, and rigorous learning opportunities through the after school clubs and interventions. These intentional strategies allowed teachers to differentiate instruction, address specific learning needs, plan effectively, and provide immediate feedback to students. As a result, teachers observed measurable growth not only on standardized assessments but also through ongoing iREADY assessments.
Action 2 Special Education Supports	iReady-Special Education ELA BOY = 5% Math BOY = 2% ELA MOY = 18% Math EOY = 25% Whole Child ELA -113.5 Math -116.2	At Plainview ACA, 100% of students at Plainview are in general education classrooms. Special education supports are provided to students with disabilities using a combination of pull-out and push-in models to help them access grade-level content. These approaches not only help address students' individualized goals but also strengthen their confidence, participation, and sense of belonging in the general education setting.
Action 3 Charter School Categorical Block Grant	iReady ELA 2024 - 2025-on or above grade level Grade BOY MOY K 30% 90% 1 23% 53% 2 15%	Plainview ACA funded class size reduction teachers and general supplies to support student learning. By ensuring teachers had the instructional materials they needed and there were smaller class sizes, teachers were able to deliver more individualized instruction and targeted tiered supports, tailor lessons to meet students' specific needs, and dedicate additional time

	33% 3 25% 42% 4 9% 26% 5 12% 39% iReady iReady Math 2024 - 2025-on or above grade level Grade BOY MOY K 17% 80% 1 8% 59% 2 6% 39% 3 5% 29% 4 10% 35% 5 12% 47%	to targeted small-group support. The reduced student-to-teacher ratio also created space for collaborative planning sessions, allowing teachers to align instruction, analyze data, and adjust strategies with greater precision. As a result, classrooms became more interactive and engaging, with students demonstrating higher levels of participation, confidence, and measurable progress in both ELA and Math.
Action 4 **Class Size Reduction**	Whole Child, CA Dashboard 2024-2025 ELA All students = -54.6 EL students = -70Foster Youth = -148.5 Low Income = -55.4 2024-2025 Math All students = -62.8 EL students = -77.8 Foster Youth = -128.5 Low Income = -63.5	Class size reduction has proven to be effective in improving instruction and overall student outcomes. With fewer students per classroom, teachers are able to implement differentiated instruction more consistently and tailor lessons to meet individual learning needs. The reduced class sizes also allowed teachers to provide timely, targeted feedback and dedicate meaningful time to small-group instruction focused on specific skills and standards. This structure fostered stronger student-teacher relationships, deeper engagement, and greater academic confidence, resulting in measurable gains in both ELA and Math across grade levels.
Action 5 **Supplemental Arts Education**	Whole Child, CA Dashboard 2024-2025 ELA = -54.6 Math = -68.2 FOCUS Dashboard 2024-2025 Excellent Attendance of 96%; 123 students = 49.8% Chronic Attendance of 91% and lower: 44 students = 17.8%	Students were engaged in differentiated learning, which has supported strong outcomes across the school. Arts integration remained schoolwide, reaching 100% of students and enriching their learning experiences. The integration of music, theater, and visual arts not only strengthened student engagement but also reinforced core academic skills. Arts programming remained aligned during the instructional day and afterschool, ensuring consistency and higher depth of learning.
Action 6	iReady ELA	Plainview ACA continued to implement small groups in ELA and Math K-5.

Supplemental Early Education	2024 - 2025-on or above grade level Grade BOY MOY K 30% 90% 1 23% 53% 2 15% 33%	K - 2 continued with ELLP academies that focused on basic reading skills to ensure that students are reading at grade level by the third grade.
Action 7 Supplemental Afterschool Programs	Whole Child, CA Dashboard 2024-2025 ELA = -54.6 Math -68.2	Plainview ACA implemented Supplemental Afterschool Programs to support Academic Excellence for all students and prioritized English Learners, students in foster care, and low income students at our school. Afterschool programs offer students and families targeted academic support beyond the regular school day. These sessions provide additional time for students to strengthen foundational skills and master grade-level standards in both ELA and Math. Enrichment activities such as Science Club, eSPORTS, Conga, and project-based learning fostered creativity, confidence, and curiosity helping students stay motivated and deeply engaged in their learning. These enrichment opportunities also promoted higher-order critical thinking by challenging students to analyze, problem-solve, and apply knowledge in new and meaningful ways.
Action 8 Charter Supplemental/ Concentration Funds in Lieu of EIA	Whole Child, CA Dashboard 2024-2025 ELA = -54.6 Math -68.2 CA Dashboard Science = 48 English Leaner Reclassification Rate 1 students = 2%	Plainview ACA purchased a class size reduction teacher, general supplies, and partially funded an Intervention Coordinator and stipend to support student learning. These outcomes, validated by schoolwide gains on both the Smarter Balanced Assessments (SBA) and i-Ready assessments, demonstrate that strategic investments in instructional staffing effectively advanced student achievement. These expenditures supported a comprehensive whole-child approach, ensuring that academic, safety, behavioral, and emotional needs were addressed to promote sustained growth and success for all students.
Action 9 SENI Investments towards Academic Excellence	Whole Child, CA Dashboard 2024-2025 ELA All students = -54.6 EL students = -70 Foster Youth = -148.5	These outcomes, validated by schoolwide gains on both the Smarter Balanced Assessments (SBA) and i-Ready assessments, demonstrate that strategic investments in instructional staffing, intervention programs, social-emotional supports, safety personnel, and data-driven practices effectively advanced student achievement. Together, these expenditures supported a

	Low Income = -55.4 2024-2025 Math All students = -62.8 EL students = -77.8 Foster Youth = -128.5 Low Income = -63.5	comprehensive whole-child approach, ensuring that academic, safety, behavioral, and emotional needs were addressed to promote sustained growth and success for all students. Student Equity Needs Index (SENI) investments proved highly effective in accelerating student growth and supporting equity across the school. This action allowed the purchasing of five Supervision Aides to ensure student safety, the allocation for an Intervention Coordinator to support students and faculty and staff instructionally, a full time school psychologist to support students' academic, social, and emotional success by assessing learning and mental health issues, and by working with students, teachers, and parents to create supportive learning environments. These supports addressed specific student needs and provided additional learning time for those most at risk. By focusing resources on the school's most vulnerable populations, SENI expenditures ensure equitable access to the core curriculum and are able to receive intervention and enrichment opportunities, resulting in stronger academic outcomes and improved student engagement.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Plainview Academic Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $1,686,341 **School Discretionary Fund: $327,000**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Plainview Academic Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $1,094,067	N
3	Charter School Categorical Block Grant	Plainview Charter will continue to support smaller class sizes, by providing teachers to support all students.	**School Discretionary Fund Cost: $115,768**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Plainview Academic Charter.	District Cost: $306,609	Y
5	Supplemental Arts Education	Plainview Academic Charter will continue to implement Arts Education to support Academic Excellence for different learners in our school.	District Cost: $75,015	Y
6	Supplemental Early Education	Plainview Charter will implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $22,172	Y
	Supplemental Afterschool Programs	Calabash Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Calabash Charter's LCAP.		
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Plainview Charter will implement support for English Learners, students in foster care, and low income students, through	**School Discretionary Fund Cost:**	Y

		professional development, teacher and student support staff and supplies.	**$88,675**	
8	SENI Investments towards Academic Excellence	Plainview Charter will implement support for English Learners, students in foster care, and low income students, including TSP Coordinator, staff support, maintenance of equipment and instructional resources.	**School Discretionary Fund Cost: $229,784**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Plainview Academic Charter Academy's goal is to have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Plainview continued to create-data based attendance plans that incorporated strategies to address chronic absenteeism, and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 26.2% **Hispanic/Latino:** 25.1% **English Learner:** 29.2% **RFEP:** 34.8% **Standard English Learners:** 20.7% **Students with Disabilities:** 27.5% **Low Income:** 26.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 38.9% **Hispanic/Latino:** 35.5% **English Learner:** 50.0% **RFEP:** 44.0% **Standard English Learners:** 28.0% **Students with Disabilities:** 35.9% **Low Income:** 37.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 50.4% **Hispanic/Latino:** 49.3% **English Learner:** 54.0% **RFEP:** 63.2% **Standard English Learner:** 41.0% **Students with Disabilities:** 51.1% **Low Income:** 48.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 55.4% **Hispanic/Latino:** 54.2% **English Learner:** 60.0% **RFEP:** 69.0% **Standard English Learner:** 45.0% **Students with Disabilities:** 56.0% **Low Income:** 55.5%	**All Students:** +24.2% **Hispanic/Latino:** +24.2% **English Learner:** +24.8% **RFEP:** +28.4% **Standard English Learners:** +20.3% **Students with Disabilities:** +23.6% **Low Income:** +22.7%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 28.7% **Hispanic/Latino:** 29.4% **English Learner:** 27.6% **RFEP:** 12.5% **Standard English Learner:** 32.2% **Students with Disabilities:** 26.3% **Low Income:** 28.7%	**2023-2024** **All Students:** 22.0% **Hispanic/Latino:** 24.0% **English Learner:** 14.0% **RFEP:** 15.0% **Standard English Learner:** 29.0% **Students with Disabilities:** 28.0% **Low Income:** 22.0%	**2024-2025** **All Students:** 12.3% **Hispanic/Latino:** 12.8% **English Learner:** 11.9% **RFEP:** 0.0% **Standard English Learner:** 17.8% **Students with Disabilities:** 14.9% **Low Income:** 13.7%	**2025-2026** **All Students:** 11.0% **Hispanic/Latino:** 11.0% **English Learner:** 10.0% **RFEP:** 0.0% **Standard English Learner:** 16.0% **Students with Disabilities:** 13.4% **Low Income:** 12.0%	**All Students:** -16.4% **Hispanic/Latino:** -16.6% **English Learner:** -15.7% **RFEP:** -12.5% **Standard English Learner:** -14.4% **Students with Disabilities:** -11.4% **Low Income:** -15.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 35.9% **Hispanic/Latino:** 36.8% **English Learner:** 35.4% **RFEP:** 13.0% **Standard English Learner:** 40.0% **Students with Disabilities:** 37.5% **Low Income:** 35.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 30.7% **Hispanic/Latino:** 32.5% **English Learner:** 20.5% **RFEP:** 20.0% **Standard English Learner:** 42.0% **Students with Disabilities:** 33.3% **Low Income:** 31.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 18.8% **Hispanic/Latino:** 19.4% **English Learner:** 14.3% **RFEP:** 0.0% **Standard English Learner:** 28.2% **Students with Disabilities:** 21.3% **Low Income:** 20.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 16.9% **Hispanic/Latino** 0.0% **English Learner:** 12.0% **RFEP:** 0.0% **Standard English Learner:** 25.0% **Students with Disabilities:** 19.1% **Low Income:** 18.5%	**All Students:** -17.1% **Hispanic/Latino:** -17.4% **English Learner:** -21.1% **RFEP:** -13.0% **Standard English Learner:** -11.8% **Students with Disabilities:** -16.2% **Low Income:** -14.9%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff**: 65.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff**: 69.4% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 76.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 83.7%	**All Staff:** +10.8%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 1.29% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.66% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** -0.89%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** -0.02%

8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 85.0.% **Hispanic/Latino:** 83.6% **English Learner:** 89.5% **Standard English Learners:** 80.4% **Students with Disability:** 70.0% **Low Income:** 84.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.0% **Hispanic/Latino:** 80.0% **English Learner:** 70.0% **Standard English Learners:** 82.4% **Students with Disability:** 100.0% **Low Income:** 77.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 72.6% **Hispanic/Latino:** 73.9% **English Learner:** 88.2% **Standard English Learner:** 68.2% **Students with Disabilities:** 65.0% **Low Income:** 73.0% *Source: Open Data Dashboard*	**2022-2023** **All Students:** 80.0% **Hispanic/Latino:** 81.0% **English Learner:** 97.0% **Standard English Learners:** 75.0% **Students with Disability:** 71.5% **Low Income:** 80.3%	**All Students:** -12.4% **Hispanic/Latino:** -9.7% **English Learner:** -1.3% **Standard English Learners:** -12.2% **Students with Disabilities:** -5.0% **Low Income:** -11.9%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 91.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 94.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 96.0%	**All Parents:** +2.6%
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 97.8% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** +2.2%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 72.0% **Hispanic/Latino:** 75.0% **English Learner:** 80.0% **Standard English Learners:**	**2023-2024** **All Students:** 74.1% **Hispanic/Latino:** 77.1% **English Learner:** 85.7% **Standard English Learners:**	**2024-2025** **All Students:** 59.5% **Hispanic/Latino:** 63.8% **English Learner:** 82.4% **Standard English Learner:**	**2025-2026** **All Students:** 65.5% **Hispanic/Latino:** 80.1% **English Learner:** 87.7% **Standard English Learners:**	**All Students:** -12.5% **Hispanic/Latino:** -11.2% **English Learner:** +2.4% **Standard English Learners:** -3.8%

		67.4% **Students with Disability:** 70.0% **Low Income:** 74.7% *Source: Open Data Dashboard*	72.0% **Students with Disability:** 90.9% **Low Income:** 72.0% *Source: Open Data Dashboard*	63.6% **Students with Disabilities:** 55.0% **Low Income:** 56.8% *Source: Open Data Dashboard*	70.0% **Students with Disability:** 60.5% **Low Income:** 62.5%	**Students with Disabilities:** -15.0% **Low Income:** -17.9%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 91.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 88.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +8.4%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 91.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 73.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 92.5% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 96.0%	**All Staff:** +1.2%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **Base-Funded Health Supports**	This action was implemented to address the needs of all students, through the provision of consistent health support services, including a full-time nurse, to address students' medical and overall wellness needs. These services enabled timely responses to health concerns, effective management of chronic conditions, and proactive monitoring of student well-being. As a result, students were better supported in arriving at school on time and remaining in class throughout the day. Implementation of this action contributed to reduced instructional time lost to health-related absences and improved overall attendance. Additionally, strengthened communication between families and school personnel supported a safe and healthy learning environment that promoted student focus, engagement, and academic success.
Action 2 **Base-Funded School Climate Support Staff**	This action was implemented to address the needs of all students through the coordinated work of the Wellness and Attendance Team and the Pupil Services and Attendance (PSA) counselor to strengthen school climate and improve attendance. The PSA counselor led personalized outreach, provided counseling, addressed social, emotional, and home-related barriers, and served as a liaison between the school and families, connecting them to community resources as needed. Proactive strategies such as attendance incentives, early interventions for at-risk students, and the addition of supervision personnel supported consistent student engagement. The Wellness and Attendance Team reinforced these efforts through classroom-based incentives and schoolwide recognition programs that promoted a positive attendance culture. Together, these implementation efforts contributed to a reduction in chronic absenteeism to 17% and supported a school environment where students feel connected, supported, and ready to learn.
Action 3 **Supplemental School Climate Support Staff**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter thanks to the work of the SWPBIS Committee, which helped define clear behavioral expectations and supported staff in maintaining a safe and welcoming environment. The committee also identified, implemented, and monitored behavior interventions to ensure students felt secure

	throughout the school day. Wellness initiatives, social-emotional learning lessons, and leadership opportunities were implemented to build students' confidence, sense of belonging, and pride in their school. Family engagement activities, community partnerships, and enrichment programs further strengthened schoolwide connections and shared responsibility for student success. As a result of these implementation efforts, the majority of students, including English Learners, students in foster care, and students from low-income backgrounds, reported feeling safe at school. The 2024-2025 School Experience Survey shows 73% of students feel safe at this school.
Action 4 **SENI Investments towards Joy and Wellness**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter by working collaboratively with students, staff, and families to support students' academic, social, behavioral, and emotional success. The psychologist partnered with educators and parents to help establish safe, healthy, and supportive learning environments for all students. In addition, Pupil Services and Attendance (PSA) Counselor provided integrated and targeted support for students in foster care and those experiencing homelessness. Together, these staff members implemented a comprehensive support system that addressed students' psychological, mental, and physical needs while embedding social-emotional learning across school settings. As a result, student satisfaction and sense of belonging increased, reflecting the effectiveness of Plainview's whole-child approach.

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.

No material differences.

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

Action	Metric/Data	Effectiveness
Action 1 **Base-Funded Health Supports**	FOCUS Dashboard 2024-2025 Excellent Attendance of 96% 123 students = 49.8% Basic Attendance of 92% - 95% 80 students = 32.39%	The consistent health support services, through a full-time nurse, has ensured that students' medical and overall wellness have been addressed, ensuring they are at school and on time. Services also have allowed the immediate response to health concerns, the management of chronic conditions, and to proactively monitor students' well-being. There has been a reduction instructional time lost to health-related absences,

	Chronic Attendance of 91% or lower 44 students = 17.81%	an improvement in attendance, and has strengthened the communication between families and school personnel and has supported a safe, healthy learning environment that directly contributes to improved student focus, engagement, and academic success.
Action 2 **Base-Funded School Climate Support Staff**	School Experience Survey 2024-2025-Students I feel safe in this school: 73% I feel like I am part of this school: 60%	The reduction of chronic absenteeism to 17% has resulted from the coordinated efforts of the Wellness and Attendance Team and the Pupil Services and Attendance (PSA) counselor who implemented proactive strategies such as personalized outreach, attendance incentives, additional safety personnel, and early interventions for at-risk students. The PSA counselor advocated to improve student attendance and school engagement by addressing social, emotional, and home-related barriers and served as a liaison between the school and home, provided counseling, and connected families with community resources. The Wellness and Attendance Team provided classroom-based incentives, schoolwide recognition programs, and helped establish a positive culture of consistent attendance. Collectively, these actions reduced chronic absenteeism, strengthened students' sense of belonging, and promoted academic consistency, supporting the school's goal of ensuring every student is present, engaged, and ready to learn each day.
Action 3 **Supplemental School Climate Support Staff**	School Experience Survey 2024-2025-Students I feel safe in this school: 73% I feel like I am part of this school: 60%	The school's comprehensive approach to safety is supported through the SWPBIS Committee. The membership helped define behavioral expectations, supported faculty and staff in establishing a safe and welcoming environment, and sought, implemented, and monitored student behavior interventions ensuring that students feel secure throughout the day. In addition, wellness initiatives, social-emotional learning lessons, and leadership opportunities help students build confidence, belonging, and pride in their school. Family engagement activities, community partnerships, and enrichment programs further strengthen these connections by fostering collaboration and shared responsibility for student success. As a result, the majority of students, including English Learners, students in foster care, and those from low-income backgrounds report feeling safe at school.
Action 4 **SENI Investments towards Joy and**	FOCUS Dashboard 2024-2025 Excellent Attendance of 96%,	School Psychologist provided services by working with students, school staff, and parents/guardians to offer services to help children succeed academically, socially, behaviorally and emotionally. The School psychologist also

Wellness	123 students = 49.8% 2024-25 CA Dashboard suspension rate blue band - 0.5% Hispanic 0.3% Socioeconomically disadvantaged 2.4% Students with Disability 0% White green band - 0% yellow band - 02.4% suspended at least a day orange band - 1.3% suspended at least a day (English Learners) Red band - 0%	collaborated with educators and parents to create safe, healthy and supportive learning environments for all students. Pupil Services and Attendance (PSA) Counselor provided local, integrated, and specialized support services for targeted student populations, including students in foster care and experiencing homelessness. Together, school personnel have supported the establishment of a comprehensive support system that addresses the psychological, mental, and physical needs of all students, foster a positive school climate, embed social-emotional learning in both inside and outside the classroom, and ensure that every child feels seen, valued, and supported. As a result, student satisfaction and sense of belonging have shown measurable growth. These outcomes affirm the success of the school's whole-child approach, integrating wellness, safety, and relationship-building to create a nurturing environment where students thrive academically, socially, and emotionally.

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.

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Health Services	In order to ensure health access and equity for all students, Plainview Academic Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Plainview Academic Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Plainview Academic Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Plainview Charter will implement support for English Learners, students in foster care, and low income students through campus supervision staff to ensure students feel safe and welcome at school.	**School Discretionary Fund Cost: $73,785**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District has engaged, developed and empowered students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Plainview Academic Charter, have leveraged resources and programs within the larger community in order to provide services that support the whole child.

Plainview has entered into an association with Los Angeles Mission College to provide English as a Second Language and Digital Literacy classes for adults. Many of Plainview's parents are attending these classes. The goal is to build parent's confidence and skills so that they will engage in parent workshops, school councils and committees.

Plainview also provided parent workshops to build capacity in Language Arts, mathematics, homework and digital citizenship.

During Coffee with the Principal, faculty meetings, and via zoom, our school community (teachers, community members, and students) engaged in discussing safety topics such as creating welcoming environments, suicide awareness and prevention, and substance use awarenss. Plainview ACA and Los Angeles Unified School District are committed to providing safe and secure learning environments for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education"**	**2022-2023** **All Parents:** 85.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.0%	**All Parents:** +3.2%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 90.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.0%	**All Parents:** -0.1%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 84.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 81.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 88.0%	**All Parents:** +2.7%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023 All Parents:** 96.2% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 92.6% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 98.9% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 99.0%	**All Parents:** +2.7%

Goal Analysis for [2025-2026]

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 LCAP action in Goal 3: Engagement and Collaboration was fully implemented.

Action	Implementation
Action 1 **SENI Investments towards Engagement and Collaboration**	This action was implemented to address the needs of English Learners, students in foster care, and low income students at Plainview Charter, targeting strategies to increase parent engagement, improve two-way communication, and ensure families had consistent access to school information and resources. Plainview Charter expanded outreach efforts and offered workshops and programs designed to help parents better understand instructional expectations and available support. Systems for transparency and communication were strengthened, allowing families to stay informed and actively involved in their child's learning. High levels of parent satisfaction on the 2024-2025 School Experience Survey indicate that these strategies were effectively implemented and well received by the school community. As a result, family-school partnerships were strengthened, contributing to a collaborative school culture that supports student achievement and continuous improvement.

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.

No material difference.

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

Action	Metric/Data	Effectiveness
Action 1 **SENI Investments towards Engagement and Collaboration**	2024-2025 School Experience Survey-Parent This school includes me in important decisions about my child's education: 89% I can easily find information	Our focus on increasing parent engagement has been critical in strengthening our family-school partnerships and the two-way communication effectiveness. When parents can easily access information, understand school resources, and engage in workshops or programs, they are better equipped to support their child's learning at home. The high levels of parent satisfaction on the 2024-2025 School Experience Survey demonstrate that our strategies for transparency, outreach, and

	about parent workshops or other programs offered at this school: 91% This school provides instructional resources to help me support my child's education: 87% This school provides me with information (verbal and written) I can understand: 99%	resource accessibility are working. Strengthening these connections not only enhances student academic achievement but also fosters a collaborative school culture where families play an active role in continuous improvement.

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.

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Plainview Charter AC will implement support for English Learners, students in foster care, and low income students through supporting and encouraging parent engagement meetings.	**School Discretionary Fund Cost: $1,000**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Plainview has continued to receive centralized support for the operation of our school and facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **LAUSD Support for Affiliated Charter Operations**	This action was implemented to address the needs of all students through the consistent efforts of the plant manager to maintain clean, safe, and well-kept classrooms and common areas that support student learning. In coordination with the District, the regional CPM utilized existing funds to modernize the school's exterior and improve fencing and landscaping, enhancing the overall campus environment. The school also worked closely with the District to ensure every classroom was staffed with a fully credentialed teacher providing instruction aligned to state standards. Additionally, collaboration with district support personnel ensured faculty and staff received high-quality, rigorous, and standards-based professional development grounded in best practices. Together, these implementation efforts contributed to a safe, well-maintained, and academically focused learning environment.

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.

No material difference.

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

Action	Metric/Data	Effectiveness
Action 1 **LAUSD Support for Affiliated Charter Operations**	SARC School Repair Overall Status: Exemplary	This action was effective because the plant manager and Building and Grounds personnel consistently maintained the school in excellent condition, ensuring classrooms and common areas were clean, safe, and conducive to learning. Additionally, the regional CPM used existing funds to modernize the school exterior and interior fencing and landscape, helping to beautify the school and provide a safe environment. Additionally, the school worked with the District to ensure every classroom was assigned a fully credentialed teacher to provide instruction aligned with state standards. The school works closely with district support personnel to

		ensure faculty and staff receive quality professional development that is rigorous and standards-based that is supported by best practices

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.

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an affiliated charter school, Plainview will continue to receive centralized supports for the operation of our school and facilities.	District Cost: $855,126	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$393,244.00 (School Discretionary Funds- new S/C revenues) $804,980.12 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
88.81%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	88.81%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Plainview Academic Charter Academy. **Scope:** School-wide	Los Angeles Unified School District, including Plainview Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL • Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	**Action:** Supplemental Arts Education **Need:** Districtwide needs assessment including school site level surveys indicated English	Plainview ACA , receives funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships.	For the identified student group(s): EL, LI, FY, ALL • Smarter Balanced Assessment: ELA- Grades 3-5

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement. as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Plainview Academic Charter Academy. **Scope**: School-wide	Plainview will continue to have district assigned highly qualified certificated arts itinerant teachers to teach students in orchestral music, visual arts and theater. English Learners, Foster Youth and Socionomically Disadvantaged students experience greater benefits to their academic proficiency as measured by state assessments and attendance. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	• Smarter Balanced Assessment: Math-Grades 3-5 • Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) • Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	**Action:** Supplemental Early Education **Need:** Increase the opportunity for students from low income families to have access to early education. Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education	To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such as Plainview Charter: • ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. • In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased	For the identified student group(s): EL, LI, FY, ALL • Transitional Kindergarten Reportcard grades

	is relevant because students from low-income families need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. **Scope:** School-wide	the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. ● For 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
Goal 1 Action 7	**Action:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Plainview Academic Charter Academy will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	Plainview ACA will fund a class size reduction teacher to increase the teacher to student ratio. This provides English Learners, Foster Youth and Socionomically Disadvantaged students more access to teachers. Teachers can provide small group instruction, monitor student progress and design lessons that address students' needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5

		Plainview will fund a day of PSA services to decrease chronic attendance. The focus is on English Learners, Foster Youth and Socionomically Disadvantaged students. The PSA connects school to home and provides needed support to insure students' attendance.	• Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Percent Met/Exceed Standard on California Science Test - Grade 5 • English Learner Reclassification Rate
Goal 1 Action 8	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care.	Plainview Academic Charter Academy will more systematically implement the follow strategies to better support struggling English Learners, Low-Income Students, and students in foster care. Although we have implemented the following strategies, further refinements are needed, including providing additional time to work collaboratively with the school administration and grade level peers. - Selection, adoption, and implementation of reading assessments - Forming student grouping based on school wide/class data (e.g., iReady, DIBELS) - Understanding the ELA CCSS literacy foundational standards and elements/components of sound small group instructional programs	For the identified student group(s): EL, LI, FY, ALL • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Smarter Balanced Distance from Standard (DFS) Met in English

	Plainview Academic Charter Academy will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	- Using student data to guide whole class, small group, and one-to-one instruction - The selection/development/modification of whole group and small group resources to target student needs - Student monitoring and providing ongoing tiered in-class small group instruction and Interventions - Utilizing DIBELS assessment to target professional development to new teachers - Providing data analysis PDs to help teachers determine instructional next steps - Conduct classroom visits, Admin Team and/or peer observations to provide instructional feedback - Share with stakeholders data on the effectiveness of ELLPs/Small Group Instruction on student learning Plainview will utilize the UFLI Foundations, an explicit and systematic phonics program, and/or other instructional materials to support acceleration in foundational literacy skills during targeted small group instruction. The recommended frequency of implementation is 20-30 minutes daily for targeted students in K-5. The UFLI Phonics program supports the needs of English Learners, foster youth and low-income students by utilizing differentiated practices to build foundational phonics skills. Teachers can use diagnostic assessment to identify the specific skills students need. UFLI Foundations is research-based. It was developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for	Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		teaching children to read and spell words. UFLI Foundations targets the following foundational reading skills: - Phoneme blending and segmentation practice - Accuracy and automaticity of grapheme-phoneme correspondences - Decoding automaticity of words with previously learned conceptsExplicit introduction of new concepts - Decoding and encoding practice - Reading and spelling irregular words - Reading and spelling connected text	
Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus,Plainview ACA will also provide supplemental school climate support staffing. **Scope:** School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Plainview Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 2 Action 4	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	Plainview Academic Charter Academy will more systematically implement the follow strategies to better support struggling English Learners, Low-Income Students, and students in foster care: - Provide additional time to work collaboratively with the school administration and grade level peers. - Use student data to guide whole class, small group, and one-to-one instruction and intervention - Select, develop, and/or refine whole group and small group resources to target student social emotional needs - Monitor and provide ongoing tiered Interventions - Provide ongoing social emotional trainings, restorative practices, digital citizenship, and the use of inclusive practices professional development trainings and refinement to teachers - Provide data analysis PDs to help teachers determine instructional next steps - Conduct classroom visits and Admin Team and/or peer observations to provide instructional feedback - Share with stakeholders data on the effectiveness of social emotional learning on student learning - Leverage a Multi-Tiered Systems of Support (MTSS) framework that improves social-emotional well-being, by strategically reducing and eliminating barriers to student learning and providing a comprehensive array of services. - Assess barriers and provide case-management services to support students and address root causes Implement evidence-based practices, outreach/awareness, and crisis support.	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		Description: Support Student and Family Resource Navigators and/or other staff provide family case management to ensure students and family access basic need resources to address identifying root causes by:	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	Plainview has met it safety its initiatives leading to the school's overall Gold state safety recognition, outperforming many of the neighboring schools. Some safety steps taken were the following: - Monthly trainings and presentations were provided to all stakeholders (faculty and staff, parents, and students) - Funding was allocated to purchase out-of-classroom personnel to support student safety and implement restorative practices (PSW and School Climate Advocate) - Weekly Monday Character Traits/Pillars Assemblies were conducted - Safety Committee implemented the Integrated School Safety Plan (drills conducted in a monthly) - The Positive School Climate Committee focused on implementing school wide positive school climate activities - The Positive School Climate Committee strategized on how to better support the social-emotional needs of students. - Student received monthly recognitions for modeling the monthly pillars/character traits - Caught being Good program was implemented school wide and recognized weekly.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		Plainview Academic Charter Academy will more systematically implement the follow strategies to better support struggling English Learners, Low-Income Students, and students in foster care. Although we have implemented the following strategies, further refinements are needed, including providing additional time to work collaboratively with the school administration and grade level peers. - Selection and adoption of reading assessments - Forming student grouping based on school wide/class data (e.g., DIBELS, iReady) - Use School Experience data to guide school wide parent engagement goals and strategies and develop and provided parent workshops - Select, develop, and/or modify parent workshops and parent involvement strategies to support school wide needs - Provide parent workshops aligned to instructional strategies used in the classroom and on parental topics of interest - Provide data analysis PDs to help parent center representative determine instructional and parent involvement next steps - Conduct classroom and parent center visits to provide instructional and parental involvement strategies feedback - Share with stakeholders data on the effectiveness of parental engagement strategies Funding certificated and classified point persons to support the organization of family engagement activities, calendars, school-to-home outreach, and maintaining the Parent and Family connection is essential to helping families play a central role in preparing students for the world. The differential for the coordinator and classified positions will support the school site leadership team to ensure family engagement are aligned to	

		the strategies and measures as outlined in the strategic plan pillars, with a specific focus on Pillar 3: Engagement and Collaboration. In addition to purchasing positions, funding can be set aside to pay a differential and X Time for coordinators to help create workshops for parents so parents can better understand the instructional program. Coordinators will work with the staff of the Parent and Family Center to provide the training and support for families in partnership with staff from the Parent and Family Center. A family engagement point of contact is essential, both for maintaining a Parent and Family Center and to ensure family engagement strategies are integrated into instructional programs within a school campus. Coordinator Differentials can be used to ensure that the workshops and activities are linked to the instructional program, in coordination with the staff of the Parent and Family Center. The Community Representative position is highly recommended to serve English Learner, foster, and families in the free and reduced meal program. This is due to the responsibility and coordination the position establishes for family engagement programming. Specifically, this position support families by coordinating the offering of workshops, hosting family engagement programming, establishing a schedule of activities for the Parent and Family Center and the school community. This role also coordinates supports, help, and organize outreach to support English Learner, foster, and families in the District's free and reduced meal program. Leading research from Dr. Karen Mapp and Tony Bryk speak to the conditions of building relational trust within school improvement efforts. This position has served as a link to integrate	

		and engage highest need families since the roles were established following the Civil Rights movement.	

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
	Not Applicable	Not Applicable	Not Applicable

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.

Not 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.

Plainview Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Plainview Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	15.67 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 225 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	25.28 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 225 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Plainview Academic Charter Academy 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
Plainview Academic Charter Academy 2026-2027	$ 442,768	$ 393,244	88.81%	0.000%	88.81%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 836,012	$ -	$ -	$ -	$ 836,012.00	$ 610,201	$ 225,811

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 316,948	$ 10,052	$ 327,000	$ -	$ -	$ -	$ 327,000	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ -	$ 115,768	$ 115,768	$ -	$ -	$ -	$ 115,768	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 34,524	$ 54,151	$ 88,675	$ -	$ -	$ -	$ 88,675	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 184,944	$ 44,840	$ 229,784	$ -	$ -	$ -	$ 229,784	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 73,785	$ -	$ 73,785	$ -	$ -	$ -	$ 73,785	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%

Plainview Academic Charter Academy 2026-2027 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
$ 442,768	$ 393,244	88.81%	0.000%	88.81%	$ 393,244	0.000%	88.81%	**Total:**	$ 393,244
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 393,244

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 88,675	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 229,784	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 73,785	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English	Schoolwide	$ 1,000	0.000%

Plainview Academic Charter Academy 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,571,129.00	$ 934,947.00

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	Base Instructional Supports, including General Fund School Program	No	$ 405,888	$ 250,941
1	3	Charter School Categorical Block Grant	No	$ 303,182	$ 188,255
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 292,010	$ 125,211
1	9	SENI Investments towards Academic Excellence	Yes	$ 422,503	$ 260,561
2	4	SENI Investments towards Joy and Wellness	Yes	$ 126,546	$ 105,431
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 21,000	$ 4,548

Plainview Academic Charter Academy 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 862,059	$ 862,059	$ 495,751	$ 366,308	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 292,010	$ 125,211	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 422,503	$ 260,561	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 126,546	$ 105,431	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 21,000	$ 4,548	0.000%	0.000%

Plainview Academic Charter Academy 2025-2026 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)
$ 709,070	$ 862,059	0.000%	121.576%	$ 495,751	0.000%	69.916%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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