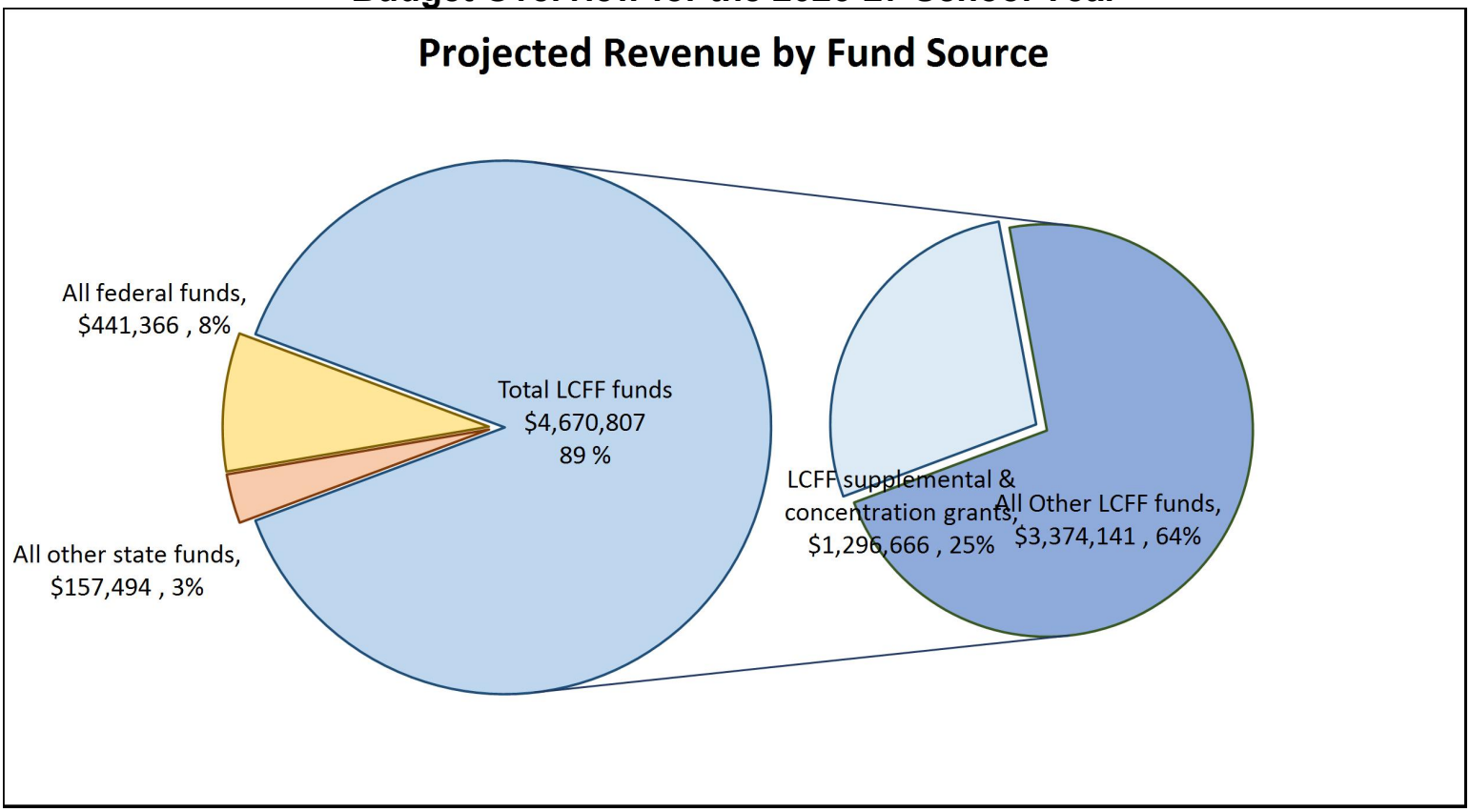
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Porterville Unified School District (Porterville Military Academy)
CDS Code: 54-75523-0137968
School Year: 2026-27
LEA contact information:
Dr. Nate Nelson
Superintendent

559-793-2455

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

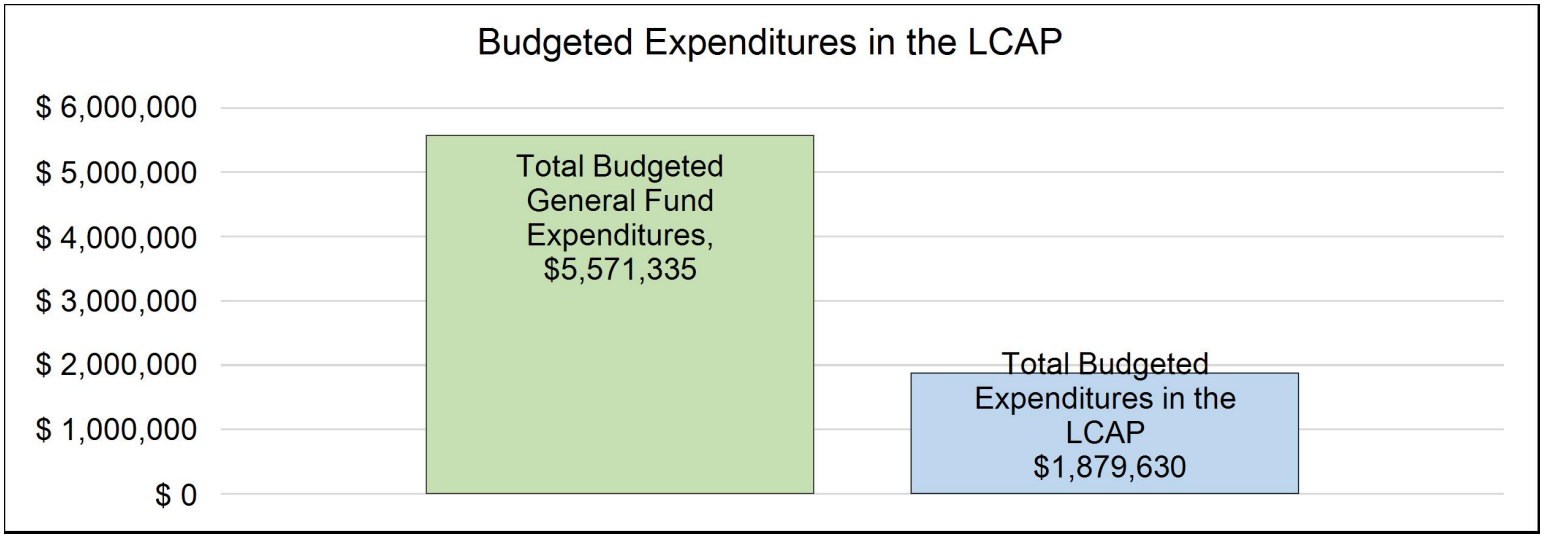


This chart shows the total general purpose revenue Porterville Unified School District (Porterville Military Academy) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Porterville Unified School District (Porterville Military Academy) is $5,269,667, of which $4,670,807 is Local Control Funding Formula (LCFF), $157,494 is other state funds, $0.00 is local funds, and $441,366 is federal funds. Of the $4,670,807 in LCFF Funds, $1,296,666 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 Porterville Unified School District (Porterville Military 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: Porterville Unified School District (Porterville Military Academy) plans to spend $5,571,335 for the 2026-27 school year. Of that amount, $1,879,630 is tied to actions/services in the LCAP and $3,691,705 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

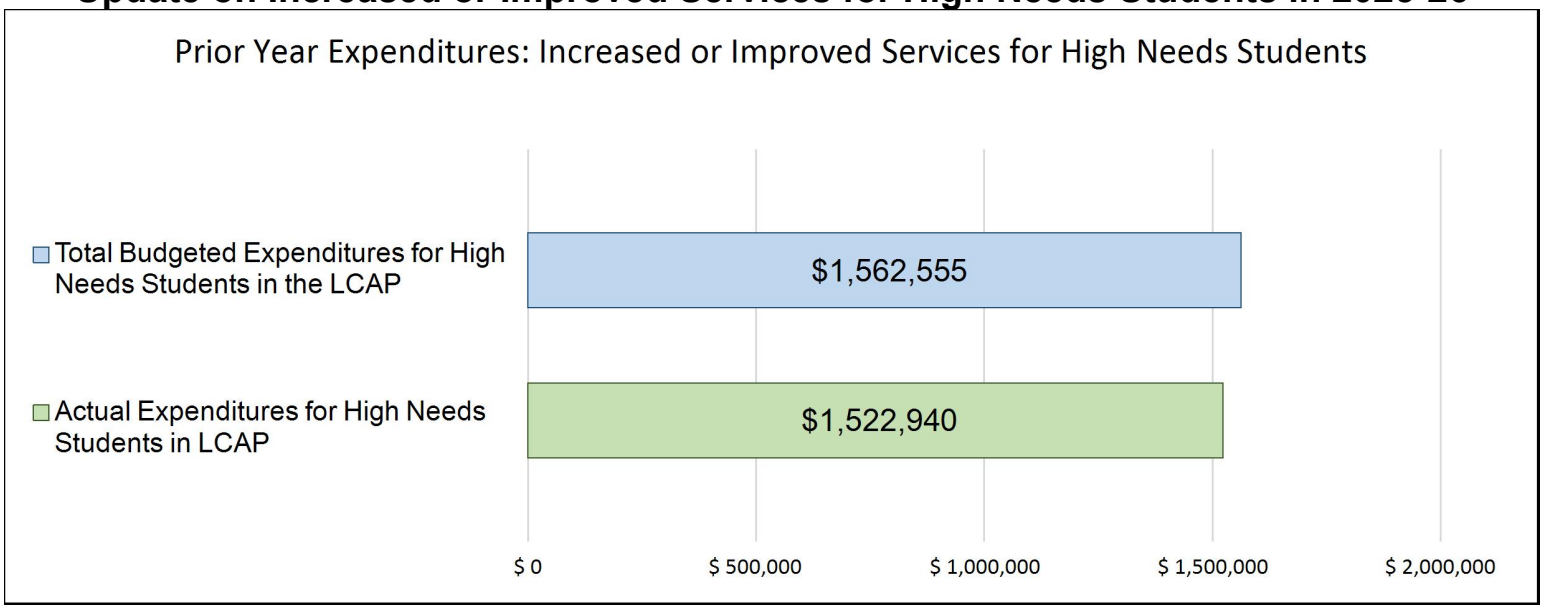
General Fund budgeted expenditures not in the LCAP will be used in the following way: certificated, classified, and administrative salaries along with employee health and welfare benefits. Porterville Military Academy will also utilize these for classroom materials, supplies and maintenance and operational cost.

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

In 2026-27, Porterville Unified School District (Porterville Military Academy) is projecting it will receive $1,296,666 based on the enrollment of Foster Youth, English learner, and low-income students. Porterville Unified School District (Porterville Military Academy) must describe how it intends to increase or improve services for high needs students in the LCAP. Porterville Unified School District (Porterville Military Academy) plans to spend $1,728,865 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 Porterville Unified School District (Porterville Military Academy) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Porterville Unified School District (Porterville Military 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, Porterville Unified School District (Porterville Military Academy)'s LCAP budgeted $1,562,555 for planned actions to increase or improve services for high needs students. Porterville Unified School District (Porterville Military Academy) actually spent $1,522,940 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $39,615 had the following impact on Porterville Unified School District (Porterville Military Academy)’s ability to increase or improve services for high needs students:

The difference total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services had minimal / no impact to the overall increased or improved services for high needs students in 2025-26. The majority of the services planned were completed. Any difference between budgeted actions and services and estimated actuals is explained in the Annual Update section of the 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
Porterville Unified School District (Porterville Military Academy)	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

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.

Porterville Military Academy (PMA) opened on August 9th, 2018 and is the third charter school within the Porterville Unified School District (PUSD). It currently serves grades 7 - 12. The Academy is an open choice school serving the greater Porterville area. The school is aligned with the California Corps of Cadets for all military instruction (Public Service Leadership Pathway) and also features an Aviation Pathway. The school services approximately 294 students with the majority (86.5%) from socioeconomically disadvantaged backgrounds. There are approximately 13.5% English learners, 10.5% of student from migrant families, 3.8% students with disabilities, 0% homeless, and 1.7% foster youth students.

PMA offers an A-G aligned curriculum and has advanced placement and college dual-enrollment courses with the goal of preparing all cadets for college and career. The unique design and small school size provide cadets an academically rigorous, safe and supportive learning environment. The Academy espouses a leadership theme throughout the campus. Under a pathway of leadership, cadets learn attributes of great leaders and then put these lessons into action in the classroom, in the community and during cadet training. At PMA, cadets, teachers, and staff take part in ensuring the smooth operation of the school, and strive to better our community. Our collective goal is to develop 21st Century leaders who will be agents of change in business, politics, and public service. Hence our motto, “Leaders Forged Here.” Our Vision: Porterville Military Academy will develop 21st Century leaders who will be agents of change in business, politics, the community and public service."

Our Mission: Porterville Military Academy will provide realistic, applied leadership opportunities in a rigorous academic setting. We will mold civic-minded professionals who are committed to serve others utilizing the guiding principles of the Academy’s four pillars. We will develop

tomorrow’s business, civic and public service leaders.

PMA cadets build their leadership foundation upon four core values (CLAW):
Civic Responsibility: Community service will hone leadership skills, and make you a connected member of our community. In addition, through civic involvement, cadets become informed and responsible citizens.
Leadership by Example: PMA’s “Leadership Laboratory” allows cadets to practice servant leadership and develop integrity and good moral character.
Academic Excellence: Rigorous coursework provides the knowledge and skills necessary to be future leaders. Cadets develop effective time management, organization, teamwork, and perseverance.
Wellbeing, both Physical and Personal: Cadets are pushed physically and taught to make healthy lifestyle choices. A healthy diet, sufficient rest, and exercise are traits that will serve you now and throughout your lifetime both personally and professionally.

Upon graduation, PMA cadets will possess the skills, knowledge, and strength of character to enter any institute of higher education, industry or public service and be positioned to make a positive contribution in a dynamic global society.
Expected Graduate Outcomes:

- Critical thinking and problem-solving skills
- Cultural awareness and the ability to collaborate with diverse groups
- Technical skills in digital media applications and information management
- Effective communication skills of listening, speaking and writing
- Creativity and innovation
- Leadership, self-management and organizational skills obtained through real-world applications and community involvement
- Adaptability, responsibility and ethical behaviors
- The ability to navigate the global world of work and further their education

Porterville is along the foothills of the Sierras, it is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Reflections: Annual Performance

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

FROM THE 2023 DASHBOARD WITH 2025 DASHBOARD UPDATES:
There were no overall (schoolwide) metrics from the 2023 California Schools Dashboard for PMA that reflected the lowest two performance ratings (red or orange); however, the English Learner student groups performed at the lowest performance level for both ELA (53.7 points below standard in 2023 vs. 41.0 points below standard in 2025) and mathematics (134.1 points below standard in 2023 vs. 91.5 points below standard in 2025).

LEARNING RECOVERY EMERGENCY BLOCK GRANT:
During the 2026-2027 academic year, it is estimated that PMA will have $68,537 of unexpended Learning Recovery Block Grant (LREBG) funds. Use of these funds will be reflected in the following goals and actions throughout the current LCAP:

- Goal 1, Actions 1.1 (Improving ELA Distance from Standard), 1.2 (Improving Mathematics Distance from Standard), 1.3 (Expand College and Career Readiness), and 1.4 (PBIS and Social emotional Wellness)
- Goal 2, Actions 2.3 (Improving Suspension Rates)
- Goal 3, Actions 3.1 (Staff Recruitment and Retention) and 3.2 (Faculty and Staff Professional Development and Advancement)

Use of LREBG funds resulted from identifying needed support for improving academic outcomes for students in both ELA and mathematics which became evident through a needs assessment highlighting the only "red" indicator for student groups for the school based on the 2023 Dashboard. This would include staff training related to instruction. Given the unique nature of PMA, educational partners also indicated a need to enhance and enrich student learning experiences.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Administrators, Principal, Parents/Guardians, Students.	Engage educational partners via School Site Council meetings throughout the year for input to LCAP development. These meetings took place on: • August 27, 2024 • September 10, 2024 • November 12, 2024 • January 14, 2025 • March 11, 2025 • May 13, 2025 Students who are elected by their stie peers are involved in the School Site Council during meetings that took place during the months of August, September, November, January, March and May of 2024-2025 to ensure student voice is brought to the advisory group.
Teachers, Administrators, Principal	Engage in LCAP development input during monthly Site Cabinet meetings and staff meetings.
Teachers, Administrators, Parents/Guardians, Students, Other School Personnel	Engage educational partners via surveys for input to LCAP development. These surveys are conducted beginning on the following dates: • Employee Engagement: December 2 and April 22 • Parent Survey: November 4 • Student Survey: September 23, January 27 and April 28 • District Services: February 3

Educational Partner(s)	Process for Engagement
	Site leadership then meet collectively to share site-level priorities based on input, and district-level trends that contribute to LCAP development.

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

Charter School consulted in various ways with educational partners in the development of the LCAP. Discourse and input was provided via face-to-face meetings, group discussion, and surveys. Some forms of input was provided monthly, while some types of input was provided bi-annually.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Success and Readiness for all students, including all subgroups (foster, socio-economically disadvantaged, English language learners, special education, and homeless), with access to resources and meaningful educational experiences and opportunities to reach the state standards, and be enrolled in a broad course of study that supports college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal continues to be a top priority for the site because the intent is to reach all students in achieving college and career readiness. The goal supports a broad range of courses of study as well as the inclusion of facility modifications to support accommodations or expansions. This goal bolsters the supports necessary for an all-inclusive learning environment for students struggling with social-emotional strategies as well as the basic safety needs of a public school to achieve college and career readiness. This goal and the strategic actions are the direct result of extensive stakeholder feedback and signifies our commitment to not just academic excellence, but to nurturing well-rounded individuals equipped with the knowledge, skills, and resilience to thrive in an ever-evolving world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard:	STAR Reading 3-8 Grade Equivalent (GE) growth (Fall 2023-24) • 7-8 = 5.8 • 9-12 = 7.1	STAR Reading 3-8 Grade Equivalent (GE) growth (2024-2025 as of 5/7/25) • 7-8 = 9.3	STAR Reading 3-8 Grade Equivalent (GE) growth (2024-2025 as of 5/7/25) • 7-8 = 8.4 • 9-12 = 9.6	STAR Reading (Fall) • 7-8 = 7.0 • 9-12 = 9.0	• 7-8 = +2.6 • 9-12 = +2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 9-12 = 10.6			
1.2	Panorama Student Survey*	Sense of Belonging (percent feeling valued) • grades 7-12: 33% (2023-2024 administration)	Sense of Belonging (percent feeling valued) • grades 7-12: 43% (Winter 2025)	Sense of Belonging (percent feeling valued) • grades 7-12: 47% (Fall 2025)	Sense of Belonging • grades 7-12: 50%	Sense of Belonging: +14%
1.3	Advanced Placement test*	Percent of students College & Career prepared scoring a 3 or higher on two Advanced Placement test* All - * not available this year. SED - * not available this year. EL - * not available this year. (2022-2023 Dashboard)	Percent of students College & Career prepared scoring a 3 or higher on two Advanced Placement test* All - 0 SED - 0 EL - 0 (2024 Dashboard, Additional Reports)	Percent of students College & Career prepared scoring a 3 or higher on two Advanced Placement test* All - 0 SED - 0 EL - 0 (2025 Dashboard, Additional Reports)	All - 38% SED - 30% EL - 20%	All - no change at 0 SED - no change at 0 EL - no change at 0 (2024 Dashboard, Additional Reports) Note: Second AP course offering became available Fall 2024.
1.4	CAASPP math distance from standard*	• All: -93.6 • EL: -134.1 • SED: -98.6 (2022-2023 Dashboard)	• All: -86.7 • EL: -123.8 • SED: -96.5 (2024 Dashboard)	• All: -74.5 • EL: -91.5 • SED: -79.6 (2025 Dashboard)	• All: -50 • EL: -84 • SED: -50	• All: +19.1 • EL: +42.6 • SED: +19
1.5	CAASPP ELA distance from standard*	• All: -25 • EL: -53.7 • SED: -27.7 (2022-2023 Dashboard)	• All: -26.7 • EL: -70.8 • SED: -33.2 (2024 Dashboard)	• All: 0.2 • EL: -41.0 • SED: -3.7 (2025 Dashboard)	• All: -5 • EL: -30 • SED: -5	• All: +25.2 • EL: +12.7 • SED: +24
1.6	Graduation Rate*	(in percent, %): • All: 100 • SED: 100 (2022-2023 Dashboard)	(in percent, %): • All: 97.2 • SED: 96.9 (2024 Dashboard)	(in percent, %): • All: 100 • SED: 100 (2025 Dashboard)	(in percent, %): • All: 100 • SED: 100	• All: No change at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• SED: No change at 100%
1.7	English Learner Progress Indicator (ELPI) *	English Learner: 65.7% • LTEL: TBD (2022-2023 Dashboard)	English Learner: 78.6% • LTEL: 79.2% (2024 Dashboard)	English Learner: 77.8% • LTEL: 75.0% (2025 Dashboard)	English Learner: 70% • LTEL: TBD	English Learner: +12.1% • LTEL: -4.2%
1.8	EL Reclassification*	English Learners were reclassified at a rate of 37.5%. (22-23 EOY CALPADS report)	English Learners were reclassified at a rate of 11.11% (2 of 18). (24-25 CALPADS 2.4 & 2.16)	English Learners were reclassified at a rate of 72.22% (13 of 18). (24-25 CALPADS 2.4 & 2.16)	English Learners reclassified at a rate of 38%. (EOY CALPADS report)	+34.72% reclassified
1.9	Grade 11 EAP*	Grade 11 students considered "Ready" (Exceeding Standard),or "Conditionally Ready) (Meeting Standard). Overall: ELA 67.57%; Math 16.22% • SED: ELA 66.66%; 9.09% Math (DataQuest 2022-23)	Grade 11 students considered "Ready" (Exceeding Standard),or "Conditionally Ready) (Meeting Standard). • Overall: ELA 61.90%; Math 19.04% • SED: ELA 55.55%; Math 16.67% (DataQuest 2023-24)	Grade 11 students considered "Ready" (Exceeding Standard),or "Conditionally Ready) (Meeting Standard). • Overall: ELA 51.15%; Math 16.79% • SED: ELA 50.00%; Math 14.76% (DataQuest 2024-25)	Grade 11 students considered "Ready" (Exceeding Standard),or "Conditionally Ready) (Meeting Standard). Overall: ELA 75%; Math 50% • SED: ELA 75%; 40% Math (DataQuest 2022-23)	• Overall: ELA -16.42%; Math +0.57% • SED: ELA -16.66%; Math +5.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	A-G* CTE completer*	Graduating cohort students successfully completing: Meeting A-G: • All 81.8% • SED 87% • EL* (less than state min for reporting) CTE Pathway Completion: • All 23% • SED 20% • EL * (less than state min for reporting) (Dashboard, Additional Reports 2022-2023)	Graduating cohort students successfully completing: Meeting A-G: • All 44.4% • SED 40.6% • EL* (less than state min for reporting) CTE Pathway Completion: • All 69.4% • SED 68.8% • EL * (less than state min for reporting) (Dashboard, Additional Reports 2023-2024)	Graduating cohort students successfully completing: Meeting A-G: • All 57.9% • SED 55.6% • EL* (less than state min for reporting) CTE Pathway Completion: • All 78.9% • SED 77.8% • EL * (less than state min for reporting) (Dashboard, Additional Reports 2024-2025)	Meeting A-G: • All 90% • SED 90% • EL* (less than state min for reporting) CTE Pathway Completion: • All 70% • SED 70% • EL * (less than state min for reporting)	Meeting A-G: • All -23.9% • SED - 31.4% • EL* (less than state min for reporting) CTE Pathway Completion: • All +55.9% • SED +57.8% • EL * (less than state min for reporting)
1.11	English Language Proficiency Assessment Data	(Data Quest; Summative ELPAC Overall Level 4 Proficiency) EL Students met the CA reclassification threshold criteria of level 4 overall performance level: 42.86% proficient.	(Data Quest; Summative ELPAC Overall Level 4 Proficiency) EL Students met the CA reclassification threshold criteria of	(2024-25 Data Quest; Summative ELPAC Overall Level 4 Proficiency) EL Students met the CA reclassification threshold criteria of	EL Students met the CA reclassification threshold criteria of level 4 overall performance level: 50% proficient. (2022-23 data)	-27.33% proficient.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23 data from CAASPP website)	level 4 overall performance level: 50.00% proficient. (2023-24 data from CAASPP website)	level 4 overall performance level: 15.53% proficient.		
1.12	CAST	Science Percent Meeting Standard All 20.22% SED 21.43% EL 0% (2022-2023 DataQuest)	Science Percent Meeting Standard - All 26.77% - SED 24.56% - EL (not reported <11 students) (2023-2024 DataQuest)	Science Percent Meeting Standard - All 36.37% - SED 34.57% - EL (not reported <11 students) (2024-2025 DataQuest)	All 50% SED 40% EL 60%	- All +16.15% - SED +13.14% - EL (not reported <11 students)

Goal Analysis [2025-26]

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

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

During the previous year, PMA carried out Goal 1 through a coordinated set of instructional, intervention, and student-support efforts designed to improve academic performance, strengthen student connectedness and wellness, and expand college and career readiness. Implementation emphasized staffing and tutoring supports, supplemental learning materials and academic software, site and partner-supported professional learning, and structured student supports (including PBIS-aligned wellness activities). Overall, the action set was implemented across the year; implementation challenges were primarily related to ensuring consistent student participation and sufficient instructional “dose” of interventions, sustaining readiness opportunities (including advanced coursework access), and maintaining consistent follow-through on student support systems so that implementation translates into stable outcomes across student groups.

Action 1.1 — Improving ELA Distance from Standard

- Fidelity of implementation: PMA provided staffing supports (including tutors and instructional leadership support), supplemental materials, teacher training, and academic interventions focused on strengthening ELA outcomes for students with the greatest needs.
- Implementation evidence: ELA interventions and instructional supports were delivered through staffing, materials, and academic tools, with progress monitoring and ongoing support structures.
- Challenges/successes: A success was sustaining multiple instructional supports; a continuing challenge is ensuring interventions are consistently implemented at sufficient intensity for students requiring the most targeted literacy acceleration.

Action 1.2 — Improving Mathematics Distance from Standard

- Fidelity of implementation: PMA implemented mathematics improvement efforts through professional learning and pedagogical supports (including partner engagement), tutoring/interventions, academic software, and supplemental learning materials.
- Implementation evidence: Math supports included both instructional improvement efforts and intervention structures intended to reach the lowest-performing student groups and improve access to targeted supports.
- Challenges/successes: A success was maintaining multiple support levers (instruction + intervention); an ongoing challenge is ensuring consistent implementation across grade levels and ensuring interventions are sufficiently differentiated for students farthest below standard.

Action 1.3 — Expand College and Career Readiness

- Fidelity of implementation: PMA implemented readiness supports through activities intended to increase student exposure and participation (e.g., trips, speakers, materials, exams, seminars), while also sustaining broad course offerings and targeted academic interventions tied to readiness.
- Implementation evidence: The school sustained readiness communication and engagement efforts and continued building course access and support structures intended to remove barriers for low-income students, English Learners, and foster youth.
- Challenges/successes: A success was maintaining readiness structures and opportunities; challenges include strengthening consistent access to advanced readiness opportunities and ensuring readiness supports translate into stronger “prepared” outcomes across indicators.

Action 1.4 — PBIS and Social-emotional Wellness

- Fidelity of implementation: PMA implemented PBIS-aligned wellness and mental health awareness supports through outreach resources and activities intended to strengthen self-efficacy, student connection, and overall school climate.
- Implementation evidence: Student wellness supports were delivered through planned PBIS structures and awareness activities designed to improve student connection to school.
- Challenges/successes: A success was maintaining a structured wellness emphasis; an ongoing challenge is sustaining consistent implementation and follow-through so school climate gains are accompanied by improvements in other engagement and performance outcomes.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 1.1 (Improving ELA Distance from Standard): Action 1.1 was implemented as part of Porterville Military Academy’s efforts to improve ELA standards. While the action occurred, actual expenditures were approximately 16% lower than budgeted due to lower-than-projected costs for intervention support.

- Action 1.2 (Improving math Distance from Standard): Action 1.2 was implemented as part of Porterville Military Academy's efforts to improve math Distance from Standard. Expenditures exceeded the original budget due to higher-than-anticipated salary and benefit costs for math teachers.
- Action 1.3 (Expanding College and Career Readiness): Action 1.3 was implemented as part of Porterville Military Academy's efforts to expand college and career readiness. While the action occurred, actual expenditures were substantially lower than budgeted because fewer pathway teacher stipend costs were incurred and/or charged to this action than originally anticipated.

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

Action 1.1 — Improving ELA Distance from Standard (Effectiveness: Effective overall; subgroup improvement still needed)
CAASPP ELA distance from standard improved substantially overall (All: -25 to -26.7 to 0.2) with improvement for SED (-27.7 to -33.2 to -3.7) and partial recovery for EL (-53.7 to -70.8 to -41.0). This indicates strong overall movement toward standard, while EL outcomes remain below standard and require continued strengthening.

Action 1.2 — Improving Mathematics Distance from Standard (Effectiveness: Moderately effective; still below standard)
CAASPP math distance from standard improved across the cycle (All: -93.6 to -86.7 to -74.5), including stronger improvement for EL (-134.1 to -123.8 to -91.5) and SED (-98.6 to -96.5 to -79.6). Progress is evident, but the school remains well below standard, indicating that current strategies need continued strengthening to reach Year 3 targets.

Action 1.3 — Expand College and Career Readiness (Effectiveness: Mixed)
Readiness indicators show both growth and persistent gaps: CTE pathway completion increased (All: 23% to 69.4% to 78.9%; SED: 20% to 68.8% to 77.8%) while meeting A–G declined from baseline and only partially recovered (All: 81.8% to 44.4% to 57.9%; SED: 87% to 40.6% to 55.6%). Grade 11 EAP readiness declined in ELA (Overall: 67.57% to 61.90% to 51.15%; SED: 66.66% to 55.55% to 50.00%) and remained relatively flat in math (Overall: 16.22% to 19.04% to 16.79%). Advanced Placement "3+ on two exams" remains 0 across reported years, indicating the need to continue expanding access and supports for advanced readiness opportunities.

Action 1.4 — PBIS and Social-emotional Wellness (Effectiveness: Partially effective)
Student sense of belonging improved over time (33% to 43% to 47%), indicating progress in student-reported connection to school. Continued improvement is needed to reach the Year 3 target and to ensure climate gains support sustained improvement in academic and engagement outcomes.

Additional cross-cutting indicators relevant to Goal 1: graduation remained high overall (All: 100 to 97.2 to 100) and CAST science improved (All: 20.22% to 26.77% to 36.37%), while EL progress indicators show mixed movement (ELPI slightly decreased from Year 1 to Year 2) and reclassification outcomes fluctuated across years.

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 changes are being made to the Goal 1 goal statement, the metrics/targets, or the four core actions for the coming year. Based on Year 2 reflections, PMA will focus on implementation refinements within the existing actions, including strengthening consistency and intensity of math interventions for students farthest below standard, increasing targeted supports for English Learners within core instruction so EL

improvement is sustained across years, and reinforcing college/career readiness supports to improve EAP readiness and expand participation in advanced readiness opportunities. In addition, PMA will continue strengthening PBIS and wellness implementation routines to sustain gains in student connectedness while improving the consistency of follow-through across student support systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improving ELA Distance from Standard (low performance)	Provide staffing support (i.e. ELD Instruction Program Manager, tutors), supplemental learning materials, teacher training, access to academic software, and academic interventions at the 7th-12th grade levels focused on increasing ELA outcomes prioritizing student groups performing at the lowest performance level based on the 2023-2024 Dashboard. English learners and low-income students constitute the largest population of students reflecting difficulties in ELA performance, and so this action is principally focused on these student groups. In addition, other student groups also perform at the lowest level, and would also benefit. LREBG: Improve instructional practice through coaching and professional development of staff in the area of English Language Arts. LREBG funds supporting this action include $2,167 in 2026-27 and $6,500 through the 2027-28 academic year. Metrics: • CAASPP ELA distance from standard	$93,957.00	Yes
1.2	Improving Mathematics Distance from Standard (low performance)	Engage in pedagogical improvement initiatives (such as working with TCOE, CVNIC, etc.), professional development, access to academic software, and academic interventions, to include tutoring, across all grade levels focused on increasing mathematics outcomes and student groups performing at the lowest performance level. Provide students with supplemental learning materials. The English Learner student group is the primary focus of this action.	$463,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
		However, considering the fluidity, and potential, of other student groups performing at the lowest performance level in mathematics, this action remains broad. LREBG: Improve instructional practice through coaching and professional development of staff in the area of mathematics. LREBG funds supporting this action include $3,833 in 2026-27 and $7,000 through the 2027-28 academic year. Metrics: • CAASPP Math distance from standard		
1.3	Expand College and Career Readiness.	PMA will provide all students with access to information and engagement regarding college and career options. This may include, but not be limited to, college and industry trips, guest speakers, materials, college entrance or industry-recognized exams, opportunities to attend seminars and other meetings, and activities to ensure growth for all students. • Increase and sustain offerings (courses, classes, clubs, etc.) that include: academics, arts, athletics and activities 7-12 • Support staffing to accelerate students performing at lower levels • Provide academic interventions focused on increasing ELA, mathematics and language development • Supporting underperforming student groups such as Foster Youth This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, these student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths. LREBG: Utilize resources to improve measuring and monitoring of student	$98,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress, including those used for students with disabilities. LREBG funds supporting this action include $1,667 in 2026-27 and $5,000 through the 2027-28 academic year. Metrics: • Student Success and Readiness Scorecard • Pathway Completers • College & Career Indicators • CAASPP in ELA and Mathematics • Graduation Rate		
1.4	PBIS and Social emotional Wellness.	PMA will support the social emotional wellness of all students and increase the awareness of mental health through the use of pamphlets, speakers, assemblies and other resources. This includes supporting encouragement and self-efficacy development initiatives instituted by the site's the Positive, Behavior, Interventions, and Supports (PBIS) program. This initiative is designed primarily to benefit low-income students, English learners, and foster youth, as they typically in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support. LREBG: Partner with entities that provide virtual or in-person physical and mental health care for students and families. LREBG funds supporting this action include $10,000 in 2026-27 and $20,000 through the 2027-28 academic year. Metric: • Panorama survey focused on the Sense of Belonging, and	$180,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teacher-student Relationships		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	2.0 PMA will provide parent and community stakeholder participation and decision-making input opportunities, including informational and training programs focused on attendance, students with special needs, college and career workshops, and engagement strategies, which foster positive student academic achievement outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal continues to be a top priority for the site with intent to bolster parent engagement in various opportunities to support student engagement to achieve college and career readiness. This goal is rooted in the belief that a responsive, inclusive, and supportive environment is fundamental to the wellbeing and success of our employees, families, and community members. It underscores our dedication to nurturing meaningful connections and partnerships that enrich the educational landscape. By continuously enhancing two-way communication, fostering deep and meaningful relationships, and creating community partnerships, we aim to construct a framework where every stakeholder feels valued, supported, and connected. These strategic actions are not just steps towards achieving our goal; they embody our commitment to building a community where collaboration and engagement are the cornerstones of educational excellence and community well-being. This approach is a direct response to the needs and aspirations voiced by our stakeholders, ensuring that our district remains a vibrant, interconnected community focused on empowering every individual through education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Studer Parent Survey	Items (5-point scale): Overall: 4.25 (2023-2024 administration)	Items (5-point scale): Overall: 4.19 (Fall 2024 administration)	Items (5-point scale): Overall: 4.47 (Fall 2025 administration)	Overall: 4.31	Overall: +0.22

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Parent Square Contactable rate	2022-2023: 86%	2024-2025: 99%	2024-2025: 100%	2026-2027: 95%	+14% contactable
2.3	Chronic Absenteeism Rate *	2022-23: All: 12.0% EL: 12.5% (Data Quest data)	2023-24: All: 14.0% EL: 18.8% (Data Quest data)	2024-25: All: 12.1% EL: 19.0% (Data Quest data)	2026-27: All: 10.0% EL: 10.5% (Data Quest data)	2023-24: All: +0.1% EL: +6.5%
2.4	Middle School Dropout Rate*	0% dropout rate reported for the adjusted cohort in 2022-23 (CALPADS 1.14 2022-2023)	0% dropout rate reported for the adjusted cohort in 2022-23 (CALPADS 1.14 2023-2024)	0% dropout rate (CALPADS 1.14 2025-2026)	0% dropout rate reported for the adjusted cohort in 2022-23	Remains at 0%
2.5	High School Dropout Rate*	0% dropout rate reported for the adjusted cohort in 2022-23 (DataQuest 2022-2023)	2.8% dropout rate reported for the adjusted cohort in 2023-24 (DataQuest 2022-2023)	0% dropout rate reported for the adjusted cohort in 2023-24 (DataQuest 2024-2025)	0% dropout rate reported for the adjusted cohort in 2022-23	Remains at 0%
2.6	Suspension Rate*	Suspension Rate 2023 Dashboard: • All: 2.4% • EL: 0% • Foster: 0% • SED: 0% (Dashboard 2022-2023)	Suspension Rate Dashboard: • All: 7.2% • EL: 9.1% • Foster: not reported • SED: 7.6% (Dashboard 2023-2024)	Suspension Rate Dashboard: • All: 1.1% • EL: 0% • Foster: not reported • SED: 1.3% (2025 Dashboard)	Suspension Rate 2023 Dashboard: • All: 2.0% • EL: 0% • Foster: 0% • SED: 0%	Suspension Rate • All: -1.3% • EL: Remains at 0% • Foster: Not reported • SED: +1.3%
2.7	Expulsion Rate*	Expulsion Rate: • All: 0.3% • EL: 0% • Foster: 0.0% • SED: 0% (DataQuest 2022-2023)	Expulsion Rate: • All: .97% • EL: 6.06% • Foster: not reported	Expulsion Rate: • All: 0.4% • EL: 0% • Foster: not reported	Expulsion Rate: • All: 0.2% • EL: 0% • Foster: 0.0% • SED: 0%	Expulsion Rate: • All: +0.1% • EL: Remains at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SED: not reported (DataQuest 2023-2024)	• SED: not reported (DataQuest 2024-2025)		• Foster: Not reported • SED: Not reported
2.8	Attendance Rate*	Unexcused Absences 16.9% (2022-2023 Dataquest)	Unexcused Absences 15.6% (2023-2024 Dataquest)	Unexcused Absences 22.9% (2024-2025 Dataquest)	Unexcused Absences 10% (Dataquest)	Unexcused Absences +6%

Goal Analysis [2025-26]

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

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

During the previous year, PMA carried out Goal 2 by implementing a coordinated set of family, community, and school engagement strategies intended to strengthen stakeholder participation, support student engagement, and reinforce college and career readiness. Implementation emphasized (1) sustaining family engagement structures and parent training opportunities, (2) strengthening two-way communication and feedback routines through established platforms and survey cycles, and (3) improving student connectivity through targeted behavioral and social-emotional supports. Overall, the action set was implemented as planned; key successes included maintaining consistent communication channels and continuing to build family and community participation opportunities. Primary challenges included increasing the depth and consistency of engagement (moving beyond contactability toward more interactive participation), ensuring engagement efforts reach families facing the greatest barriers, and strengthening behavioral supports so prevention and intervention efforts are consistently implemented at the needed intensity.

Action 2.1 — Fostering Relationships

- Fidelity of implementation: Implemented family engagement events, workshops, advisory group initiatives, and participation tracking structures to strengthen relationships and engagement.
- Implementation evidence: Continued scheduling and facilitating parent/community programs (attendance, student supports, college/career informational activities) and used participation tracking tools to monitor engagement.
- Challenges/successes: A success was maintaining multiple engagement entry points; a continuing challenge is ensuring consistent participation and follow-through for families most impacted by engagement barriers.

Action 2.2 — Improving Two-way Communication

- Fidelity of implementation: Sustained two-way communication routines through staff reflection/planning time, parent group supports, and recurring survey administration to guide improvement.

- Implementation evidence: Continued use of district communication platforms and survey feedback cycles to support responsiveness and communication improvement.
- Challenges/successes: A success was maintaining consistent communication infrastructure; a key challenge is strengthening two-way engagement quality so families consistently experience timely, meaningful feedback and responsiveness.

Action 2.3 — Improving Suspension Rates
- Fidelity of implementation: Implemented student connectedness and behavior supports through communication with students/families, social-emotional supports, and behavioral intervention resources (including BIS staffing).
- Implementation evidence: Continued prevention/intervention practices and targeted supports intended to reduce removals from instruction and increase connection to school.
- Challenges/successes: The primary challenge is ensuring consistent implementation depth and early intervention so behavioral supports reduce removals across student groups.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 12% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:
- Action 2.1 (Fostering Relationships): Action 2.1 was implemented as part of the site's efforts to foster relationships and provide student support. Expenditures exceeded the original budget due to higher-than-anticipated salary and benefit costs for instructional aide support.
- Action 2.2 (Improving Two-way Communication): Action 2.2 was implemented as part of the site's efforts to improve two-way communication and support student engagement. Actual expenditures were lower than budgeted because attendance incentives were addressed in other non-fiscal means.
- Action 2.3 (Improving Suspension Rates): Action 2.3 was implemented as part of the site's efforts to improve suspension rates and support positive student behavior. While the majority of funds were expended, actual salary and benefit costs were lower than originally anticipated.

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

Action 2.1 — Fostering Relationships (Effectiveness: Mixed / partially effective)
Chronic absenteeism improved for All Students from Year 1 to Year 2 (12.0% to 14.0% to 12.1%), but English Learner chronic absenteeism increased and remains substantially above baseline (12.5% to 18.8% to 19.0%). Attendance-related unexcused absences worsened in the most recent year (16.9% to 15.6% to 22.9%), indicating that while relationship-building efforts may be stabilizing some engagement patterns overall, stronger and more targeted attendance interventions—especially for English Learners—are still needed.

Action 2.2 — Improving Two-way Communication (Effectiveness: Effective overall, with sustainability needs)
Communication outcomes show improvement: the Studer Parent Survey Overall rating increased in Year 2 (4.25 to 4.19 to 4.47), and ParentSquare contactable rate increased and remained high (86% to 99% to 100%). These results indicate improved reach and improved parent perception of communication, though continued emphasis on responsiveness and engagement quality is important to sustain gains.

Action 2.3 — Improving Suspension Rates (Effectiveness: Mixed, improving in most recent year)
Discipline outcomes show improvement in Year 2 after a Year 1 increase: suspension rates decreased for All Students (2.4% to 7.2% to 1.1%) and for English Learners (0% to 9.1% to 0%), and expulsion rates decreased for English Learners (0% to 6.06% to 0%) while All Students remained above baseline (0.3% to 0.97% to 0.4%). This suggests progress in reducing removals in the most recent year, with continued need to ensure consistent prevention and intervention so improvements are sustained across years and groups.

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 changes are being made to the Goal 2 goal statement, the metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, PMA will focus on implementation refinements within the existing actions by strengthening the quality of family engagement (more interactive participation and problem-solving supports), increasing targeted attendance outreach and follow-up for student groups with the greatest engagement barriers (especially English Learners), and strengthening the consistency and early delivery of behavioral/SEL prevention supports so reductions in suspensions and expulsions are sustained. The school will also continue strengthening the connection between community partnership activities and student engagement/readiness so participation translates into measurable improvements in persistence and student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Fostering Relationships	2.1 Foster meaningful relationships between employees, family and community: • Implement identified advisory group initiatives that foster shared understanding and investment in district goals • Implement programs and workshops (e.g., SIS, FAFSA, college & career readiness) designed to empower parents and community and increase participation. • Allocate time for vertical articulation (high school, middle school, elementary) structures that contribute to communication with families and community members • Consider platforms such as 5 Star Students to track participation in family, student, community events. This action aims to foster strong relationships between schools and families, focusing primarily on low-income students, English learners, and	$77,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth. These groups often face barriers to meaningful communication and engagement with schools. The initiative seeks to improve parent and family engagement by building trust, respect, and a welcoming environment for all families, especially those from underrepresented groups. Additionally, efforts to promote two-way communication and involve parents in decision-making contribute to a more inclusive and collaborative educational experience. This approach extends to other student groups performing at the lowest level on the California School Dashboard, fostering a supportive network that benefits all students. Metrics: • Chronic Absenteeism • Attendance		
2.2	Improving Two-way Communication	2.2 Continuously develop and improve two-way communication between employees, families, and community: • Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community • Support parent groups (Parent Advisory, Site Council, PIQE, etc.) to engage in discussions • Administer surveys to collect perspectives (staff, parent, community, etc.) to guide improvement initiatives This action is designed to improve two-way communication with parents and families, focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. Metrics: • Studer Parent Survey	$1,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Parent Square Contactable Rate		
2.3	Improving Suspension Rates	2.3 Improve student connectivity to school through communication with students and families centered on supporting social-emotional needs and targeting behavioral interventions while including resources such as the Behavior Intervention Support (BIS) staff. Anticipating a broader need, yet prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard. Higher suspension rates can be attributed to lower connectedness to school. Efforts targeting specific student groups such as leveraging Foster Youth Advocates for Foster Youth, and implementing restorative practices for English learners would benefit these two student groups, but would also benefit other student groups with high suspension rates. LREBG: Improving student connectedness to school through staffing to support the social-emotional needs of students. LREBG funds supporting this action include $26,500 in 2026-27 and $26,500 through the 2027-28 academic year. Metrics: • Suspension Rate • Expulsion Rate	$285,967.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	3.0 All students, including all subgroups (foster, socio-economically disadvantaged, English language learners, special education, and homeless), will experience maximized faculty and staff engagement to reach state standards, through a team of professionals with appropriate credentials, assignments, training, and supported resources.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal continues to be a top priority for the site and is rooted in the stakeholder feedback that shaped our plan during the 2023-24 School Year, our goal to provide a responsive work environment is a testament to our commitment to employee engagement. This initiative is crafted with the understanding that the success of our district and site hinges on the ability of our staff to connect, feel valued, and contribute meaningfully. By prioritizing the development and retention of high-quality staff who are aligned with our district's initiatives and goals, we lay the foundation for a culture of excellence and purposeful engagement. Further, aligning our systems to enhance professional development and advancement opportunities ensures our employees possess the requisite knowledge, skills, and effectiveness to thrive. Additionally, promoting a culture of well-being and safety underscores our dedication to creating an environment where every employee can perform with excellence. This goal is not just an objective; it is a strategic response to the voiced needs of our community, reinforcing our unwavering commitment to fostering an environment where every staff member is empowered to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Employee Experience Survey	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging.	Overall Mean Score of 4.19.	Overall Mean Score +0.24 on a scale from 1 to 5.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall Mean Score 3.98 on a scale from 1 to 5. (2022-2023 administration)	Overall Mean Score 3.83 on a scale from 1 to 5. (Fall 2024)	Military Overall Mean Score 4.22 on a scale from 1 to 5. Climate score 4.35 on a scale from 1 to 5. Beat Desired outcome. Civilian Overall Mean Score 3.61 Climate score 3.71 on a scale from 1 to 5. Skewed due to STARBASE being part of PMA survey. Overall mean score improved by .01 points, while top box score increased by 3.87%. However climate mean score decreased by .19 points. (Fall 2025)		
3.2	Clear FTE*	74% of civilian teacher FTE with clear credentials (2021-2022 TAMO)	52.7% of civilian teacher FTE with clear credentials (2022-2023 DataQuest TAMO)	65.6% of civilian teacher FTE with clear credentials (2024-2025 DataQuest TAMO) 4 teachers will clear credentials in May 2026.	90% of civilian teacher FTE with clear credentials	-8.4% of civilian teacher FTE with clear credentials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	All military instructors obtain preliminary credentials.	0 (0%) instructors with preliminary credentials. (2022-2023)	4 of 6 instructors earned preliminary credentials, while all 6 are enrolled in credentialing programs. (2023-24)	4 of 6 instructors maintain preliminary credentials with all 4 pending clear credentialing (all requirements submitted to CTC). 2 of the remaining 6 instructors are pending preliminary credentials (initial training complete).	100% of military instructors with preliminary (or clear) credentials.	+4 instructors with preliminary credentials.
3.4	Professional Development Opportunities	0 (0%) teachers/staff offered off-site formal professional development opportunities (2023-2024)	13 faculty/staff (50%) accomplished off-site formal professional development.	13 faculty/staff (50%) accomplished off-site formal professional development AY2025-26.	20% of faculty/staff per year are offered formal professional development opportunities.	+13 staff offered off-site professional development.

Goal Analysis [2025-26]

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

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

During the previous year, PMA carried out Goal 3 by sustaining staffing and support systems intended to strengthen employee engagement, improve professional capacity, and maintain a safe and supportive work environment. Implementation focused on (1) recruitment and retention routines to maintain staffing stability and strengthen credentialing capacity, (2) structured professional development and advancement opportunities delivered through internal and external learning supports, and (3) well-being and safety practices intended to strengthen workplace climate and support staff effectiveness. Overall, actions were implemented across the year; key implementation challenges centered on improving credentialing capacity within the civilian staffing group, maintaining consistent employee experience across the combined PMA/STARBASE staffing context, and expanding professional learning so it is both accessible and responsive to staff needs while sustaining daily operational demands.

Action 3.1 — Staff Recruitment and Retention

- Fidelity of implementation: Recruitment, onboarding, and retention supports were implemented to maintain staffing stability and support a qualified workforce aligned to PMA program needs.
- Implementation evidence: Staffing supports included recruitment strategies, retention practices, and operational supports to maintain continuity and avoid disruptions from vacancies.
- Challenges/successes: A key success was maintaining staffing continuity; a primary challenge was strengthening the credentialing pipeline and supports so staffing quality (credentials/assignments) improves alongside staffing stability.

Action 3.2 — Faculty and Staff Professional Development and Advancement

- Fidelity of implementation: Professional learning was delivered through on-campus PD and access to internal/external training opportunities, with continued collaboration and planning structures to support staff growth.
- Implementation evidence: Staff participated in formal professional development opportunities and the school maintained structured learning supports intended to strengthen instruction and staff effectiveness across roles.
- Challenges/successes: A success was sustaining meaningful participation in professional learning; an ongoing challenge is ensuring that PD remains differentiated by role/career stage and translates consistently into practice across the varied PMA staffing context.

Action 3.3 — Employee Well-being and Safety

- Fidelity of implementation: Well-being and safety practices were maintained through promotion of wellness supports and adherence to safety standards intended to support a positive and secure workplace environment.
- Implementation evidence: PMA continued implementing workplace supports and safety practices aligned to staff climate, connectedness, and work conditions.
- Challenges/successes: A success was maintaining the foundational well-being and safety structures; a continuing challenge is ensuring that staff experience improvements are consistent across staff groups and that feedback is translated into visible improvements in communication, support, and workplace climate.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 12% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 3.3 (Employee Safety and Wellbeing): Action 3.3 was budgeted to support employee safety and wellbeing; however, no expenditures were charged to this action during the year. The material difference reflects that safety and wellbeing-related needs were addressed through existing resources, existing staffing, or did not require the use of the funds originally budgeted for this action.

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

Action 3.1 — Staff Recruitment and Retention (Effectiveness: Mixed / partially effective)
Staffing continuity indicators show effectiveness in maintaining stability (vacancies remained at zero as reported in the narrative), while credentialing capacity for civilian staff has not yet returned to baseline levels (Clear FTE: 74% baseline to 52.7% Year 1 to 65.6% Year 2,

with additional staff projected to clear credentials in the coming year). Overall, results indicate staffing stability is strong, but continued improvement is needed in credentialing capacity to meet the Year 3 target.

Action 3.2 — Faculty and Staff Professional Development and Advancement (Effectiveness: Highly effective for access/participation; continued refinement needed)
Professional development opportunity measures show substantial growth from baseline and sustained implementation (0% baseline to 13 staff/50% Year 1 to 13 staff/50% Year 2). These results indicate strong improvement in access to formal professional learning opportunities, with the ongoing need to ensure opportunities remain aligned to staff needs and translate into consistent improvements in effectiveness.

Action 3.3 — Employee Well-being and Safety (Effectiveness: Mixed)
Employee experience outcomes show improvement for the military staff group in the most recent year (military overall mean reported at 4.22 with a climate score of 4.35), while the civilian staff outcomes remain lower (civilian overall mean 3.61, climate 3.71) and reflect variability attributed to the combined survey context. Overall, these results suggest improvements for some staff groups, while indicating the need to strengthen workplace experience consistency and climate outcomes across all staff groups.

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 changes are being made to the Goal 3 goal statement, the existing metrics/targets, or the three actions for the coming year. Based on Year 2 reflections, PMA will focus on implementation refinements within the current actions—prioritizing strategies that increase civilian credentialing capacity (through targeted support and monitoring for staff completing credential requirements), strengthening differentiated professional learning so it is responsive to staff roles and career stages, and improving the consistency of employee experience across staff groups by strengthening communication, feedback loops, and follow-through practices. PMA will also continue reinforcing wellness and safety practices while using employee feedback results to guide more visible, timely improvements that strengthen workplace climate and staff support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Recruitment and Retention	3.1 Recruit, develop and retain high quality staff focused on district initiatives and goals: • Develop and support recruitment strategies (positive and deliberate marketing focus to community and professional groups, recruitment fairs, college partnerships, mentorships, etc.) • Develop staff recognition and reward systems to retain high-quality staff and maintain a supportive work environment	$130,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support a Comp Ed Secretary both fiscally and through training LREBG: LREBG funds supporting this action include $11,667 in 2026-27 and $25,000 through the 2027-28 academic year. The district is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups. Metric: • Staff Vacancies • Clear FTE		
3.2	Faculty and Staff Professional Development and Advancement	3.2 Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: • Support teachers in learning and implementation of California Standards, and ELD, with the support of Instructional Coaches, and focused on-campus PD. • Develop a structured professional development program focused on the varying needs and career stages of staff. • Support participation in both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. • Support collaboration and planning time including early release days for school-related matters. LREBG: Better leverage classified staff support, along with certificated staff, through staff training in both academic and social-emotional supports (including MTSS) for students. LREBG funds supporting this action include $6,167 in 2026-27 and $6,500 through the 2027-28 academic year. The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts;	$289,519.00	Yes

Action #	Title	Description	Total Funds	Contributing
		however, benefit multiple student groups that may be performing at lower levels. Metric: • Professional Development Opportunities • Employee Experience Survey		
3.3	Employee Well-being and Safety	3.3 Promote a culture of well-being and safety for all employees: • Promote the district-wide well-being program for physical, mental and emotional health that includes access to counseling services, wellness activities, and resources on work-life balance • Ensure a safe working environment by adhering to health and safety standards Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population. Metric: • Employee Experience Survey • District Services Survey	$1,200.00	Yes
3.4				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	4.0 All students, including all subgroups (foster, socio-economically disadvantaged, English language learners, special education, and homeless), will have access to resources to reach state standards, to include sufficient instructional, engagement, and organizational materials, information systems, transportation, and facilities in good repair and modified where applicable for maximized learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This objective is foundational to our endeavor to ensure every resource is aligned and used to foster environments conducive to teaching, learning, and community engagement.
By sustaining and developing reliable and efficient systems, we aim to meet the evolving needs of our students, employees, and families, ensuring our operations support and enhance the educational experience. The commitment to maintaining safe and clean environments and providing students with resources to bolster learning underscores our dedication to create spaces where education and community activities can thrive. Furthermore, our focus on creating and sustaining processes for resource alignment emphasizes our resolve to achieve not only operational efficiency but also to generate a positive and substantial impact on our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FIT Report conducted annually	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection	School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection	Site remains in "Good Repair."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that meets same criteria. (2023-2024 FIT report)	Tool (FIT) or other local instrument that meets same criteria. (2024-2025 FIT report)	Tool (FIT) or other local instrument that meets same criteria. (2025-2026 FIT report)	Tool (FIT) or other local instrument that meets same criteria.	
4.2	Fieldtrips	Meaningful and appropriately aligned fieldtrip opportunities. Students provided field trip opportunity to augment their courses of instruction: • 7th grade: 0 trips • 8th grade: 0 trips • 9th grade: 1 trip • 10th grade: 0 trips • 11th grade: 3 trips • 12th grade: 2 trips (2023-2024)	All grade levels are now programmed at least 1 linked-learning or college-career readiness field trip per year. Students provided field trip opportunity to augment their courses of instruction: • 7th grade: 0 trips • 8th grade: 1 trip • 9th grade: 2 trip • 10th grade: 1 trips • 11th grade: 3 trips • 12th grade: 2 trips	Each grade level participates in at least 1 linked-learning and/or college-career readiness field trip per year. Site beat the desired outcome goal set for 2026-27. Students provided field trip opportunity to augment their courses of instruction: • 7th grade: 1 trip • 8th grade: 2 trips • 9th grade: 2 trips • 10th grade: 2 trips • 11th grade: 3 trips	Students provided at least 1 linked-learning or college-career readiness field trip opportunity to augment their courses of instruction: • 7th grade: 1 trip • 8th grade: 2 trips • 9th grade: 2 trips • 10th grade: 1 trips • 11th grade: 3 trips • 12th grade: 2 trips	Students provided at least 1 linked-learning or college-career field trip opportunity to augment their courses of instruction: • 7th grade: +1 trips • 8th grade: +2 trip • 9th grade: +1 trip • 10th grade: +2 trips • 11th grade: No change • 12th grade: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• 12th grade: 2 trips		
4.3	Sense of safety & Connectedness	• Panorama Student Survey • Studer Parent & Staff Survey • 5 Star Student Engagement Tracker Students: Panorama survey is administered to students to determine students' sense of safety: • 7-12: 64% of students perceive school as safe • 7-12: 37% of students have a sense of belonging Parent/caregiver Experience Survey Report: • 3.71 out of a scale of 1-5. Staff: Administered in December through the Studer Employee Engagement Survey.	Students: Panorama survey is administered to students to determine students' sense of safety: • 7-12: 73% of students perceive school as safe • 7-12: 43% of students have a sense of belonging (Winter 2025) Parent/caregiver Experience Survey Report: • 4.17 out of a scale of 1-5. Staff: Administered in December through the Studer Employee Engagement Survey.	Students: Panorama survey is administered to students to determine students' sense of safety: • 7-12: 74% of students perceive school as safe • 7-12: 47% of students have a sense of belonging (Fall 2025) Parent/caregiver Experience Survey Report: • 4.47 out of a scale of 1-5 (mean score). Staff: Administered in December through the Studer Employee	Students: Panorama survey is administered to students to determine students' sense of safety: • 7-12: 90% of students perceive school as safe • 7-12: 80% of students have a sense of belonging Parents: 85.5% of parents agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Engagement Survey. • 83.76% of staff	Students: Panorama sense of safety: • 7-12: +10% school as safe • 7-12: +10% sense of belonging Parent/caregiver Experience Survey Report: • +0.76 out of a scale of 1-5. Staff: Administered in December through the Studer Employee Engagement Survey. • -3.76% of staff who agree that they feel safe at work

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 83.76% of staff agree that they feel safe at work (2023-2024 administration)	• 83.76% of staff agree that they feel safe at work (Fall 2024 administration)	Engagement Survey. • 80% of staff agree that they feel safe at work (Fall 2025 administration)	agree that they feel safe at work	
4.4	Instructional Materials	Local Indicator: 100% (2023-2024)	SARC: 100% (2024-2025)	SARC: 100% (2025-2026)	Local Indicator: 100%	Remains at 100%

Goal Analysis [2025-26]

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

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

During the previous year, PMA carried out Goal 4 by maintaining and strengthening operational systems intended to ensure students and families have access to essential resources, safe and functional facilities, and organized learning and engagement supports aligned to a 7–12 program. Implementation focused on sustaining feedback and communication routines, maintaining a safe and clean campus environment, and ensuring students had access to instructional and organizational resources (including materials, technology, and library supports) that reinforce learning, engagement, and school connectedness. Overall, actions were implemented across the year, with notable successes in expanding student access to structured engagement opportunities and maintaining core resource supports; key challenges included addressing facility improvement needs (including identified repairs and learning-space enhancements) and ensuring operational improvements consistently translate into improved stakeholder experience across students, families, and staff.

Action 4.1 — Responsiveness to Needs

- Fidelity of implementation: Feedback systems were maintained through surveys and input structures intended to identify needs and guide improvements for students, employees, and families.
- Implementation evidence: PMA continued using multiple feedback channels (student/parent/staff survey tools and engagement tracking) to identify needs and guide responsiveness efforts.
- Challenges/successes: A success was sustaining consistent feedback collection and communication infrastructure; an ongoing challenge is ensuring feedback results in visible improvements and consistent follow-through that stakeholders experience as timely and responsive.

Action 4.2 — Access to Student Materials and Software

- Fidelity of implementation: PMA provided access to instructional materials, supplemental technology/resources, and library supports intended to improve academic performance, engagement, and reading development.
- Implementation evidence: Implementation included maintaining student access to materials and technology, expanding library supports and organizational resources, and using incentives to encourage student engagement in reading improvement.
- Challenges/successes: A success was sustaining broad access to learning resources; challenges include ensuring materials and resource access translate into consistent improvements in student engagement and academic performance, and ensuring facilities/spaces that support learning are improved as identified needs arise.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 12% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 4.2 (Access to Student Materials and Software): Actual expenditures were lower than budgeted because the site was able to meet student materials and software needs at a reduced cost through existing licenses, prior-year inventory, and more targeted purchasing based on student and program needs.

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

Action 4.1 — Responsiveness to Needs (Effectiveness: Moderately effective)
Student and family experience measures improved over time: student perceptions increased for both sense of safety (64% to 73% to 74%) and sense of belonging (37% to 43% to 47%). Parent/caregiver experience survey mean score increased (3.71 to 4.17 to 4.47). Staff agreement that they feel safe at work remained stable from baseline to Year 1 and declined in Year 2 (83.76% to 83.76% to 80%), indicating student/family experience improved while staff experience on safety shows a need for continued attention.

Action 4.2 — Access to Student Materials and Software (Effectiveness: Highly effective)
Resource and access indicators show improved implementation outcomes through expanded field trip access and stable instructional materials sufficiency. Field trip opportunities increased from baseline across multiple grade levels and, by Year 2, each grade level participated in at least one linked-learning and/or college/career readiness field trip, with most grade levels increasing the number of trips compared to baseline. Instructional materials sufficiency remained at full implementation (100% maintained across the reporting window).

Additional supporting effectiveness signal: Facility condition remained in “Good Repair” status across the reporting window based on the FIT/local equivalent criteria.

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 changes are being made to the Goal 4 goal statement, the metrics/targets, or the two actions for the coming year. Based on Year 2 reflections, PMA will focus on implementation refinements within the existing actions by strengthening follow-through processes so survey feedback more consistently results in visible improvements, continuing to expand and systematize meaningful student access to field trips

and engagement opportunities aligned to learning goals, and sustaining access to instructional and organizational materials and technology resources. PMA will also prioritize facility improvement needs identified through implementation (e.g., repairs and learning-space enhancements) to strengthen the learning environment and support consistent stakeholder experience.

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
4.1	Responsiveness to Needs	4.1 Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: • Implement and support a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement This action primarily targets low-income students, foster youth and their caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and families to identify areas for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community. Metric: • Student Parent Survey item on regular feedback from school staff • District Services Student Survey • 5 Star Student Engagement Tracker	$29,660.00	Yes
4.2	Access to Student Materials and Software	4.2 PMA will provide students access to materials and supplies, supplemental technology and resources, as well as maximized library support to assist them in improving their academic performance in all classes. A broad range of organizational materials and books will be selected to allow students to pursue personal interests and help improve overall reading skills. Student will receive recognition awards to incentivize	$226,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement in reading. This action is principally focused on supporting low-income students, foster youth, and English learners, who require a rich learning environment to thrive. The initiative aims to maintain learning environments to improve student academic attainment and at the same time provide conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population. Metric: • Panorama (student) and Studer (parents & staff) survey items on safety, library inventory, and other student resources and materials.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,296,666	$163,325

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
38.430%	3.776%	$122,142.50	42.206%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Improving Mathematics Distance from Standard (low performance) **Need:** The school is 93.6 points below standard in mathematics. **Scope:**	Although the school as a whole is 93.6 points below standard, the English Learner student group performed 134.1 points below standard and the low income students performed 98.6 points below standard. The focus is primarily on both the EL and low income student groups, however, efforts can benefit the school as a whole.	CAASPP Distance from standard in mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Expand College and Career Readiness. **Need:** Only 53.3% of low income students are college and career ready **Scope:** LEA-wide	Although this action is principally focused on low income and English learners, it would benefit the school as a whole since the school reflects only 59.1% of students college and career ready.	College and Career Indicator
1.4	**Action:** PBIS and Social emotional Wellness. **Need:** Input from educational partners, including students, have indicated an increased need for social-emotional support. **Scope:** LEA-wide	This action is intended to improve student connection to school through efforts such as increased outreach and resources for students, and when implemented schoolwide, would benefit the unduplicated student groups.	Panorama survey focused on the Sense of Belonging
2.1	**Action:** Fostering Relationships **Need:** Community, parent and staff input through the development of the district's strategic plan, and subsequent opportunities, indicated the need to improve relationships between the community an families and schools. **Scope:**	Although this action is principally focused on high need student groups such as English learners, Foster Youth and students from low-income families, due to the benefit to these groups, this action also benefits other student groups, and improves the organization as a whole, and be reflected in student attendance.	• Chronic Absenteeism • Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Improving Two-way Communication **Need:** Educational partner input through surveys and in-person sessions by parents, staff and students have indicated desired improvement in the area of communication. **Scope:** LEA-wide	This action is intended to address the need to improve communication efforts identified by various educational partner groups. Although the action is principally focused on supporting English learners, foster youth and low income students, improving communication district-wide would benefit these student groups.	• Studer Parent Survey • ParentSquare Contactable Rate
2.3	**Action:** Improving Suspension Rates **Need:** At 2.4% suspension rate, PMA has the highest suspension rate of all three charter sites, and the seventh highest of all sites in the district of 22 schools. **Scope:** LEA-wide	Higher suspension rates can be attributed to lower connectedness to school. Efforts targeting specific student groups such as leveraging Foster Youth Advocates for Foster Youth, and implementing restorative practices for English learners would benefit these two student groups, but would also benefit other student groups with high suspension rates.	Metrics: • Suspension Rate • Expulsion Rate
3.1	**Action:** Staff Recruitment and Retention **Need:** PMA reflects only 66.3% of staff with clear credentials **Scope:**	The district is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups.	Metric: • Staff Vacancies • Clear FTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Faculty and Staff Professional Development and Advancement **Need:** The English Learner student group performed at the lowest performance level (red) in both ELA and mathematics. **Scope:** LEA-wide	The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level in ELA and mathematics at a greater rate than any other student group. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels.	Metric: • Professional Development Opportunities • CAASPP distance from standard in ELA & Math
3.3	**Action:** Employee Well-being and Safety **Need:** Survey responses reflect an area of growth in the areas of well-being and safety **Scope:** LEA-wide	Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population.	Metric: • Employee Experience Survey • District Services Survey
4.1	**Action:** Responsiveness to Needs **Need:** Through the development of the district's strategic plan, educational partner input through surveys and in-person sessions by parents, staff and students have indicated a desire to become more responsive to needs, especially for unduplicated pupils and their families.	This action primarily targets low-income students, foster youth and their caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and families to identify areas	Metric: • Studer Parent Survey item on regular feedback from school staff • District Services Student Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community.	
4.2	**Action:** Access to Student Materials and Software **Need:** Student academic performance, especially English Learners, reflect increased needed support. The site shall ensure that supplemental materials will support those students reflecting the greatest need. **Scope:** LEA-wide	This action is principally focused on supporting low-income students, foster youth, and English learners, who require a rich learning environment to thrive. The initiative aims to maintain learning environments to improve student academic attainment and at the same time provide conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population.	Metric: • Panorama (student) and Studer (parents & staff) survey items on safety, library inventory, and other student resources and materials.

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
1.1	**Action:** Improving ELA Distance from Standard (low performance) **Need:** English Learners	Improving instructional practice is anticipated to have a positive impact on student outcomes for the English Learner student group.	ELPAC and Reading Testing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

NA

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.

PMA has an Unduplicated student concentrations of greater than 55 percent. The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at PMA through new positions, and other identified positions which provide direct services to Unduplicated Pupils that will be maintained as they were previously funded by sunsetting funds. PMA is utilizing the additional Concentration Add-on grant funds to maintain these existing district positions of personnel providing direct services to students at sites with an Unduplicated Pupil population of over 55%. If PMA does not utilize these funds in this manner, the positions would be eliminated (due to the exhaustion of the expiring funding sources) and the staff to student ratio would increase (i.e., there would be fewer staff to serve students).

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	NA	1:56
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20 (NCES)

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,374,141	$1,296,666	38.430%	3.776%	42.206%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,728,865.00	$62,001.00	$0.00	$88,764.00	$1,879,630.00	$1,571,086.00	$308,544.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Improving ELA Distance from Standard (low performance)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Porterville Military Academy 7-12		$91,790.00	$2,167.00	$91,790.00	$2,167.00			$93,957.00	
1	1.2	Improving Mathematics Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$460,130.00	$3,833.00	$460,130.00	$3,833.00			$463,963.00	
1	1.3	Expand College and Career Readiness.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$86,825.00	$11,667.00	$96,825.00	$1,667.00			$98,492.00	
1	1.4	PBIS and Social emotional Wellness.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$170,136.00	$10,000.00	$170,136.00	$10,000.00			$180,136.00	
2	2.1	Fostering Relationships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$75,994.00	$1,790.00	$75,994.00			$1,790.00	$77,784.00	
2	2.2	Improving Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,477.00	$1,477.00				$1,477.00	
2	2.3	Improving Suspension Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$259,467.00	$26,500.00	$259,467.00	$26,500.00			$285,967.00	
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$113,732.00	$17,077.00	$119,142.00	$11,667.00			$130,809.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Faculty and Staff Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$283,352.00	$6,167.00	$283,352.00	$6,167.00			$289,519.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,200.00	$1,200.00				$1,200.00	
4	4.1	Responsiveness to Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$29,660.00	$0.00	$29,660.00				$29,660.00	
4	4.2	Access to Student Materials and Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$226,666.00	$139,692.00			$86,974.00	$226,666.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,374,141	$1,296,666	38.430%	3.776%	42.206%	$1,728,865.00	0.000%	51.239 %	**Total:**	$1,728,865.00
								LEA-wide Total:	$1,637,075.00
								Limited Total:	$91,790.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Improving ELA Distance from Standard (low performance)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Porterville Military Academy 7-12	$91,790.00	
1	**1.2**	Improving Mathematics Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$460,130.00	
1	**1.3**	Expand College and Career Readiness.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,825.00	
1	**1.4**	PBIS and Social emotional Wellness.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,136.00	
2	**2.1**	Fostering Relationships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,994.00	
2	**2.2**	Improving Two-way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,477.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Improving Suspension Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,467.00	
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,142.00	
3	3.2	Faculty and Staff Professional Development and Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$283,352.00	
3	3.3	Employee Well-being and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200.00	
4	4.1	Responsiveness to Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,660.00	
4	4.2	Access to Student Materials and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,692.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,747,245.00	$1,575,847.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Improving ELA Distance from Standard (low performance)	Yes	$110,180.00	$92,692.00
1	**1.2**	Improving Mathematics Distance from Standard (low performance)	Yes	$334,555.00	$439,996.00
1	**1.3**	Expand College and Career Readiness.	Yes	$113,325.00	$18,964.00
1	**1.4**	PBIS and Social emotional Wellness.	Yes	$187,692.00	$167,959.00
2	**2.1**	Fostering Relationships	Yes	$51,969.00	$72,690.00
2	**2.2**	Improving Two-way Communication	Yes	$1,000.00	$782.00
2	**2.3**	Improving Suspension Rates	Yes	$314,467.00	$247,146.00
3	**3.1**	Staff Recruitment and Retention	Yes	$158,063.00	$150,330.00
3	**3.2**	Faculty and Staff Professional Development and Advancement	Yes	$254,151.00	$282,216.00
3	**3.3**	Employee Well-being and Safety	Yes	$11,100.00	$0.00
4	**4.1**	Responsiveness to Needs	Yes	$11,660.00	$13,942.00

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)
4	**4.2**	Access to Student Materials and Software	Yes	$199,083.00	$89,130.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,237,886.00	$1,562,555.00	$1,522,940.00	$39,615.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improving ELA Distance from Standard (low performance)	Yes	$93,680.00	$90,942.00		
1	1.2	Improving Mathematics Distance from Standard (low performance)	Yes	$301,205.00	$436,739.00		
1	1.3	Expand College and Career Readiness.	Yes	$96,825.00	$17,458.00		
1	1.4	PBIS and Social emotional Wellness.	Yes	$172,592.00	$163,592.00		
2	2.1	Fostering Relationships	Yes	$50,539.00	$72,690.00		
2	2.2	Improving Two-way Communication	Yes	$1,000.00	$782.00		
2	2.3	Improving Suspension Rates	Yes	$287,967.00	$247,041.00		
3	3.1	Staff Recruitment and Retention	Yes	$145,963.00	$145,963.00		
3	3.2	Faculty and Staff Professional Development and Advancement	Yes	$246,655.00	$279,165.00		
3	3.3	Employee Well-being and Safety	Yes	$11,100.00	$0.00		
4	4.1	Responsiveness to Needs	Yes	$11,660.00	$13,942.00		
4	4.2	Access to Student Materials and Software	Yes	$143,369.00	$54,626.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,234,799.00	$1,237,886.00	12.588%	50.856%	$1,522,940.00	0.000%	47.080%	$122,142.50	3.776%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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