

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter School

CDS Code: 370735693731221

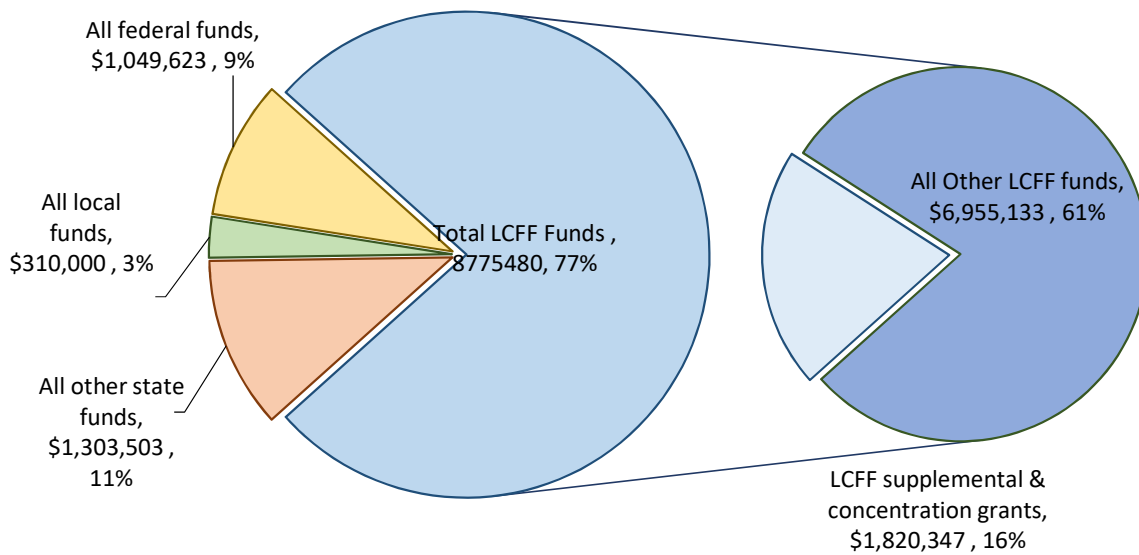
School Year: 2026-2027

LEA contact information: Erin Gorence, 760-757-0161, egorence@pacificview.org

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

Budget Overview for the 2026-2027 School Year

Projected Revenue by Fund Source

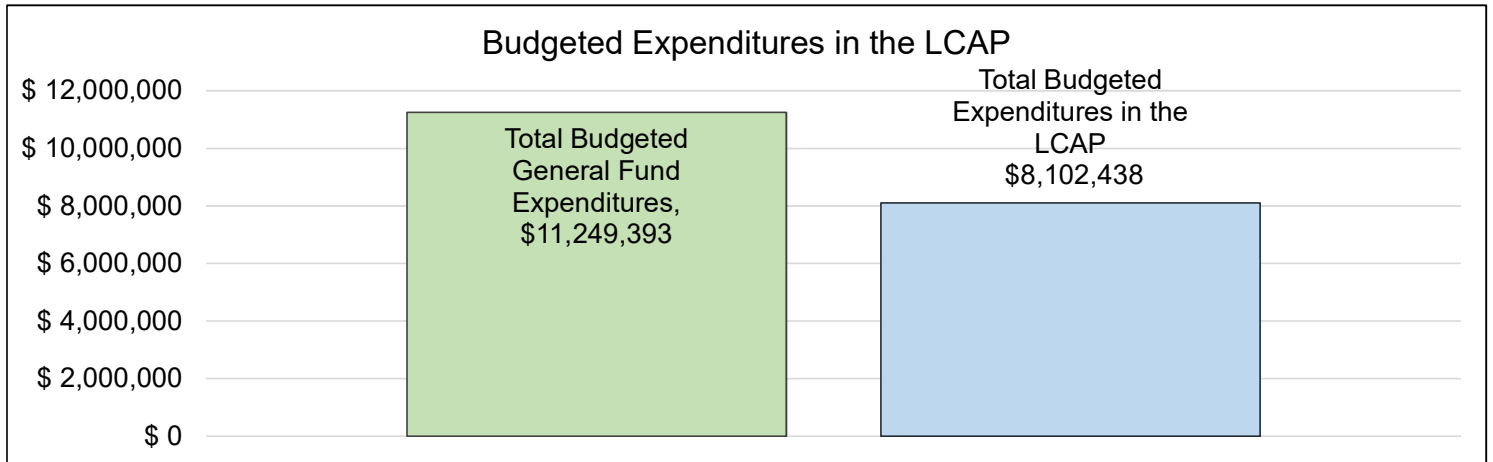


This chart shows the total general purpose revenue Pacific View Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific View Charter School is \$11,438,606.00, of which \$8,775,480.00 is Local Control Funding Formula (LCFF), \$1,303,503.00 is other state funds, \$310,000.00 is local funds, and \$1,049,623.00 is federal funds. Of the \$8,775,480.00 in LCFF Funds, \$1,820,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Pacific View Charter School plans to spend for 2026-2027. 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: Pacific View Charter School plans to spend \$11,249,393.00 for the 2026-2027 school year. Of that amount, \$8,102,438.00 is tied to actions/services in the LCAP and \$3,146,955.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

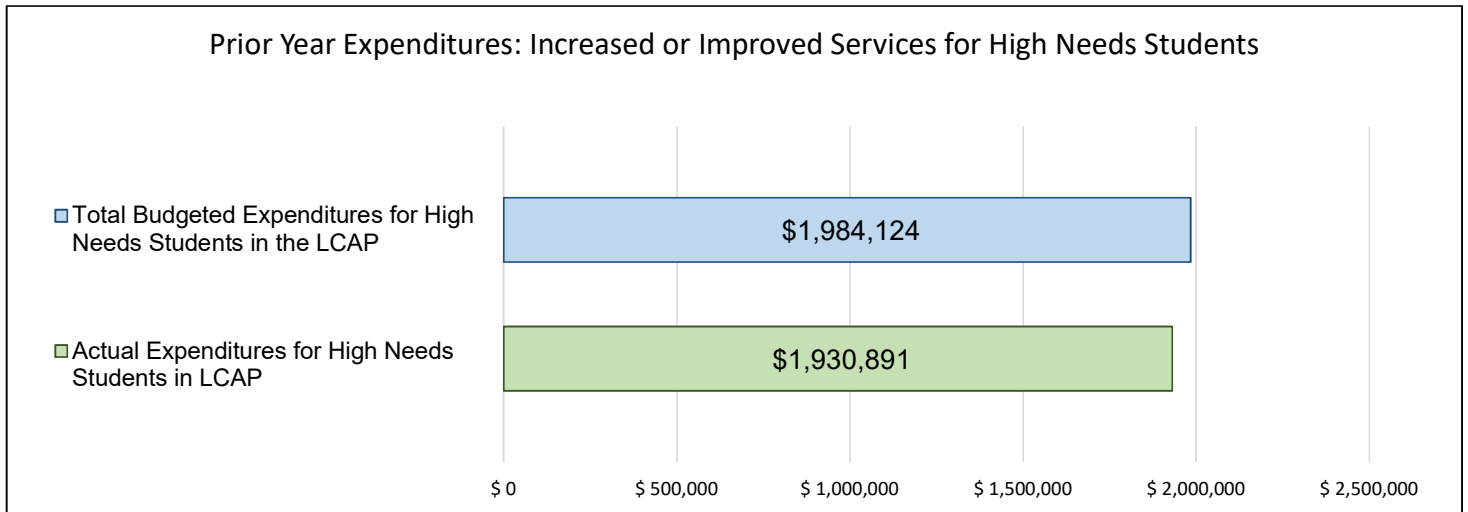
LCAP-reported expenditures pertain only to action items specifically identified within the Goals sections of the plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Pacific View Charter School is projecting it will receive \$1,820,347.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School plans to spend \$2,079,535.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Pacific View Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific View Charter School 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 2025-2026, Pacific View Charter School's LCAP budgeted \$1,984,124.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$1,930,891.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of \$53,233.00 had the following impact on Pacific View Charter School's ability to increase or improve services for high needs students:

The difference between the originally budgeted and actual expenditures did not have a material adverse impact on services provided to high-needs students. Staffing expenditures were lower than anticipated due to changes in personnel and lower than anticipated benefit increases. As a result, services for high-needs students were maintained and enhanced in targeted areas. Additionally, the total amount expended on high-needs students under the Local Control Funding Formula (LCFF) exceeded the district's required minimum supplemental grant expenditure threshold.

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
Pacific View Charter School	Erin Gorence, Executive Director	egorence@pacificview.org 760-757-0161

Plan Summary 2026-2027

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.

Pacific View Charter School is a direct-funded TK-12 WASC-accredited charter school situated in Oceanside and Moreno Valley serving approximately 1000 students each year. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning.

Pacific View Charter School (PVC) opened its doors to the community in August 1999, educates students in grades TK-12 and is authorized through Oceanside Unified School District (OUSD). The students who come to Pacific View are those seeking an alternative to the traditional school setting. High School students choose PVC predominantly in their 11th or 12th grade year and are credit deficient in need of a more personalized approach and attention to their specific learning needs. PVC serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Pacific View is recognized by the California Department of Education as having Dashboard Alternative School Status, due to the unique population of high needs students it serves. Families in the TK-8th grade program choose PVC for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the program. PVC supports its TK-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

The ethnic make-up at Pacific View Charter School mirrors that of the surrounding districts for both Oceanside and Moreno Valley. With respect to the cultural diversity of the student population, Pacific View attempts to incorporate and design curriculum that includes the history of students as well as issues relevant to the students today. Through the conscientious selection of texts and materials, PVC pushes students to examine the issues of the past and apply critical thinking to how these issues have been echoed in their own lives and in the world they live in today.

Pacific View Charter School provides every student with a rigorous Common Core aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized learning plan is developed to address the academic needs of the student while providing a safe and nurturing learning environment for each student. PVC provides students with a small, safe school in which all students are nurtured and encouraged to thrive and prepare for life beyond high school.

Reflections: Annual Performance

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

CA School Dashboard data and internal data measured at PVC showed sustained growth for the year, with increases across nearly all metrics. NWEA Achievement and Growth scores showed improvement in math with the exception of the home study middle school. Reading scores continued to improve over previous years across all grade levels (Goals 3 and 4). Semester grade reports further indicate increased performance in Math and ELA. The growth measured in reading was of particular note since this was the Instructional Focus for the school year and considerable resources were allocated to this initiative. Graduation rates continue to be above state averages when examining the one year rate, with an internal calculation indicating 95% graduation rate for the class of 2026. The Dashboard indicators for graduation rate and CCI will remain low due to the 4-year cohort and the population of students served, however students continue to report that they have plans for life after graduation at a rate of above 90%, meeting targets for both domains in Goals 1 and 2. Finally, students report that they feel safe and supported at school, and staff attrition rates continue to be extremely low, indicating that the work being done to maintain Goal 5 is successful. PVC anticipates that the chronic absenteeism rate and the suspension rate (the CA Dashboard indicators for school climate) will remain low, further reinforcing the above statement. It is anticipated that the areas of need that will continue to be addressed, as identified through the Dashboard will be graduation rate, CCI and math performance. Student groups that continue to need focus will be students with disabilities, the home study middle school students and English language learners. There are identified actions targeting all of these groups in Goals 1, 2, 3, 4 and 5.

Reflections: Technical Assistance

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

Pacific View continues to be a part of Differentiated Assistance (DA), CIM and CSI for low graduation rates. PVC has used the LCAP as the primary planning tool for the work related to DA, CIM, and CSI. For each technical assistance program, the school has set a committee, attended all required meetings and set outside work time for the team to analyze data, conduct empathy interviews and research best practices to support increasing students' graduation rates as well as to develop more robust plans for graduation and to improve SBAC scores in ELA and Math. PVC is working with the San Diego County Office of Education for the DA and CSI work and with the El Dorado SELPA and California Department of Education for the CIM work. This work is summarized into actions and metrics within the LCAP. Additional planning documents are housed in the PVC shared Google Drive.

The DA team has continued to collaborate with the San Diego County Office of Education through ongoing GRIT- Graduation Review and Intervention Team meetings, coaching, and participation in "Putting It All Together sessions and Improvement Con.

The team reaffirmed the problem statement that students are not graduating within four years of high school. The root cause analysis was reevaluated and identified low reading skills as the contributing factor.

This year, the team focused on analyzing both Dashboard and internal data, including graduation rates, credit completion, SBAC data, and survey and empathy interview feedback. Data indicate continued growth in both the four-year and one-year graduation rates, suggesting that current actions and services are having a positive impact.

This year's focus has been on strengthening student supports through improved weekly meeting formats and interventions, revising curriculum to embed PVC Literacy Strategies, offering an increased number of college and career field trips and presentations, and improving the rigor of the introductory course, Coyote Code: 101, and the exit course, Beyond the Tassel, as high school required courses.

Next steps include continued collaboration with the county office, ongoing data analysis, and refining actions and services to improve the consistency of interventions, increase student engagement, and expand access to curriculum with UDL supports, all aligned with Goal 1 of the LCAP.

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.

Pacific View Charter School

Support for Identified Schools

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

Pacific View Charter School is in the third year of CSI due to a low graduation rate. For the last 20 years, PVC has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. Through thorough and frequent needs assessments which have included leadership meetings, staff meeting, educational partner work sessions as well as work through the Differentiated Assistance program at the SDCOE, PVC has come to attribute the low graduation rate (as measured by the 4-year cohort) to a lack of a consistent 4-year cohort and an overwhelming number of students who need longer than the traditional four years to complete high school. For this reason, PVC applied and received approval to become a DASS school starting in the 2020-21 school year. Although the plan for state level evaluation of DASS school's graduation rate as a one-year rate was not approved by the US Department of Education, PVC continues to internally monitor the one year graduation rate as it more accurately reflects the successes of the students who attend the school. Over the past three years, PVC has tracked data in order to conduct needs assessments to be able to identify root cause and ongoing needs to assist students in making progress towards graduation. This data collection and analysis has included:

1. Surveys continue to be conducted each year with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVC should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of the Educational Partners surveyed reported that students feel prepared for graduation (97%) in 2026, the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings. However, surveys will continue as a way to gather Educational Partner information.
- 2.This year, as an additional intervention, the school developed a Graduation Review & Intervention Team (GRIT). The GRIT team members include high school teacher supervisors, counselors, SPED coordinator, and Director of Curriculum and Instruction. This team meets bi-weekly to monitor individual student progress, ensures targeted interventions are implement for students who are credit deficient, and uses data to inform instruction and revision of college readiness classes such as the Coyote Code and Beyond the Tassel.
3. Additional information continues to be gathered by leadership through the analysis of the following data which is done through DA/CSI meetings, GRIT team and Leadership meetings. Additionally, during the 2025/26 school year, PVC engaged both the School Site Council and the ELAC committee in data analysis on graduation rates and held discussions on the barriers to graduation with these teams:

- * Analysis of progress towards graduation for all high school students through semester grades and credit completion rates
- *Analysis of Calpads data to ensure correct reporting of student data
- *Analysis of student performance data on internal and state assessments such as SBAC, CAST, and NWEA Map for Reading and Math
- *Analysis of credit completion rates for credit deficient students, cohorted students and students on track for graduation.

3.The school continues to refine the Individual Graduation Plans (IGPs), a way to track credit completion for each high school student. This data is used to evaluate student progress towards graduation and is referenced weekly with students and families to inform progress while also allowing school administration to identify trends in credit completion including how well students do in comparison to their previous schools. Over the past three years, and especially with the addition of the GRIT team, the school has come to understand that needs of the students are fairly consistent across all major subgroups. There is an ongoing need to continuously train teaching staff in the use of the interventions and supports that the school has developed and that it is essential to create and maintain relationships with families to increase buy-in for educational progress for students.

In addition to the CSI Plan, improving Graduation Rates for both the four year and one year cohorts continues to be a priority of the school and continues to be tracked through the metrics for Goal 1 and Goal 2 of the PVC LCAP.

In light of this, the evidenced-based interventions listed in the LCAP and the CSI plan will continue in the next school year with some minor changes in the following areas:

- 1.0 Support for Credit Deficient Students - addition of an in-person workshop for the introductory course, Coyote Code for incoming 9th graders, motivational videos for credit deficient students, and additional support and monitoring of students concurrently enrolled in Adult High school, and providing additional training and monitoring of the implementation of Tier 1 and 2 interventions by the Lead Teachers
- 1.1 Access to Courses - expansion of student sign-ups for individualized virtual tutoring sessions, use of Edgenuity curriculum for credit recovery.
- 1.2 Parent Engagement - awards for students who reclassify, additional meetings of the ELAC committee
- 1.3 Support of Special Education Students - continued refinement of the process of graduation pathway determination, use of an outside consultant to provide training on accommodation implementation and differentiation and the purchase of a new curriculum for students who need modified curriculum.
- 2.0 College and Career Activities - field trips, career experiences, FAFSA meetings, internships and partnerships with department of rehabilitation for job shadowing
- 2.1 College and Career Readiness Curriculum- club to career course, Beyond the Tassel and Coyote Code courses, career pathway development
- 2.2 Community College Relationships - expand relationship with local community college, develop a MOU with MiraCosta and dual enrollment, support students in adult high school and community college courses
- 2.3 First Generation Support - skill-based activities for college prep, workshops for families, staff training on importance of college readiness activities for students and families.

Detailed descriptions of each action, including allocated funding, appear in the actions and services section of Goal 1 of the current LCAP.

When evaluating the graduation rate data, there continues to be no major resource inequities identified. While major disparities in funding or access to programs were not identified, the school determined that inconsistent implementation of Tier 1 and Tier 2 interventions across instructional staff represented an instructional inequity impacting student outcomes. As a result, the LEA is prioritizing additional staff training, monitoring, and coaching to improve consistency of implementation. This area of focus is identified in Goal 1 of the LCAP. Data from the graduating class of 2025 indicates that students with disabilities are graduating at the same rates as the all-student groups, which is an improvement from previous years. However, this student group continues to struggle with math skills as measured by the Math SBAC scores. The focus for the upcoming school year for this group will be in improving instruction and supports in math. The school has targeted evidenced based strategies as well as additional financial resources specifically to assist this student population. Additionally, the previously implemented These evidence-based improvements for supporting students with disabilities in making progress towards graduation as listed below will continue as the data shows that they were effective. These include: curricular options for the Certificate of Completion, refining the Certificate of Completion program and adding the Alternative Pathway to Diploma program and additional curriculum purchases to support both of these pathways; Increasing instructional time devoted to the Certificate and/or Alternative Pathway students; conducting refresher trainings for all instructional staff on IEP implementation and use of accommodations in instruction and continuing to partner with the El Dorado County Selpa to learn more about the requirements of the new Alternative Pathway.

Monitoring and Evaluating Effectiveness

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

The CSI plan is being monitored by the gathering and analysis of data during periodic meetings of the GRIT team, and the CSI and Differentiated Assistance action team. In order to engage student feedback, empathy interviews will be conducted as a next step in the process and an ongoing exit survey is assigned to all students exiting Pacific View to gauge future plans and to determine if levels of support were provided to students while they were enrolled. These exit surveys have been and will continue to be analyzed in PLCs by teaching staff as well as during leadership team meetings. Parents are engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Graduation Plan with the school counselor, through bi-annual surveys and through the School Site Council and the ELAC Committee. Note that the SSC will transition to a Parent Advisory Group for the 2026/27 school year based on the recommendation of the CDE. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor continues to monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly meetings. As mentioned previously, the addition of the GRIT was instrumental in providing a focused group and recurring time to collect and analyze data outside of the assigned DA/CSI/CIM meetings.

The ongoing increases in both the 4-year and 1-year graduation rates as measured through the Dashboard, indicate that these supports are effective in improving graduation rates for Pacific View students. Semester grades are evaluated by leadership and the PLCs at the end of each semester and NWEA scores are evaluated in fall to determine a baseline and at the end of the year to see growth. These scores serve as data to the school on the success of curricular interventions put in place to build on students' deficient skills. Overall the data from year one to year three shows growth in both reading and math and increasing achievement in both subjects. Of particular note is the change in reading scores with only three out of seven grade levels showing more than one year's growth in year one to all grade levels of statistical significance (grades 6-12) beating national averages for growth. Other data resources will include a study of credit completion, graduation cohort data, transfer data, and through mid and end of year surveys for all educational partners and the graduation surveys for all graduates.

Data from the 2024/25 school year indicates that the school continues to make gains in the graduation rate in both the 4-year and the 1-year metric. The four year graduation rate increased from 59 to 61%. Additionally, the one year graduation rate increased from 92% to 93% as measured by the California School Dashboard. Although data from the Dashboard is not yet available for the 2025-26 school year, internal calculations have measured the one year graduation rate at 94.9%. This means that the rate has climbed nearly 3% points in the last three years. PVC feels that this metric is a much better indicator of the school's progress in helping students graduate from high school than the four year rate due to its status as a Dashboard Alternative School. These increases have been consistent over the last three years and indicate that the services and actions listed in the LCAP continue to be successful in helping students move towards graduation.

As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the GRIT team. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with educational partners at the periodic meetings, including: staff meetings, weekly meetings with students and parents, LCAP educational partner meetings, and bi-annual surveys to staff, students and parents. Finally, as Pacific View prepares for charter renewal in the 2026/27 school year, data will be monitored on meeting the targets for the agreed upon Alternative Metrics for renewal, which align with the goals of the CSI/DA/LCAP plans and are:

Academic Performance - Growth (SBAC Data)

Academic Performance - Similar School Comparison (SBAC Data)

Academic Engagement - Credit Completion (Graduation and Credit Data)

Academic Engagement - 1-Year Graduation Cohort (Graduation and Credit Data)

College and Career Readiness - Post-Secondary Plans (Graduation and Credit Data)

Conditions and Climate - Student Surveys

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	PVC engages with students primarily through their weekly parent/student/teacher meetings. This meeting is an opportunity for teachers to solicit feedback on upcoming events, initiatives and course work and staff is provided with guidance and periodic questions to use in the meetings. In addition, the school conducts biannual student surveys. The last survey was issued at the end of the school year 2026. 97% of responding students rated their overall satisfaction with the school as good to great. 96% of students feel supported by their teachers and that they received sufficient help with their school work. 96% of students feel supported in overcoming difficulties. This indicates that continued efforts to create a warm and supportive environment for students continues to be a strength at Pacific View and that the relationships that develop between the supervisory teacher and student are valuable and different from the traditional high school model. Also, in support of this, are the survey results indicating that 96% of students feel that the staff takes bullying seriously, an increase of almost 10 points from last year and 97% feel safe at school. School support and safety is an area of strength for PVC. This year students also participated in the School Site Council, leadership classes and focus groups focused on improving graduation rate as well as ways to increase participation in classes. Students also learned how to promote events to their peers through the Content Creators Club and through the yearbook classes.
Parents/Guardians	As with the students, parent/guardians input solicited during their weekly parent/student/teacher meetings. Parents/guardians are encouraged to serve as school board members, School Site Council members or members of the ELAC committee. Bi-annual surveys for families are conducted and a variety of social activities are offered to encourage family participation including: Winter festival, College and Career planning events, and FAFSA nights. In the spring 2026 survey, 99% of parents rated their overall satisfaction with the school as good to great and 100% of parents rated their experiences with their supervisory teacher as good to great. Parents/guardians were also encouraged to attend the public hearing of the LCAP at the June 23, 2026 PVC board meeting. Parents/guardians in the ELAC and School Site Council meetings recommended additional support in reading strategies and summer reading programs. The School Site Council also encouraged incentive programs for students and parents from the council are actively recruiting donations for incentives. Of note, at the recommendation of the CDE, the School Site Council will transition into a Parent/Guardian and Student Advisory Council next year.
Staff	School Staff is engaged in the development of the LCAP through surveys, monthly staff meetings, weekly department meetings, PLCs and a spring LCAP survey. Staff focuses this year centered around implementation of PBIS, continued embedding of literacy strategies into the independent study curriculum and focus groups centered around student retention and progress towards graduation. They were also encouraged to attend the public hearing of the LCAP at the June 23, 2026 board meeting.

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

Addition of college and career readiness activities for middle school was added (Action 2.0) based on feedback from staff and parents/guardians. Additional reading activities and incentives were added based on feedback to the LCAP provided from the ELAC and SSC (Action 3.1) Both parents/guardians and students requested a continuation of school safety measures such as the school security guard and counseling services (Action 5.0) and tutoring services (Action 4.1). Staff also suggested more training on new classes, with a specific focus on new English courses (Action 3.0)

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	PVC students will graduate from high school at increasing rates of 1% per year as measured by both the 4-Year cohort, 1-Year cohort and internal measurements including the tracking of earned credits both at PVC and previous schools and passing rates of high school courses.	Focus Goal

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Pacific View predominately services a high risk population of students who have had significant barriers to graduation. Dashboard data shows a low graduation rate when measuring the 4-year cohort and a high graduation rate when measured by the 1-year cohort. Qualitative data indicates that the population at Pacific View will benefit from specific actions and services that need to be implemented in order to prepare students for graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.0	4-Year Graduation Rate	2024 Overall: 59.0% Homeless Youth: 44% Students with Disabilities: 57.1% ELs: 31% SED: 58.8% Source: CA Dashboard	2025 Overall: 60.3 - Increase of 1.3% Homeless: 53.5% ^9% SPED: 58.1% ^1% ELs: 50% ^19% SED: 60.3% ^1%	2026 <i>Will be added upon release of CA Dashboard</i>	Overall Graduation rate of 59%	4.5% difference from baseline

1.1	1-Year Graduation Rate (This is an agreed upon renewal metric)	2024 Overall: 92.3% Homeless Youth: 76.9% Students with Disabilities: 90.3% ELs: n/a SED: 91.1% Source: CA Dashboard	2025 Overall: 92.9% Homeless: 88.9% Students with Disabilities: 88.0% ELs: 83.3% SED: 91.8%	2026 <i>Will be added upon release of CA Dashboard</i> <i>Internal Calculation is 94.9%</i>	Overall graduation rate of 93%	3% difference from baseline
1.2	Credit Completion - % of students earning more credits than (This is an agreed upon renewal metric)	Fall Semester 2023: 85.5% and Spring Semester 2024: 85.8% of students earn more credits at PVC than at previous school	Fall Semester 2024: 89.97% and Spring Semester 2025: 81.40% of students earn more credits than at previous school	Fall Semester 2025: 87.63% Spring Semester 2026: 90.37%	Continue to have at least 80% of students earn more credits than at previous schools	n/a
1.3	Passing Rates	HS Spring Semester: Math: 84% ELA: 82% Science: 86% SS: 87%	HS Spring Semester: Math: 82% ELA: 88% Science: 89% SS: 86%	HS Spring Semester: Math: 81% ELA: 85% Science: 83% SS: 85%	Increase in each subject by 5%	5% difference from baseline

Goal Analysis for 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.

Overall the implementation of these actions and services for this goal were as expected. There was a significant change with the addition of the GRIT Team: GRIT team members include high school teacher supervisors, counselors, SPED coordinator, and Director of Curriculum and Instruction. This team met bi-weekly to monitor individual student progress, ensure targeted interventions are implemented for students

who are credit deficient, and use data to inform instruction and revision of college readiness classes. The planned reader for Schoology was not purchased, nor was a chat thread system for communication. Instead, communication was increased through the available features in the school's website. A yearbook was created by students, though not originally planned for. Increasing graduation rate continues to be a high priority for the school and is the target focus for the CSI/DA/CIM teams. As a DASS school, students are often not able to graduate on time if they come to PVC later in their high school career, but credit deficient, however the school prioritizes making sure that students are able to recoup credits and graduate, no matter what their educational history. Pacific View also prioritizes a quality education over credit completion and does not move students overly quickly through classes with no educational benefit. The increases in both the 5-year and the 1-year graduation rates continue to be the clearest indicator that the actions and services targeting increasing graduation rates continue to be successful.

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.

1.0 Creation and regular meetings of the GRIT team were the most significant material change in the budget, with an increase of approximately \$40,000

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

There was progress made in this goal as measured by both the 4-year and the 1-year graduation rate which both continue to increase from the previous school years. Keeping high school caseloads low (Action 1.1) allowed staff to better support students and was an extremely effective use of funds. Continued focus on providing supports for students with disabilities (Action 1.3) has increased the graduation rate for this student group to align with the graduation rates for all students. Credit completion rates continue to exceed the goal of at least 80%, indicating that students who enroll at PVC continue to do better than they did at their previous school.

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.

There will be a revision to the 9th grade summer bridge program to include a workshop on the Coyote Code for incoming students as demonstrated in Action 1.0. Additional focus on assisting students in enrolling and being successful in Adult high school classes will also be a way to assist students in earning extra credits to recoup credit deficiency.

In terms of parent engagement (Action 1.2) it was determined that a chat program would not be an efficient way for communication and instead the focus will be on using the school website's communication features. The addition of the School Site Council will be transitioned to a Parent/Student Advisory Group to ensure that more families have an input in the development of the school and the LCAP.

In terms of supporting students with disabilities, the school will concentrate the funding for modified curriculum into one program and a streamlined course of study and additional funding will be allocated to use an outside consultant to provide teaching staff with additional training on the use of accommodations and differentiation (Action 1.3) Action 1.4 Senior Activities will stay the same to promote the social incentives for seniors in working towards meeting graduation requirements.

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
1.0	Support for Credit Deficient Students	Continue to provide intervention through the SST process and track data on SSTs. Spend additional time evaluating SST and disenrollment data both by administration and with teaching staff Continue to have staff complete Credit Completion Tracking Continue the use of the GRIT team to track students from the beginning of the year and implement interventions early Continue to use Graduation Planner and Graduation Schoology courses and add schedules to grad planner as additional support. Continue the use of the Graduation Success Team meetings Refine the 9th grade bridge program for incoming 9th grade students with the addition of the Coyote Code workshop Continue How to be Successful in high school presentations and explore ways to add a 'Ways to Recover Credits" events Create motivational videos for Credit Deficient Students on supports available Continue have CCL guide students through the process of concurrently enrolling in Adult High School to take additional courses Provide additional training and monitoring of the implementation of Tier 1 and 2 interventions by the Lead Teachers including the use of SSP, Grad Success Meetings, and SSTs	\$1,215,311 LCFF= \$820,048 CSI= \$395,263	No
1.1	Access to Courses	Continue to create additional alternative assignments for independent study courses Continue to keep caseloads low so staff has designated time to work individually with students Continue to analyze student performance data to determine appropriate course placement Expand the student sign-up system for virtual tutoring services Continue to increase accessibility supports to curriculum Offer Edgenuity based credit recovery courses to assist students in completing course work	\$ 541,457 LCFF= \$258,177 CSI= \$283,280	No

1.2	Parent Engagement	Continue to provide translation services in all needed languages during counseling workshops and meetings Encourage families to attend meetings with the school counselor by offering evening sessions, dinner and child care. Convene parent committees for input on school functions and development of the LCAP. Provide awards to student who reclassify Learn more about website functions for communication with families with a focus on texting families Create virtual meetings/recordings “Quick tips” on how to graduate from high school for families, dual enrollment, independent study Continue parent committees: ELAC and Parent/Student Advisory Group	\$ 275,746 LCFF= \$251,436 CSI= \$ 24,310	Yes
1.3	Support for Students with Disabilities	Continue to refine Certificate of Completion Program and Alternative Pathways to Graduation Diploma and the process for determining eligibility Continue to provide designated instructional time for COC/Alt Pathway students. Purchase outside consulting for training on accommodations and differentiation in the middle school classrooms Consolidate curriculum purchases for modified curriculum in order to offer a streamlined course of study for students Attend SELPA provided trainings and consultation with Program Specialist to learn more about Pathways	\$300,659 LCFF & Special Ed	No
1.4	Senior Activities	Host senior sunrise, sunset events to encourage graduation Host senior photos and continue to create an annual High School Yearbook with senior dedication pages	\$ 20,000 LCFF	Yes

Goal 2

Goal #	Description	Type of Goal
2	All graduating students will leave PVC with a clear plan for life after high school to be measured by post graduation surveys, locally collected meeting data and the California School Dashboard College and Career Indicator.	Broad Goal

State Priorities addressed by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

PVC services a specific population of students that often have limited access to college and career resources in the home. The school needs to prepare students not only for graduation but for life after high school by providing them with support in choosing plans for life after high school, college application support, Fafsa completion support and access to work readiness training.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.0	CCI Indicator	2024 % Prepared (P): 7.4% % Approaching (A): 10.2% SPED: P-0%, A-0% SED: P-7.9%, A-10.8%	2025 % Prepared (P): 9.5% ^2.1 % Approaching (A): 11.9% ^1.7 SPED: P-5.4%, ^5.4 SED: P-8.7%, ^1	2026 <i>Will be added upon release of CA Dashboard</i>	15% of students will show prepared based on the CCI indicator	6.9% difference from baseline
2.1	Graduates will develop a clear post-graduation plan (This is an agreed upon renewal metric)	2024 95% of students report having a clear plan for graduation	2025 95% of students report having a clear plan for graduation	2026 100% of student report having a clear plan for graduation	Continue to have 95% of students report having a clear plan for graduation	n/a
2.2	FAFSA completions rates	2024 66% of students completed the FAFSA	2025 85% of students completed the FAFSA	2026 84% of students completed the FAFSA	90% completion rate	24% difference from baseline
2.3	Maintain student access to a broad course of study including the full A-G required suite of courses	2024 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	2025 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	2026 100% of students have access to a board course of study and all required courses to fulfill A/G pathway	Maintain 100% of students have access to a broad course of study and all required courses to fulfill A/G pathway	n/a
2.4	Completion of Post Graduation surveys for SPED students	2024 77% of students completed the SPED Post Grad surveys	2025 88% of students completed the SPED Post Grad survey	2026	95% of students will complete the survey	18% difference from baseline

Goal Analysis for 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.

There were no significant changes in the implementation of the planned services and actions for this goal. Initial successes in meeting this goal include the fact that 100% of students reported having a comprehensive plan for life after high school and the increased one-year graduation rate as reported in goal 1.

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

There were none

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

Progress towards this goal was made through the increase in college and career readiness opportunities for students with ongoing college and career activities offered through the newly established College and Career Liaison position. However, the requirements of the Dashboard CCI indicator are not an effective indicator for the student population served at PVC. The school will continue the use of this metric, with note that it does not serve the student population of At-Promise students at PVC. The ongoing high percentage of students completing the FAFSA is another indicator of success with the actions and services.

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.

Action 2.0 was removed from the LCAP as both positions were developed and hired in the 24/25 school year. Additional activities for College and Career readiness were increased (Action 2.0) to include additional curriculum and activities for middle school students. Action 2.1 was revised as rebranding the Exit course and Intro courses were completed in the 2025-26 school year and the focus in upcoming years will be in revisions to those courses based on student grades and teacher and student feedback.

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
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2.0	College and Career Activities	Continue to offer Field Trips to colleges, trade schools and worksites Continue to host Career Day for both middle and high school Provide a variety of FAFSA Meetings and workshops Host onsite and virtual college and career presentations Require students to attend field trips and presentations (part of senior project/exit course requirements) Host workshop on college applications, scholarships and resume writing Interview alumni to make testimonials about leaving high school with a plan and their experiences post high school Explore possibility of partnerships with local businesses to offer job shadows and/or internships Require teachers to attend at least one event, field trip, or presentation Track student post secondary interest through registration survey and intervention survey Plan and host post secondary field trips based on student interests in college, career, and life skills goal completion Partner with the Department of Rehabilitation to provide college and career readiness services for students with special needs. School counselors and middle school teachers will create curriculum for 8th grade students on career options School counselors will meet with middle school students to utilize the CCGI for college and career awareness	\$369,025 LCFF= \$303,560 CSI= \$ 65,465	Yes
2.1	College and Career Readiness Curriculum	Explore ways to increase enrollment in Club to Career courses. Revise Beyond the Tassel and Coyote Code 101 Courses. Develop a PVC college and career pathway sequence of courses that includes the introductory, exit, Financial literacy and Careers courses.	\$ 40,747	Yes

2.2	Community College Relationship	Expand relationships with local community colleges to assist students in concurrent enrollment in adult high school and college courses and continue to explore dual enrollment and certification programs through the community colleges. Develop a MOU for Mira Costa in order to increase the communication about student enrollment between School Counselor coordinator and MiraCosta Admissions. Track student dual enrollment progress, completion of courses, and grades in community colleges.	\$ 45,869	No
2.3	First Generation Support	Provide skills-based activities for students who are first in family to go to college FASFA workshop, college workshops for students and guardians, Scholarship workshop, Financial Award letters workshop (how to evaluate the financial aid offers and compare schools) will be offered to families who have been identified as first generation. Continue to offer a No Fear 4 year club to increase opportunities for skills based activities. Consider offering CalKids workshops for TK-12 families. Retrain the teachers in understanding and promoting the benefits of Calkids, FAFSA, attendance in Career Presentations, and scholarships for students and families.	\$ 111,328	Yes

Goal 3

Goal #	Description	Type of Goal
3	Students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by growth on the NWEA Maps test for Reading and an increase in scaled scores on the CAASPP SBAC test for ELA. At least 50% or more English Learners will demonstrate progress in developing English language proficiency as measured through the ELPI on the California School Dashboard	Broad Goal

State Priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

Students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in ELA, specifically in reading, in order to master content and to be able to graduate college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.0	SBAC Scores ELA and Growth (Growth is an agreed upon renewal metric)	2024 Schoolwide: Yellow 38.4 below standard Increased 14.2 points (statewide growth = 0.4)	2025 Schoolwide: Yellow 29.8 below standard Increased 8.6 points	2026 <i>Will be added upon release of CA Dashboard</i>	Measurable increases of at least 10 points	10 scaled score points
3.1	SBAC Similar Schools Comparison (is an agreed upon renewal metric)	PVC continues to outperform similar continuation and similar charter schools in the area	2025 PVC continues to outperform similar continuation and similar charter schools in the area	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to outperform similar schools	n/a

3.2	NWEA Scaled Scores Reading	2024: 4/7 grade levels showed higher achievement from Fall to Spring. Six out of seven scored in the average or above percentile range for achievement.	2025: 5/7 grade levels showed improvement in achievement. 6/7 scored in the average or above achievement range.	2026: 6/7 grade levels showed improvement in achievement. 7/7 scored in the average or above achievement range.	6/7 grade levels will show higher achievement from Fall to Spring	2 grade levels need to improve scores
3.3	NWEA Growth ELA	2024: 3/7 grade levels met growth targets for reading.	2025: 6/7 grade levels met growth targets for reading and 6 out of 7 showed greater growth than national averages.	2026: 6/7 grade levels met growth targets for reading and 6 out of 7 showed greater growth than national averages.	5/7 grade levels will need to meet growth targets for reading	2 grade levels need to improve
3.4	English Course Grades	Spring Semester Passing with C or better: Overall: 70% EL: 46% SPED: 53% LI: 73% Passing Overall: 82%	Spring Semester Passing with C or better: Overall: 69% EL: 48% SPED: 77% LI: 70% Passing Overall: 88%	2026 Spring Semester Passing with C or better: Overall: 66% EL: 56% SPED: 51% LI: 65% Passing Overall: 85%	80% passing rate overall Increase each subgroup by 5%	5% increase
3.5	ELPI Levels	2024: 51% increased at least one ELPI Level 24.4% decreased	2025 54% increased at least one ELPI level	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to perform at or better than state calculated rate	0% change

3.6	Reclassification Rates	2024: 17%	2025 25%	2026 Will be added in Summer 2026	20% or more students will reclassify	3% increase
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Goal Analysis for 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.

Overall the actions and services were completed with fidelity. The implementation of the literacy strategies is ongoing with emphasis on embedding the strategies into the independent study curriculum and teaching of the strategies in classes. Initial semester grade data on the new English classes is somewhat inconclusive, but qualitative information gathered through student interviews indicates that the courses have a higher rigor and that students are rising to the challenge. Dyslexia screenings were offered to comply with the new legislation, but were not originally planned for and vocabulary warm-ups in the middle school were not implemented as planned. There was an increase in services for English Learners to align with the addition of more newcomer, level 1 students, resulting in a course and additional course revisions and a corresponding increased cost (see the increased and improved services section of this document).

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.

The implementation of a Level 1 ELD workshop and the corresponding revisions to curriculum required a reallocation of resources and focus from already hired staff members and resulted in an increase of approximately \$30,000 in costs (Action 3.2).

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

Students continue to make gains in ELA achievement as measured by semester grades and NWEA scores. The passing rates for ELA courses increased as well as both the ELA achievement and growth in NWEA Maps assessment. This year there was a significant increase in growth in all grade levels and with the exception of 6th grade, each grade level showed more growth than the national average as measured by NWEA. This is an incredible improvement and indicator that the actions and services for this goal are effective. Additionally, there was a decrease in D/Fs as measured through semester grades for ELL students, indicating that these services are also effective. State assessment data will also be analyzed once released by the state.

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.

Although not originally planned, the TOSA position will remain in place for one more school year to support the literacy focus and the rewriting of curriculum, however with a reduction in duties and an increase in caseload as this work is winding down. The role of the EL Support Teacher will continue to be expanded to include support for home study elementary students and the ongoing needs of Level 1 learners in all grade levels. Interim assessments will be added to Action 3.4 in the lower grades to improve student (and parent) readiness for

the SBAC tests and the school will explore additional ways to support home study student in the middle grades in reading based on the lower NWEA Maps scores for this student group

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
3.0	English Courses	Continue to require English workshops for all high school students and continue to train teachers on new updates to courses More English workshops will be offered at the high school level including offerings in Session 1 of the school year. Staff will continue to revise the English classes incorporating ERWC and PVC literacy strategies.	\$ 377,210	No
3.1	Instructional Focus in Literacy	Literacy Strategies will continue to be embedded in all course work TOSA Reading Specialist will continue to support the instructional focus, specifically with coaching on embedding the literacy strategies into the curriculum in all grade levels and will also be completing dyslexia screenings Continue using scope and sequence and improve benchmark assessments in middle school courses. Expand Library use and explore ideas to encourage more book check outs and reading incentives.	\$ 301,345 LCFF	No
3.2	English Language Development	Continue to offer Designated ELD for grades 6-12 with options for virtual and onsite workshops Continue to purchase additional EL curriculum, with a focus on finding an appropriate home study ELD system. Continue to offer Translation Services for families Offer ELD 1 Lab and additional supports for Level 1 students as needed. ELAC Committee will continue to meet regularly Research curriculum and support for ELD home study students.	\$ 217,376	Yes

3.3	Intervention and Support	Continue to provide training for teachers on differentiation strategies Ongoing training for teachers on best ways to use curriculum in classes All teacher and ed specialist supervisors meet with staff weekly to discuss student concerns and provide support. Continue to offer reading intervention during the middle school schedule Provide additional support for home study middle school students. Additional tutoring for middle school students is identified through the needs assessment for as an expense funded through the LREBG. Data indicates that students in this program are not performing at the same level as their peers and research indicates that high dosage tutoring is highly effective in assisting students with recovering learning loss. Sessions will be offered virtually and success will be measured through the performance on the NWEA Maps and SBAC tests for this student group. Provide collaboration time for middle school teachers to meet with aides who provide support to students in their classrooms	\$ 392,840	No
3.4	Testing	Continue to require proctored sessions for NWEA testing Continue to require students to set goals for summative NWEA testing scores and add them to high school students' graduation planners Continue to offer the SBAC Course for high school students and continue to make ELA prep sessions required as a part of the SBAC prep course. Continue to train teachers on best practices for the SBAC prep course and the importance of SBAC testing and incorporate ELPAC test practice sessions in ELD class prior to testing Proctor interim ELA SBAC test in semester 1 grades 3-8.	\$ 398,728	No

Goal 4

Goal #	Description	Type of Goal
4	Students will demonstrate growth towards meeting or exceeding standards in Math as measured through growth on NWEA Maps for Math and increased scaled score in CAASPP SBAC test for Math with a specific focus of providing additional support for students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

Students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in math in order to master content and to be able to graduate college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.0	SBAC Scores Math and Growth (Growth is an agreed upon renewal metric)	2024 Schoolwide: Orange 115.4 below standard Increased by 17.8 points (statewide growth = 1.5)	2025 Orange 105 below standard Increased by 10.4 points	2026 <i>Will be added upon release of CA Dashboard</i>	Will calculate once scores are released for 2024	Will calculate once scores are released for 2024
4.1	SBAC Similar Schools Comparison (is an agreed upon renewal metric)	PVC continues to outperform similar continuation and similar charter schools in the area	2025 PVC continues to outperform similar continuation and similar charter schools in the area	2026 <i>Will be added upon release of CA Dashboard</i>	Continue to outperform similar schools	n/a

4.2	NWEA Scores Math	2024 6/7 grade levels improved in math achievement in 2024 6/7 grade levels scored average or better in achievement	2025 6/7 grade levels improved in math achievement in 2025 5/7 grade levels scored average or better in achievement	2026 6/7 grade levels improved in math achievement in 2026 4/7 grade levels scored average or better in achievement	7/7 grade levels will show improvement from Fall to Spring Achievement	1 grade level needs to improve
4.3	NWEA Growth Math	2024 7/7 grade levels met growth targets	2025 7/7 grade levels met growth targets and 100% of grade levels showed growth greater than the nation norm	2026 6/7 grade levels met growth targets and all high school grade levels showed growth greater than the nation norm	7/7 grade levels meet growth target	No difference
4.4	Math Semester Grades	Spring Semester Passing with C or better: Overall: 70% EL: 65% SPED 80% LI: 71% Passing Overall: 81%	Spring Semester Passing with C or better: Overall: 68% EL: 55% SPED 80% LI: 67% Passing Overall: 82%	Spring Semester Passing with C or better: Overall: 61% EL: 56% SPED 58% LI: 66% Passing Overall: 81%	80% passing rate overall Increase each subgroup by 2%	5% increase
4.5	Upper level math course enrollment	121 Students enrolled in Math 3 Spring Semester 25 students enrolled in Precalculus	92 students enrolled in Math 3 21 students enrolled in Precalc.	132 students enrolled in Math 3 for school year 20 Students enrolled in Precalc.	320 students enrolled in math 3 75 students enrolled in Precalculus	11% increase for Math 3 enrollment 44% increase for Precalculus

Goal Analysis for 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.

Overall implementation of the actions and services was consistent with the plan and were successfully implemented as measured by the continued high performance on the NWEA maps test and semester grade reports. Math PLCs continued to focus on embedding the literacy strategies into the current courses (see Goal 3). A change of significance was the restructuring of the Math Essentials/Math Readiness course offerings. These courses were offered in an extended workshop format, requiring additional teaching time for one math teacher and training for all high school teachers to ensure correct student placement in the workshops

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.

The only material difference resulted from the increases instructional time for one math teacher to take on the new Math Essentials/Readiness course workshops.

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

Students continue to make gains in math achievement as measured by semester grades and NWEA scores. The passing rates for math courses increased as well as both the math achievement and growth in NWEA Maps assessment for high school students. Each high school grade level exceeded the national targets for growth in Math. There was a decline in the middle grades for growth when examined collectively, however, when broken down by program, the hybrid middle school students showed gains in both achievement and growth compared to previous school years, but the home study students did not. This indicates that there is a need for more targeted support in math for home study students. This is addressed in next year's Actions below. The 2025 SBAC scores showed increases in math performance from the previous year by over 10 points, indicating that the actions and services are effective in assisting students with reaching math proficiency. When the 2026 scores are released the data will be examined for performance.

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.

Action 4.0 was changed to include the research for a Financial Literacy curriculum to align with upcoming state graduation requirements and an additional purchase of a Math 1 Curriculum to support students with exceptional needs for the SAI Math 1 class that is planned. There is no longer a need to purchase additional Surface Pros, so that was removed. Additionally, Action 4/2 was revised to align with the need for collaboration time for Gen Ed and Special Education teachers and not a need for additional training.

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
4.0	Curriculum	Research new Financial Literacy course/curriculum and continue to embed literacy strategies in current math course Continue using scope and sequence and improve benchmark practices in middle school math courses with a focus on Improving the assessments in future years Continue to offer the Math Essentials/Math Readiness courses are being offered in the spring in a new format with direct instruction and placement process. Pilot a Math 1 SAI course to be offered in Spring 2027 with new curriculum for students with exceptional needs. Transition all middle school home study course to Edgenuity curriculum Continue to offer higher level math courses both through workshops and through independent study Assess and appropriately place students in correct math courses	\$ 485,984	No
4.1	Intervention and Support	Provide push in and pull out services based on student IEPs for math and allow high school students in virtual math courses can take them in their resource classroom for additional support Continue to increase the number of students who access 1:1 tutoring for math support Continue to offer intervention for math in the hybrid middle school and use MAPS data to determine intervention groups and IXL skills practice and for developing IEP goals for all grades. Provide additional support for home study middle school students. Additional tutoring for middle school students is identified through the needs assessment as an expense funded through the LREBG. Data indicates that students in this program are not performing at the same level as their peers and research indicates that high dosage tutoring is highly effective in assisting students with recovering learning loss. Sessions will be offered virtually and success will be measured through the performance on the NWEA Maps and SBAC tests for this student group. Explore ways to provide basic skills practice in current math classes Continue to provide student incentives for meeting goals in math courses and testing	\$ 362,325	Yes

4.2	Training and Professional Development	Continue to offer designated collaboration time for gen ed and sped teachers into the PLC schedule prior to math and ELA workshop for math and ELA subjects. Plan a training for how to implement IEP Accommodations and supports for low performing students in specific content areas in both classrooms and within the independent study curriculum Provide all staff ongoing support and coaching in the redesign of the independent study curriculum	\$ 41,115	No
4.3	Testing	Continue to require proctored sessions for NWEA testing Continue to require students to set goals for summative NWEA testing scores and post those goals in student graduation planners Continue to offer the SBAC Course for high school students, practice sessions in all testing grades and continue to make math prep sessions required as a part of the SBAC prep course. Continue to train teachers on best practices for the SBAC prep course and the importance of SBAC testing.	\$ 285,369	No

Goal 5

Goal #	Description	Type of Goal
5	PVC will continue to expand and improve resources and services to staff, students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.	Maintenance Goal

State Priorities addressed by this goal.

1, 6, 5, 8

An explanation of why the LEA has developed this goal.

Pacific View Charter School students have demonstrated additional social and emotional struggles post-covid which have impacted their performance in school. Additional support is needed to support students' social and emotional health in order for them to be successful academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.0	Attendance Rates	Chronic Absenteeism Green: 3.6% Declined by 1.2% (CA School Dashboard)	2025 Blue: 1% Declined by 2.6%	2026 <i>Will be added upon release of CA Dashboard</i>	Maintain less than 10%	Current baseline is 4.8%, so plan is to not grow by more than 5% over time
5.1	Suspension Rate	Suspension Rate: Green: 0.8% Increased by 0.3% (CA School Dashboard)	2025 Blue: 0.5% Declined by 0.3%	2026 <i>Will be added upon release of CA Dashboard</i>	2% or less	Current baseline is 0.6%, so plan is to not increase by more than 1.4%
5.2	Student Survey Results- School Safety (This is an agreed upon renewal metric)	School Safety: 95% of students report feeling safe at school	School Safety: 96% of students report feeling safe at school	School Safety: 97% of students report feeling safe at school	Maintain 95% school safety report from students	N/A
5.3	Staff Retention Rates	2024 Overall: 83% Classified: 80% Certificated: 89%	2025 Overall: 87% Classified: 85% Certificated: 88%	2026 Will be calculated Summer 2026	Maintain a retention rate of at least 75% (industry average)	N/A

Goal Analysis for 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.

Additional support programs (Action 5.0) were added during the school year including Project Alert and Resilience Mentoring. Students were also able to participate in a food drive and a pet supply drive to increase awareness of community needs. No meeting Wednesdays were

added quarterly to support staff in completing job duties and improve staff morale. A substantial addition to Action 5.6 was the “Get Ready for Middle School Camp” that the school hosted for two weeks in the summer to prepare students for middle school and increase enrollment in the program. Finally, in action 5.7, the addition of a Day Porter was not originally planned, but enhanced school culture by providing a cleaner learning environment.

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

The additional support programs, drives and no meeting Wednesdays did not incur extra costs, so there was no material differences in expenditures. However, the cost of the middle school camp was..... the cost of the additional day porter increased the expenditures by....

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

Overall the actions and services are deemed to be effective in making progress towards graduation. Suspensions remain low, students report feeling safe and connected to school and there were fewer behavior incidents with both students and staff this year. Dashboard data will be analyzed when released to further support this. The PBIS implementation was successful as measured by the decrease in Code of Conduct violations, suspensions and alternatives to suspensions. The PBIS work will be ongoing even though training needs are reduced.

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.

As this is a maintenance goal with ongoing positive outcomes, there are only minor changes to the coming year. Of most significance is the maintenance of PBIS strategies and training of new staff, with less emphasis on schoolwide training and implementation as the school has moved from an implementation stage to an ongoing sustaining stage.

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	Contributin g
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5.0	Support programs	Continue to offer counseling services through Palomar Family Counseling both onsite and virtual, continue counseling services through school psychologist. Counseling is identified through the needs assessment as an expense to be funded through the LREBG. Data indicates that students who struggle with accessing their education are in need of mental health support to overcome barriers to learning such as anxiety, depression and lack of motivation. Research supports the idea that students are only able to access their education when basic needs, including a strong mental health, are met. The outcome of this action will be measured qualitatively through the SST process and quantitatively through the school surveys. Offer student workshops on topics such as healthy relationships, online safety (phishing and healthy online practices), mental health, substance use and use of the Project Alert curriculum. Expand support services available to families and continue to develop relationships with community service organizations such as VCC, DOR, and continued partnerships with Resilience (VCC) and OYP (Oceanside Police Department) for healthy choices and mentoring Continue to hire security guard and Canine Detection services	\$ 545,551	Yes
5.1	Student Supplies	Continue to provide hot spots available to students for check out to have some on site at all times for homeless students Provide Chromebooks for all students in grades 6-12 and any grade lower who needs one Continue to purchase phones from Connected Students to Resources Organization for homeless students needing phone service Continue to offer the Coyote Closet for students to get basic school supplies and clothing at no cost. Continue to host drives (food, pet supplies, etc).	\$ 123,766	Yes
5.2	Support Curriculum	Continue to use Changing Perspectives Curriculum and align specific themes to grade levels based on observed social and emotional needs Continue to use the Project Alert anti-vaping curriculum	\$ 8,620	Yes
5.3	Electives	Continue to run an Elective PLC who focuses on elective curriculum writing. Continue to offer middle school electives Expand college and career focus to middle school electives Continue the art and music workshop electives	\$ 305,161	No

5.4	Student Discipline	Continue to improve and revise the alternative to suspension programs based on student needs. Provide interventions to students who have experienced loss of campus or classroom privileges. Review and revise behavior management systems to be implemented in all middle school classes Plan time for sharing of best practices for managing difficult behaviors in PLCs and create a PLC calendar for the year Continue use of PBIS Strategies and provide refresher training and training to new staff as needed	\$ 286,090	No
5.5	Staff Support	Continue to assist staff with managing stress and build resilience through the utilization of VEBA health and wellness activities such as cooking classes, fitness and yoga classes. Continue the Coyote Howl-Outs to acknowledge staff contributions to PVC community Continue with No meeting Wednesdays and encourage participation in Fun Fridays Continue weekly check-ins with teachers and ed specialists.	\$ 401,658	No

5.6	Student Enrichment and Engagement	Continue with the Culture and Community Committee Develop a schedule for high school program which includes breaks, meals, clubs, sports and time for wellness activities. Revise the middle school schedule to include breaks, meals, and possible additional electives and time for wellness activities. Added morning breakfast in the study hall. Student Meals have been identified through the needs assessment as an expense to be funded through the LREBG. Data indicates that students who struggle with accessing their education are in need of basic supplies to overcome barriers to learning, including access to healthy food throughout the school day. Research shows that students are only able to access their education when basic needs, including food, are met. The outcome of this action will be measured qualitatively through the SST process and quantitatively through the school surveys. Focus on wellness through the walking group, increased participation in high school club sports, addition of middle school sports and the middle school Exercise club. Continue to offer school events: Coyote Campus, Fit and Fun Day, Homestudy events, Added: club rush, winter festival, Kindness week, spirit days for testing Continue to offer clubs, possible focus groups and explore other ways to solicit student voice. Expand the number of students participating in clubs Increase the use of social media to share activities and events on campus. Continue to offer incentives for attendance in the middle school program Continue with weekly agenda and morning announcements Continue to develop the school website to increase traffic and build community Explore the possibility of conducting home visits to engage resistant students. Create additional activities to celebrate the heritage months Continue to offer "Get Ready for Middle School" Camp for students entering middle school and expand to the fifth grade Create a Home Study Event Schedule for 26/27	\$ 287,021	Yes
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5.7	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep. Explore the possibility of purchasing additional cameras for stairwells in Oceanside Contract for a porter for Oceanside campus to keep the campus clean during the day.	\$ 410,523	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026/27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 1,820,347	\$ 175,900

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
26.17%	0	\$0	26.17%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	This action serves the needs of English Learner families who face barriers to communication with the school staff and to low income families who often have difficulty engaging with the school due to lack of transportation, tight work schedules and other financial hardship	The action will allow the school to provide translation services to families needing translation, designate evening time with child care and food available for families to meet with the school counselor and provide digital resources for families who cannot attend onsite sessions. Although these actions are targeted to these unduplicated groups, the school will not turn away other families wanting to attend these sessions as it recognizes that more engagement by students and families related to college and career prep is good not only for those students who attend, but also contributes to a college and career going culture school-wide	Progress will be monitored through FAFSA completion rates and internal data collection of how many families attend college and career counseling services
1.4	This actions serves the need of low income families who often do not have the financial resources to provide these motivating incentives at home	The action will allow the school to provide opportunities for students to build community and culture as a graduating class and incentivise many to continue on their path towards graduation	Progress will be monitored through the 1-Year graduation rate and credit completion tracking
2.0	Low income and foster students often arrive at PVC with little access to outside activities such as visits to museums, college visits and access to a diverse community of employers	This action will allow the school to provide opportunities for students to visit schools, trade programs, and employers both offsite and onsite. Some of these visits and presentations will be offered only to these targeted groups, however others will be offered to all so that each student is able to access programming that is tailored to their future college and career interests	The progress of this action will be monitored to the successful completion of the student surveys indicating that students have a clear post graduation plan as well as through the tracking of college entrance rates.
2.1	Low income and foster students often arrive at PVC with little access to outside activities such as visits to museums, college visits and access to a diverse community of employers	The purchase of this curriculum will provide students access to additional virtual visits to jobs and colleges as well as the opportunity to explore a variety of career assessments. The special education department will work with the Department of Rehabilitation, Workability and other organizations to provide specific life skill and college/career readiness programming targeted for students with exceptional needs. Although offered to all, it will primarily benefit low income and foster students who may not have access to these resources outside of school	The progress of this action will be monitored to the successful completion of the student surveys indicating that students have a clear post graduation plan as well as through the tracking of college entrance rates.

2.3	Low income and foster students have historically been the student population who are also the first in their family to attend college. Students who are the first to attend college often need additional support in completing applications, finding relevant documents and assistance in completing the FAFSA.	By identifying these families, the counseling department will be able to hold specific meetings, additional workshops and individual counseling sessions during the entire application process. As mentioned, data shows that first generation families usually fall into the category of low income, thus this action is primarily targeted to that group, however the school will not turn away any family in need of additional support in applying to college	Progress will be measured by FAFSA completion rates and college attendance rates.
4.1	Families with limited incomes cannot often support their students with additional tutoring or instructional services outside of what is offered at school, by offering these services within the school setting, PVC hopes to even the playing field for all students.	Low income students will be provided with additional tutoring and instructional support both during and outside of the regular school day. Although offered to all, this is primarily targeted at those families who do not have the resources to provide additional instructional support to their students for a variety of financial reasons.	Monitoring will occur through semester grade progress and through NWEA growth scores in Math.
5.0	Families with limited incomes historically have needed support in providing additional resources for students.	Low income and foster students will be provided with access to counseling services, psychological and substance abuse services as well as lessons on these and other topics. The school will also expand connections to community service agencies to provide ongoing support for additional resources such as food banks, parenting classes, etc. Although these services are available for all, they are primarily targeted at those who cannot afford services on their own.	Monitoring will occur through the suspension rate and student survey results
5.2	Families with limited incomes historically have needed support in providing additional resources for students.	Offering social/emotional support and wellness classes and curriculum will help students who may not be able to access these resources in the home. Although offered to all, these classes will primarily service those students with limited access in their homes to similar services	The effectiveness of these actions will be monitored through the collection of student survey data.
5.6	Low income families often need additional supports to be learning-ready such as access to healthy food, extracurricular opportunities and care after school	Providing students with two meals a day, opportunities for structured social activities and an inviting atmosphere will benefit all students but will provide students with limited resources in the home to have needs met that make them able to learn in a safe and comfortable environment	This action will be measured through attendance rates and the data collected through the student surveys.

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
3.2	English learners need direct support in order to obtain English language proficiency	The continued employment of an ELD teacher, providing a course on designed ELD in the middle and high school and the purchase of additional curriculum will all help to grow the ELD program at Pacific View, ensuring that English Learners are able to learn content as well as English. Offering translation services for families will support family engagement in their students' education	These actions will be monitored through Reclassification rates, ELPI scores and semester grades in English and ELD.
5.1	Students with limited incomes need additional support in staying connected through technological services and devices	Chromebooks, hotspots and cell phones from the Connecting students to resources organization will be available to students with financial need. The Coyote Closet will provide school supplies and clothing to students in need of basic supplies.	Monitoring of the effectiveness of this action will be through attendance rates and information gathered through the student surveys

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

N/A

Additional Concentration Grant Funding

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

ELD/ELL Support Teacher will be employed to assist in meeting the needs of ELL students. The Lead Instructional Aide/Student Support and the College and Career Liaison positions will be providing additional services to support low income students prepare for graduation.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1.39
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1.25

25/26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)
25/26	\$ 6,587,793	\$ 1,894,253	28.754%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds
Totals	\$ 7,294,508	\$ 258,414	\$ -	\$ 15,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support for Credit Deficient Students	High School	No	\$ 1,120,043	\$ -	\$ 1,120,043	\$ -	\$ -	\$ -	\$ 1,120,043	0.000%
1	1.1	Access to Courses	High School	No	\$ 534,184	\$ -	\$ 534,184	\$ -	\$ -	\$ -	\$ 534,184	0.000%
1	1.2	Parent Engagement	All	Yes	\$ 198,654	\$ -	\$ 198,654	\$ -	\$ -	\$ -	\$ 198,654	9.000%
1	1.3	Support for Students with Disabilities	SPED	No	\$ 188,586	\$ 17,500	\$ 68,166	\$ 137,920	\$ -	\$ -	\$ 206,086	0.000%
1	1.4	Senior Activities	High School	Yes	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	0.000%
2	2	College and Career Activities	All	Yes	\$ 346,493	\$ 8,000	\$ 354,493	\$ -	\$ -	\$ -	\$ 354,493	13.000%
2	2.1	Additional Curriculum	Middle and High	Yes	\$ 32,775	\$ -	\$ 32,775	\$ -	\$ -	\$ -	\$ 32,775	0.600%
2	2.2	Community College Relationships	High School	No	\$ 30,557	\$ -	\$ 30,557	\$ -	\$ -	\$ -	\$ 30,557	0.000%
2	2.3	First Generation Support	High School	Yes	\$ 104,440	\$ -	\$ 104,440	\$ -	\$ -	\$ -	\$ 104,440	1.200%
3	3	English Courses	High Schol	No	\$ 476,045	\$ -	\$ 476,045	\$ -	\$ -	\$ -	\$ 476,045	0.000%
3	3.1	Instructional Focus in Literacy	All	No	\$ 288,665	\$ -	\$ 288,665	\$ -	\$ -	\$ -	\$ 288,665	0.000%
3	3.2	English Language Development	All	Yes	\$ 144,594	\$ 6,000	\$ 150,594	\$ -	\$ -	\$ -	\$ 150,594	13.000%
3	3.3	Intervention and Support	All	No	\$ 381,856	\$ -	\$ 381,856	\$ -	\$ -	\$ -	\$ 381,856	0.000%
3	3.4	Testing	All	No	\$ 466,994	\$ 2,000	\$ 468,994	\$ -	\$ -	\$ -	\$ 468,994	0.000%
4	4	Math Curriculum	Middle and High	No	\$ 476,973	\$ 20,000	\$ 496,973	\$ -	\$ -	\$ -	\$ 496,973	0.000%
4	4.1	Intervention and Support	All	Yes	\$ 438,813	\$ 1,200	\$ 319,519	\$ 120,494	\$ -	\$ -	\$ 440,013	31.000%
4	4.2	Training and Professional Development	All	No	\$ 66,904	\$ -	\$ 66,904	\$ -	\$ -	\$ -	\$ 66,904	0.000%
4	4.3	Testing	All	No	\$ 336,302	\$ -	\$ 336,302	\$ -	\$ -	\$ -	\$ 336,302	0.000%
5	5	Support Programs	All	Yes	\$ 236,479	\$ 211,900	\$ 448,379	\$ -	\$ -	\$ -	\$ 448,379	20.000%
5	5.1	Student Supplies	All	Yes	\$ 35,951	\$ 56,500	\$ 92,451	\$ -	\$ -	\$ -	\$ 92,451	10.000%
5	5.2	Support Curriculum	All	Yes	\$ 40,793	\$ -	\$ 40,793	\$ -	\$ -	\$ -	\$ 40,793	2.700%
5	5.3	Electives	All	No	\$ 310,431	\$ -	\$ 310,431	\$ -	\$ -	\$ -	\$ 310,431	0.000%
5	5.4	Student Discipline	All	No	\$ 280,765	\$ -	\$ 280,765	\$ -	\$ -	\$ -	\$ 280,765	0.000%
5	5.5	Staff Support	All	No	\$ 50,512	\$ -	\$ 50,512	\$ -	\$ -	\$ -	\$ 50,512	0.000%
5	5.6	Engagement and Enrichment	All	Yes	\$ 101,526	\$ 140,500	\$ 242,026	\$ -	\$ -	\$ -	\$ 242,026	5.900%
5	5.7	Facilities	All	No	\$ 41,987	\$ 358,000	\$ 399,987	\$ -	\$ -	\$ -	\$ 399,987	0.000%

25/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,567,922.00	\$ 7,453,354.00

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	Support for Credit Deficient Students	No	\$ 1,120,043	\$ 1,097,642
1	1.1	Access to Courses	No	\$ 534,184	\$ 523,500
1	1.2	Parent Engagement	Yes	\$ 198,654	\$ 194,681
1	1.3	Support for Students with Disabilities	No	\$ 206,086	\$ 201,964
1	1.4	Senior Activities	Yes	\$ 15,000	\$ 14,700
2	2	College and Career Activities	Yes	\$ 354,493	\$ 354,493
2	2.1	Additional Curriculum	Yes	\$ 32,775	\$ -
2	2.2	Community College Relationships	No	\$ 30,557	\$ 30,557
2	2.3	First Generation Support	Yes	\$ 104,440	\$ 104,440
3	3	English Courses	No	\$ 476,045	\$ 471,285
3	3.1	Instructional Focus in Literacy	No	\$ 288,665	\$ 288,000
3	3.2	English Language Development	Yes	\$ 150,594	\$ 150,594
3	3.3	Intervention and Support	No	\$ 381,856	\$ 378,037
3	3.4	Testing	No	\$ 468,994	\$ 467,990
4	4	Math Curriculum	No	\$ 496,973	\$ 496,973
4	4.1	Intervention and Support	Yes	\$ 440,013	\$ 440,013
4	4.2	Training and Professional Development	No	\$ 66,904	\$ 66,904
4	4.3	Testing	No	\$ 336,302	\$ 336,302
5	5	Support Programs	Yes	\$ 448,379	\$ 443,895
5	5.1	Student Supplies	Yes	\$ 92,451	\$ 92,451
5	5.2	Support Curriculum	Yes	\$ 40,793	\$ 40,793
5	5.3	Electives	No	\$ 310,431	\$ 307,325
5	5.4	Student Discipline	No	\$ 280,765	\$ 280,765
5	5.5	Staff Support	No	\$ 50,512	\$ 50,000
5	5.6	Engagement and Enrichment	Yes	\$ 242,026	\$ 230,025

5	5.7	Facilities	No	\$ 399,987	\$ 390,025
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25/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,719,425	\$ 1,984,124	\$ 1,930,891	\$ 53,233	106.400%	102.100%	-4.30%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Support for Credit Deficient Students	No	\$ -	\$ -	0.000%	0.000%
1	1.1	Access to Courses	No	\$ -	\$ -	0.000%	0.000%
1	1.2	Parent Engagement	Yes	\$ 198,654	\$ 194,681.00	9.000%	10.000%
1	1.3	Support for Students with Disabilities	No	\$ -	\$ -	0.000%	0.000%
1	1.4	Senior Activities	Yes	\$ -	\$ -	0.000%	0.000%
2	2	College and Career Activities	Yes	\$ 354,493	\$ 354,493.00	13.000%	19.000%
2	2.1	Additional Curriculum	Yes	\$ 32,775	\$ -	0.600%	0.000%
2	2.2	Community College Relationships	No	\$ -	\$ -	0.000%	0.000%
2	2.3	First Generation Support	Yes	\$ 104,440	\$ 104,440.00	1.200%	5.000%
3	3	English Courses	No	\$ -	\$ -	0.000%	0.000%
3	3.1	Instructional Focus in Literacy	No	\$ -	\$ -	0.000%	0.000%
3	3.2	English Language Development	Yes	\$ 150,594	\$ 150,594.00	13.000%	8.000%
3	3.3	Intervention and Support	No	\$ -	\$ -	0.000%	0.000%
3	3.4	Testing	No	\$ -	\$ -	0.000%	0.000%
4	4	Math Curriculum	No	\$ -	\$ -	0.000%	0.000%
4	4.1	Intervention and Support	Yes	\$ 319,519	\$ 319,519.00	31.000%	17.000%
4	4.2	Training and Professional Development	No	\$ -	\$ -	0.000%	0.000%
4	4.3	Testing	No	\$ -	\$ -	0.000%	0.000%
5	5	Support Programs	Yes	\$ 448,379	\$ 443,895.00	20.000%	24.000%
5	5.1	Student Supplies	Yes	\$ 92,451	\$ 92,451.00	10.000%	5.000%
5	5.2	Support Curriculum	Yes	\$ 40,793	\$ 40,793.00	2.700%	2.100%
5	5.3	Electives	No	\$ -	\$ -	0.000%	0.000%
5	5.4	Student Discipline	No	\$ -	\$ -	0.000%	0.000%
5	5.5	Staff Support	No	\$ -	\$ -	0.000%	0.000%
5	5.6	Engagement and Enrichment	Yes	\$ 242,026	\$ 230,025.00	5.900%	12.000%
5	5.7	Facilities	No	\$ -	\$ -	0.000%	0.000%

26/27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)
26/27	\$ 6,955,133	\$ 1,820,347

Totals	LCFF Funds	Other State Funds
Totals	\$ 6,936,949	\$ 414,785

Goal #	Action #	Action Title	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	Support for Credit Deficient Students	Ongoing	\$ 1,215,311	\$ -	\$ 820,048	\$ -	\$ -	\$ 395,263	\$ 1,215,311	0.000%
1	1.1	Access to Courses	Ongoing	\$ 508,844	\$ 32,613	\$ 258,177	\$ -	\$ -	\$ 283,280	\$ 541,457	0.000%
1	1.2	Parent Engagement	Ongoing	\$ 275,746	\$ -	\$ 251,436	\$ -	\$ -	\$ 24,310	\$ 275,746	15.000%
1	1.3	Support for Students with Disabilities	Ongoing	\$ 282,094	\$ 18,565	\$ 185,069	\$ 115,590	\$ -	\$ -	\$ 300,659	0.000%
1	1.4	Senior Activities	Fall and Spring	\$ 10,000	\$ 10,000	\$ 5,000	\$ -	\$ -	\$ 15,000	\$ 20,000	1.000%
2	2	College and Career Activities	Ongoing	\$ 361,025	\$ 8,000	\$ 303,560	\$ -	\$ -	\$ 65,465	\$ 369,025	20.000%
2	2.1	College & Career Curriculum	Fall 2026	\$ 40,747	\$ -	\$ 40,747	\$ -	\$ -	\$ -	\$ 40,747	2.200%
2	2.2	Community College Relationships	Ongoing	\$ 45,869	\$ -	\$ 45,869	\$ -	\$ -	\$ -	\$ 45,869	0.000%
2	2.3	First Generation Support	Ongoing	\$ 111,328	\$ -	\$ 111,328	\$ -	\$ -	\$ -	\$ 111,328	6.000%
3	3	English Courses	Ongoing	\$ 377,210	\$ -	\$ 377,210	\$ -	\$ -	\$ -	\$ 377,210	0.000%
3	3.1	Instructional Focus in Literacy	Ongoing	\$ 301,345	\$ -	\$ 301,345	\$ -	\$ -	\$ -	\$ 301,345	0.000%
3	3.2	English Language Development	Ongoing	\$ 206,376	\$ 11,000	\$ 217,376	\$ -	\$ -	\$ -	\$ 217,376	11.900%
3	3.3	Intervention and Support	Ongoing	\$ 390,840	\$ 2,000	\$ 392,840	\$ -	\$ -	\$ -	\$ 392,840	0.000%
3	3.4	Testing	Ongoing	\$ 396,728	\$ 2,000	\$ 398,728	\$ -	\$ -	\$ -	\$ 398,728	0.000%
4	4	Math Curriculum	Ongoing	\$ 468,984	\$ 17,000	\$ 485,984	\$ -	\$ -	\$ -	\$ 485,984	0.000%
4	4.1	Intervention and Support	Ongoing	\$ 352,550	\$ 9,775	\$ 362,325	\$ -	\$ -	\$ -	\$ 362,325	20.000%
4	4.2	Training and Professional Development	Ongoing	\$ 41,115	\$ -	\$ 41,115	\$ -	\$ -	\$ -	\$ 41,115	0.000%
4	4.3	Testing	Ongoing	\$ 285,369	\$ -	\$ 285,369	\$ -	\$ -	\$ -	\$ 285,369	0.000%
5	5	Support Programs	Ongoing	\$ 350,951	\$ 194,600	\$ 368,356	\$ 177,195	\$ -	\$ -	\$ 545,551	30.000%
5	5.1	Student Supplies	Fall 2026	\$ 67,266	\$ 56,500	\$ 123,766	\$ -	\$ -	\$ -	\$ 123,766	6.800%
5	5.2	Support Curriculum	Fall 2026	\$ 7,970	\$ 650	\$ 8,620	\$ -	\$ -	\$ -	\$ 8,620	1.000%
5	5.3	Electives	Ongoing	\$ 305,161	\$ -	\$ 183,161	\$ 122,000	\$ -	\$ -	\$ 305,161	0.000%
5	5.4	Student Discipline	Ongoing	\$ 286,090	\$ -	\$ 286,090	\$ -	\$ -	\$ -	\$ 286,090	0.000%
5	5.5	Staff Support	Ongoing	\$ 401,658	\$ -	\$ 401,658	\$ -	\$ -	\$ -	\$ 401,658	0.000%
5	5.6	Student Engagment and Enrichment	Ongoing	\$ 130,021	\$ 157,000	\$ 287,021	\$ -	\$ -	\$ -	\$ 287,021	15.700%
5	5.7	Facilities	Ongoing	\$ 41,751	\$ 353,000	\$ 394,751	\$ -	\$ -	\$ -	\$ 394,751	0.000%

26/27 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
\$ 6,955,133	\$ 1,820,347	26.173%	0.000%	26.173%	\$ 2,079,535	129.600%	159.499%	Total:	\$ 2,079,535
								LEA-wide Total:	\$ 2,079,535
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Support for Credit Deficient Students	No	LEA-wide		All Schools	\$ -	0.000%
1	1.1	Access to Courses	No	LEA-wide		All Schools	\$ -	0.000%
1	1.2	Parent Engagement	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 251,436	15.000%
1	1.3	Support for Students with Disabilities	No	LEA-wide		All Schools	\$ -	0.000%
1	1.4	Senior Activities	Yes	LEA-wide	Low-Income	All Schools	\$ 5,000	1.000%
2	2	College and Career Activities	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 303,560	20.000%
2	2.1	College & Career Curriculum	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 40,747	2.200%
2	2.2	Community College Relationships	No	LEA-wide		All Schools	\$ -	0.000%
2	2.3	First Generation Support	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 111,328	6.000%
3	3	English Courses	No	LEA-wide		All Schools	\$ -	0.000%
3	3.1	Instructional Focus in Literacy	No	LEA-wide		All Schools	\$ -	0.000%
3	3.2	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$ 217,376	11.900%
3	3.3	Intervention and Support	No	LEA-wide		All Schools	\$ -	0.000%
3	3.4	Testing	No	LEA-wide		All Schools	\$ -	0.000%
4	4	Math Curriculum	No	LEA-wide		All Schools	\$ -	0.000%
4	4.1	Intervention and Support	Yes	LEA-wide	Low-Income	All Schools	\$ 362,325	20.000%
4	4.2	Training and Professional Development	No	LEA-wide		All Schools	\$ -	0.000%
4	4.3	Testing	No	LEA-wide		All Schools	\$ -	0.000%
5	5	Support Programs	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 368,356	30.000%
5	5.1	Student Supplies	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 123,766	6.800%
5	5.2	Support Curriculum	Yes	LEA-wide	Low-Income	All Schools	\$ 8,620	1.000%
5	5.3	Electives	No	LEA-wide		All Schools	\$ -	0.000%
5	5.4	Student Discipline	No	LEA-wide		All Schools	\$ -	0.000%
5	5.5	Staff Support	No	LEA-wide		All Schools	\$ -	0.000%
5	5.6	Student Engagment and Enrichment	Yes	LEA-wide	Low-Income	All Schools	\$ 287,021	15.700%
5	5.7	Facilities	No	LEA-wide		All Schools	\$ -	0.000%

26/27 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)
\$ -	#REF!	0.000%	0.000%	#REF!	#REF!	0.000%	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. 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).

