

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways Charter Academy

CDS Code: 51 10512 0140152

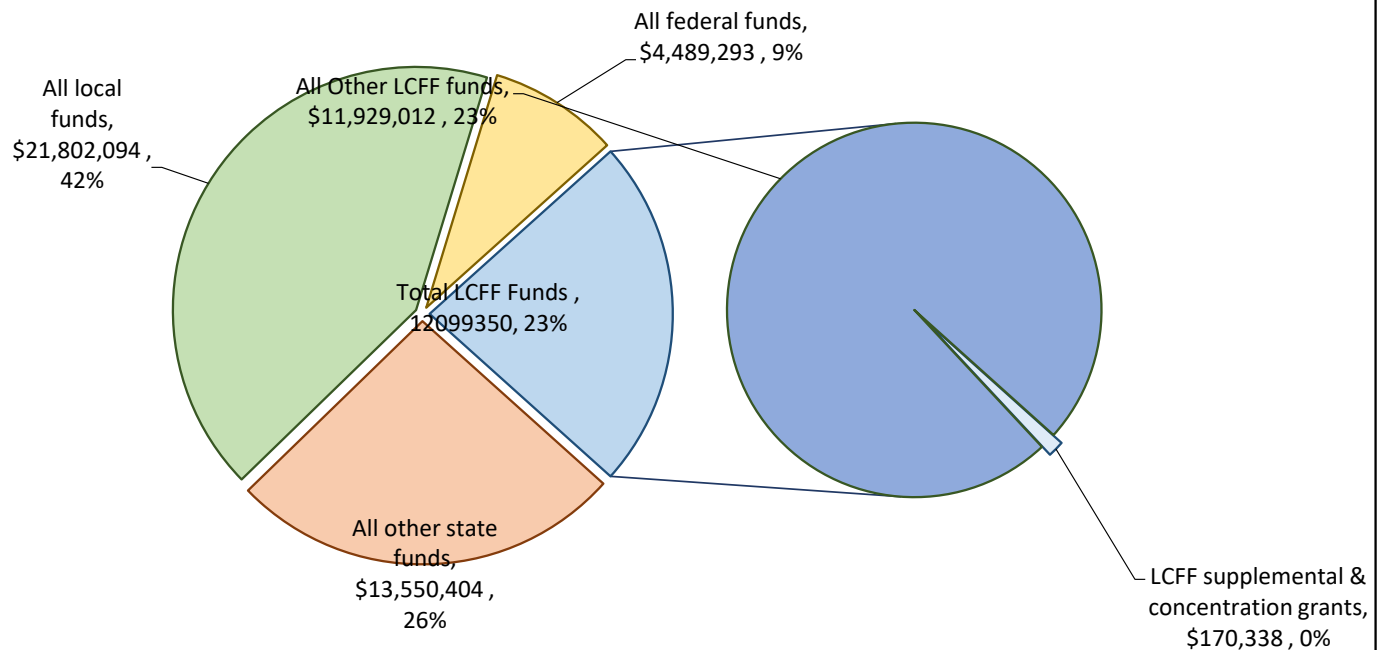
School Year: 2025-26

LEA contact information: Kristi Johnson, Assistant Superintendent Educational Services

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 2025-26 School Year

Projected Revenue by Fund Source

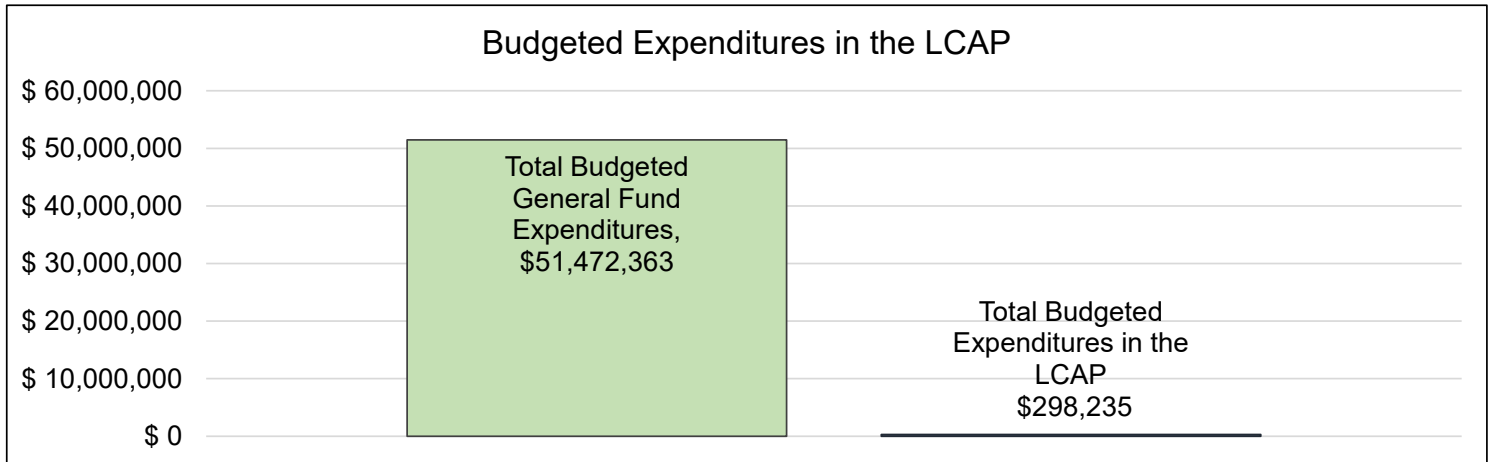


This chart shows the total general purpose revenue Pathways Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pathways Charter Academy is \$51,941,141.00, of which \$12,099,350.00 is Local Control Funding Formula (LCFF), \$13,550,404.00 is other state funds, \$21,802,094.00 is local funds, and \$4,489,293.00 is federal funds. Of the \$12,099,350.00 in LCFF Funds, \$170,338.00 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 Pathways Charter Academy plans to spend for 2025-26. 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: Pathways Charter Academy plans to spend \$51,472,363.00 for the 2025-26 school year. Of that amount, \$298,235.00 is tied to actions/services in the LCAP and \$51,174,128.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund operating expenses of Pathways Charter Academy that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance, business, special education, technology, and routine maintenance on equipment, buildings, and vehicles.

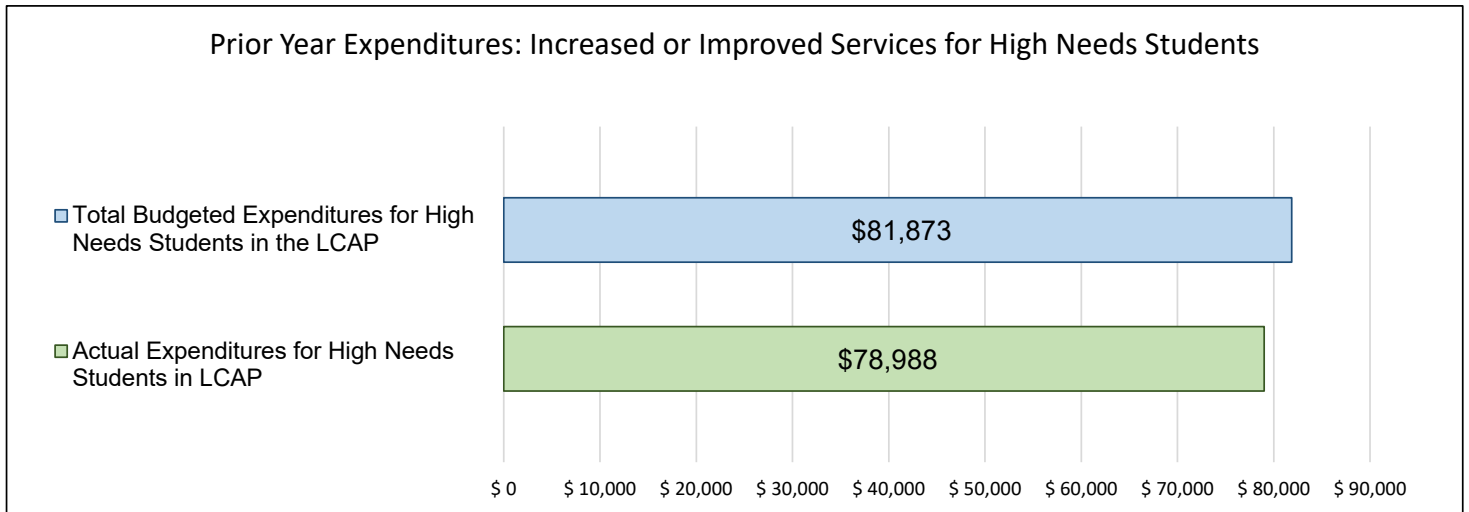
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pathways Charter Academy is projecting it will receive \$170,338.00 based on the enrollment of foster youth, English learner, and low-income students. Pathways Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pathways Charter Academy plans to spend \$95,920.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

PCA is forming a Middle College Agreement for the 25-26 school year. The Needs Assessment to determine specific needs for the High Needs Students has not been completed. Applicable updates will be described in the Mid-year Update.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Pathways Charter Academy's LCAP budgeted \$81,873.00 for planned actions to increase or improve services for high needs students. Pathways Charter Academy actually spent \$78,988.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$2,885.00 had the following impact on Pathways Charter Academy's ability to increase or improve services for high needs students:

Actual expenditures was less than budgeted, however, the percent to improve services for high needs students was still met.

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
Pathways Charter Academy	Kristi Johnson Assistant Superintendent, Educational Services	kristij@sutter.k12.ca.us (530) 822-2939

Plan Summary 2025-2026

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.

Pathways Charter Academy (PCA) is a non-seat-based charter school established in the 2020-21 school year by the Sutter County Superintendent of Schools to provide specialized educational services for students requiring an alternative education program. PCA is classified as a DASS school as identified on the California School Dashboard. PCA offers individualized, flexible, and student-centered learning options in a safe and supportive environment, fostering personal responsibility and community engagement at both local and global levels.

PCA serves students in grades 7-12 who may be:

- o At risk of expulsion
- o Expelled from their previous schools
- o Court- or probation-referred
- o Seeking a voluntary transfer as requested by parents
- o As a non-classroom-based or independent study program, PCA is designed for students who thrive in self-directed learning environments while receiving guidance from credentialed teachers. This alternative instructional model aligns with the County Office’s course of study and provides students with opportunities to:
 - Work at their own pace
 - Enroll in dual-enrollment college courses
 - Access Career Technical Education (CTE) pathways
 - Engage in mentoring and internship programs

PCA works collaboratively with students and families to ensure a personalized educational experience that leads to graduation or a return to their home school, depending on student needs.

Program and Academic Considerations

PCA does not require A-G or AP coursework as a standard part of its program; however, students demonstrating readiness may access these courses. Due to its small enrollment of 22 students in 2024-25, statewide assessment data may not fully reflect program effectiveness, particularly for subgroups and specific grade levels.

Student Support and Discipline Policy

As an alternative education program, PCA does not expel students. Instead, students struggling to meet expectations are supported through interventions or may be referred back to their district of residence if they are unable to fulfill the conditions of their expulsion plan.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
FRA Principal, Certificated, and Classified Staff	Staff Meeting for Local Indicator Tools/LCAP Goals & Actions- April 30, 2025 Staff Meetings for facilitated Improvement Project work around CSI indicators/LCApp Goals & Actions- 9/11/2024, 10/09/2024, 11/13/2024, 12/11/2024, 2/12/2025, 3/12/2025, 4/09/2025, 5/14/2025
Parents	Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey Back to School Night October 17, 2024 Open House April 10, 2025
Students	Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey Back to School Night
SELPA	May 21, 2025
Parent Advisory	October 14, 2024, April 17, 2025
ELAC	Less than 25 English learner students; therefore, there is no established ELAC/DELAC

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

Certificated and Classified Staff

Paraprofessionals and support staff are actively engaged in addressing and responding to identified successes, as outlined in Goal 2, Action 2. Their involvement is recognized as instrumental in fostering a supportive and effective learning environment for all students. Additionally,

minimum days and professional learning opportunities have been strategically implemented to assist teachers, enhance instruction, and promote continuous improvement initiatives.

These efforts, aligned with Goal 1, Action 3, and Goal 2, Action 1, are informed by staff input and insights collected through local indicator tools, ensuring that professional development remains responsive to site-specific needs. Furthermore, feedback from educational partners highlights the importance of continuous coordination with FRA and the Sutter County Superintendent of Schools Office to expand student services and opportunities.

Parents/Community

Ongoing input from educational partners highlights several key priorities. Transportation remains a critical need for many working families, as outlined in Goal 3, Action 2, and continues to be prioritized. There is also a strong desire for the Junior High Art Program to be more effectively advertised and accessible to all PCA students. In-person CTE classes have been identified as high-interest, yet very little participation in areas that significantly benefit students, aligning with Goal 1, Actions 4 and 5. Additional support through academic intervention is also necessary to assist struggling students, ensuring that learning gaps are addressed promptly and effectively. Stakeholders expressed appreciation for current efforts to support students' social-emotional well-being and emphasized the importance of continuing these services, as discussed in Goal 3, Action 3. Effective communication from school staff, particularly counselors and teachers, is vital to student success and accountability. Hosting a community fair twice a year, including an Open House and a spring event, was suggested to strengthen school-family partnerships and enhance community engagement.

Students

Student and parent feedback has played a vital role in shaping the priorities of the LCAP. Students strongly desire more hands-on learning opportunities, noting that such experiences would increase their motivation to attend and participate in school. CTE courses are also important.

Students identified the student store and its incentive system, especially food-related rewards, as highly motivational, aligning with Goal 3, Action 5. The need for reliable home-to-school transportation emerged as the top priority among students and parents, reinforcing its importance as outlined in Goal 3, Action 2. Students also emphasized the value of continued access to individual and group therapy or counseling services, as reflected in Goal 3, Action 3.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pathways Charter Academy will ensure that staff and students operate in an environment that is safe, supportive, and conducive to learning. This includes modern facilities, high-quality teachers, adequate standards-aligned instructional materials, and ongoing support	Broad Goal

State Priorities addressed by this goal.

Priority 1, 2, and 7

An explanation of why the LEA has developed this goal.

Pathways Charter Academy (PCA) serves students who have been expelled, referred by probation, referred due to truancy, or requested by their parents. Input from students and parents indicates that the traditional school setting disenfranchises them, and survey data suggest that upon entering the County Community School, most students need to understand the relevance or connection between school and their long-term goals.

PCA aims to establish a learning environment that is safe, respectful, nurturing, and responsive to individual student needs. These collective actions, monitored through identified metrics, will ensure that students referred to PCA enter an environment that supports them in establishing individualized goals and recognizing how the school provides support to help them achieve their aspirations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A Properly credentialed and appropriately assigned teachers Source: SARC	22/23 SARC Fully Credentialed & properly assigned .4 or 45.48% Out of Field .5 or 45.48 %	23/24 SARC Fully Credentialed & properly assigned .4 or 45.48% Out of Field .5 or 45.48 %	N/A	25/26 SARC Fully Credentialed & properly assigned .4 or 45.48% Out of Field .5 or 45.48 %	Maintained Baseline Data

2	<p>Priority 1B</p> <p>Student access to standards-aligned instructional materials</p> <p>Source: Local Indicator Tool for Priority 2</p> <p>Question #2</p>	<p>Spring 2024</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD - 5 Full Implementation and Sustainability</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p>	<p>Spring 2025</p> <p>ELA-5 Full Implementation and Sustainability</p> <p>ELD - 5 Full Implementation and Sustainability</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS- 4 Full Implementation</p> <p>HSS - 4 Full Implementation</p>		<p>Spring 2027</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD - 5 Full Implementation and Sustainability</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p>	Maintained Baseline Data
3	<p>Priority 1C</p> <p>Facilities in Good Repair</p> <p>Source: Facilities Inspection Tool (FIT)</p>	<p>2023 FIT</p> <p>Overall “Exemplary”rating</p>	<p>2024 FIT</p> <p>Overall Facility Rating: “Good”</p>		<p>2026 FIT</p> <p>Maintain Overall “Exemplary” rating</p>	Maintained Baseline Data

4	<p>Priority 2A Implementation of State Academic Standards</p> <p>Source: Local Indicator Tool for Question #1 and #4</p>	<p>Spring 2024</p> <p>Question #1</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD - 3 Initial Implementation</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>3 Initial Implementation</p> <p>Health Education - 3 Initial Implementation</p> <p>PE - 3 Initial Implementation</p> <p>VAPA - 2 Beginning Development</p> <p>World Language - 1 Exploration and Research</p>	<p>Spring 2025</p> <p>Question #1</p> <p>ELA-5 Full Implementation and Sustainability</p> <p>ELD - 4 Full Implementation</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>CTE - 4 Full Implementation</p> <p>Health Education - 4 Full Implementation</p> <p>PE - 5 Full Implementation and Stability</p> <p>VAPA - 4 Full Implementation</p> <p>World Language - 4 Full Implementation</p>		<p>Spring 2027</p> <p>Question #1</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD- 4 Full Implementation</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS - 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>CTE- 5 Full Implementation and Sustainability</p> <p>Health Education - 5 Full Implementation and Sustainability</p> <p>PE- 5 Full Implementation and Sustainability</p> <p>VAPA- 4 Full Implementation</p> <p>World Language- 2 Beginning Development</p>	Maintained or improved from Baseline
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5	Priority 2B EL access to CCSS and ELD Standards Source: STAR	Spring 2024 0% of ELs in the 50th percentile or above	Spring 2025 0% of ELs in the 50th percentile or above Source: STAR		Spring 2026 20% of ELs in the 50th percentile or above	Maintained Baseline Data
6	Priority 7A Access to Broad Course of Study Source: Metrics identified in the Local Indicator Tool for Priority 7 Enrollment in identified courses	Spring 2024 VAPA 21% All Students 28% SED Students CTE 83% All High School Students 86% of High School SED Students	Spring 2025 VAPA 28% All Students 23% SED Students CTE 43% All High School Students 41% of High School SED Students		Spring 2026 VAPA 75% All Students 75% SED Students CTE 90% All High School Students 95% High School SED Students	VAPA +7% All Students -5% SED Students CTE -40% All High School Students -45% of High School SED Students

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

PCA ensures that all staff and students learn and work in a safe, supportive environment that promotes academic and personal growth. Actions taken to achieve this goal include maintaining modern, well-equipped facilities, providing students with standards-aligned instructional materials, hiring and retaining high-quality teachers, and offering ongoing professional development and instructional support. Key successes include consistent collaboration among staff to foster a favorable school climate, which is evident in staff participation in PLCs and a strong focus on social-emotional supports. Some challenges arose during implementation, particularly regarding recruiting and retaining qualified staff. Although technological improvements were made, some infrastructure upgrades were rolled out slowly. Despite these challenges, PCA has remained focused on its goal and has made meaningful progress in creating a safe, high-quality learning environment for all students.

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 are no material differences between Budget Expenditure and Estimated Actual Percentages.

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

At PCA, several actions have been taken to ensure a safe, supportive, and effective learning environment, achieving varying degrees of success. Investments in maintaining clean, modern facilities and providing standards-aligned instructional materials have proven effective, as reflected in increased student engagement and improved access to quality educational resources. The ongoing support for staff through professional development and collaboration in PLCs has positively impacted instructional quality and classroom management, contributing to a more supportive student environment. These actions have shown measurable progress toward enhancing the learning climate and instructional delivery, aligning well with key performance metrics related to student engagement and school climate.

However, some of these actions have faced limitations in their effectiveness. Recruiting and retaining high-quality staff remains a priority. While efforts to implement new safety and support systems have successfully reduced some behavioral incidents, ongoing student mental health and wellness needs require expanded services and staffing.

Based on Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 1, Action 1 - Reading with Relevance materials will not be purchased in 2025-26.

Goal 1, Action 2 - Will not be purchasing grade-level reading material that is high-interest and aligns with students' STAR Reading Lexile Levels in 25-26.

Goal 1 Actions 3-5 - Based on the removal of Action 2, Actions 3-5 will be renumbered in 25-26 to reflect Curriculum/Standards Implementation (Action 2), VAPA (Action 3) and CTE (Action 4)

Goal 1, Action 4 --add art therapy with Beauty of Paint to take place 3 times per year

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	Staffing	Properly credentialed and appropriately assigned teachers.	\$160,709	N
2	Curriculum/ Standards Implementation	Continue Edgenuity Online Platform Through a blended learning model, enhanced Professional Learning is provided to teachers to implement standards and best practices for supporting various types of learners, grade levels, and content areas within the same classroom.	\$15,564	N
3	VAPA	Contract with Yuba/Sutter Arts and Culture to provide an Introduction to Arts course to all students at least one day per week. Three times per year, Beauty of Paint will provide students with engaging, hands-on painting experiences that support their personal and academic development. The art sessions offer a valuable creative outlet. While painting, students will also experience perseverance, attention to detail, and a sense of accomplishment. Increased engagement and pride in their work contribute to a more positive school climate and stronger emotional well-being.	\$2,420	N
4	CTE	Offer additional sections for Culinary and add a section for Career Exploration. Use Xello to support career exploration.	\$0	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Pathways Charter Academy will plan programs and use relevant data from assessments and other sources in order maximize student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4 and 8

An explanation of why the LEA has developed this goal.

It has been determined that data practices should be evaluated to ensure that student performance data is collected and analyzed to track, improve, and provide appropriate instructional support for students. Based on STAR and CAASPP data, most students enter significantly below grade level in all academic subject areas. Most students also enroll with credit deficiencies and have failed to succeed in the traditional school setting. By developing individual learning plans based on assessment data, PCA intends to improve and maximize student outcomes through increased targeted professional development and supplemental support and services for unduplicated students and students with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 4A Statewide Assessments Source: Dashboard	2023 Dashboard- no performance level ELA <11 students Math <11 students Science- baseline TBD after 2025	2024 Dashboard ELA <11 students Math <11 students Science <11 students	N/A	2026 Dashboard- no performance level Reevaluate if >11 students take the assessments	No change from Baseline as there are still less than 11 students
2	Priority 4A Statewide Assessments Source: CAASPP	2023 CAASPP ELA- 8% Met or Exceeded - All Students Math- 8% Met or Exceeded- All Students Science- baseline TBD after 2025 **Less than 11 SED students, no data displayed	2023 CAASPP ELA- 0% Met or Exceeded - All Students Math- 0% Met or Exceeded- All Students Science <11 students **Less than 11 SED students, no data displayed	N/A	2026 CAASPP ELA- 20% Met or Exceeded Math- 20% Met or Exceeded	N/A as there are less than 11 students

3	<p>Priority 4B Percentage of pupils who have been enrolled in, and successfully completed A-G or CTE course requirements</p> <p>Source: College/Career Indicator (Dashboard)</p>	2023 Dashboard less than 11 students, no data displayed	2024 Dashboard less than 11 students, no data displayed	N/A	<p>2026 Dashboard less than 11 students, no data displayed</p> <p>Reevaluate if >11 students are eligible</p>	No change from Baseline as there are still less than 11 students
4	<p>Priority 4C Percentage of English learners making progress toward English proficiency</p> <p>Source: ELPI and Summative ELPAC</p>	2023 Dashboard ELPI - less than 11 students, no data displayed	2024 Dashboard less than 11 students, no data displayed	N/A	<p>2026 Dashboard ELPI - less than 11 students, no data displayed</p> <p>Reevaluate if >11 students take the assessments</p>	No change from Baseline as there are still less than 11 students
5	<p>Priority 4D EL Reclassification Rate</p> <p>Source: Reclassification Policy</p>	0 Students Reclassified	Spring 2025 0 students reclassified	N/A	2026-2027 2 Students Reclassified	Maintained Baseline Data

6	Priority 4F Demonstration of college preparedness (EAP)	2023 Dashboard Less than 11 students, no data displayed	2024 Dashboard less than 11 students, no data displayed	N/A	2026 Dashboard Less than 11 students, no data displayed Reevaluate if >11 students are eligible.	No change from Baseline as there are still less than 11 students
7	Priority 8A Other Pupil outcomes Source: STAR ELA	STAR Reading Spring 2024 Below 25th percentile 72% All Students 76% SED Below 50th percentile 20% All Students 23% SED Between 50th and 74th percentile 8% All Students 1% SED Above the 75th percentile 0% All Students 0% SED	STAR Reading Spring 2025 Below 25th percentile 52% All Students 58% SED Below 50th percentile 32% All Students 28% SED Between 50th and 74th percentile 11% All Students 10% SED Above the 75th percentile 5% All Students 4% SED	N/A	2026 Spring STAR Below 25th percentile 65% All Students 65% SED Below 50th percentile 25% All Students 25% SED Between 50th and 74th percentile 8% All Students 8% SED Above the 75th percentile 2% All Students 2% SED	Below 25th percentile -20% All Students -18% SED Below 50th percentile +12% All Students +5% SED Between 50th and 74th percentile +3% All Students +9% SED Above the 75th percentile +5% All Students +4% SED

8	Priority 8A Other Pupil outcomes Source: STAR Math	STAR Math Spring 2024 Below 25th percentile 79% All Students 81% SED Below 50th percentile 19% All Students 19% SED Between 50th and 74th percentile 2% All Students 0% SED Above the 75th percentile 0% All Students 0% SED	STAR Math Spring 2025 Below 25th percentile 59% All Students 63% SED Below 50th percentile 31% All Students 31% SED Between 50th and 74th percentile 9% All Students 6% SED Above the 75th percentile 1% All Students 0% SED	N/A	2026 Spring STAR Below 25th percentile 65% All Students 65% SED Below 50th percentile 25% All Students 25% SED Between 50th and 74th percentile 8% All Students 8% SED Above the 75th percentile 2% All Students 2% SED	Below 25th percentile -20% All Students -18% SED Below 50th percentile +12% All Students +12% SED Between 50th and 74th percentile +7% All Students +6% SED Above the 75th percentile +1% All Students +0% SED
9	Priority 8A Post-PCA Student Success Tracking Source: Local Tracking Sheet	Establish Baseline in 2024-2025	5 students	N/A	To be determined after Year 1 based on Baseline data	Baseline established in 2025

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

PCA has made steady progress in implementing programs and utilizing relevant data from assessments and other sources to maximize student outcomes. PCA staff have analyzed benchmark assessment data, classroom performance, and individualized intervention plans. One key success has been using career interest surveys to place students in appropriate CTE pathways, helping to engage students with instruction that aligns with their strengths and future goals. Additionally, PCA has implemented weekly art classes through a partnership with Yuba Sutter Arts and Culture, fostering student creativity and increasing engagement. However, due to staffing limitations and inconsistent student attendance, the school has faced challenges in fully implementing some planned academic interventions. PCA staff are exploring scheduling adjustments and additional training to strengthen Tier 2 intervention strategies during the school day.

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 are no material differences between Budget Expenditure and Estimated Actual Percentages.

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

PCA has observed results concerning the effectiveness of actions to maximize student outcomes through strategic programming and data-driven decision-making. Utilizing assessment data to inform instruction has shown moderate effectiveness, particularly in identifying students who need intervention and adjusting instruction accordingly. Teachers have engaged in data discussions and collaborated within PLCs to align instruction and share strategies, improving classroom engagement and early signs of academic progress in targeted areas. The effectiveness of the career interest survey and CTE course alignment has been notably positive, as students exhibit increased engagement and ownership of their learning when participating in pathways that align with their interests. Intervention services were delivered inconsistently. Consequently, gains in academic performance have significantly improved for subgroups.

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.

Based on Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 2, Action 3 - The SCSOS High 5 for All series is not being offered in 25-26. However, support for English learners will occur through one-on-one coaching opportunities.

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	Collaboration	Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model Release time for staff to collaborate and engage in professional learning activities relevant to LEA goals	\$14,563	Y
2	Classified Support	Paraprofessionals to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$22,467	Y
3	EL Supports	Title III Coordinator: Provide professional learning to all staff on Integrated and Designated ELD standards, instruction, and strategies. Provide feedback to staff on teaching practices specific to supporting EL students across content areas. Explore purchase and implementation of updated Designated ELD curriculum. Staff will implement the process described in the EL Master Plan to track EL students' progress and reclassify ELs as a standard component of their regularly scheduled ILP reviews.	\$0	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Pathways Charter Academy will promote student engagement and a school culture conducive to learning	Broad Goal

State Priorities addressed by this goal.

Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

Even as a non-seat-based charter school, Pathways Charter Academy believes it needs to strive to provide an engaging environment for students and establish a culture where students learn to view themselves in a positive light and get along with others. Often, students have not succeeded in traditional school and are looking for an alternative learning environment. Extensive support services are necessary to reestablish educational development, establish appropriate educational goals, and support students to earn a high school diploma. The actions and services in the goal are designed to remove barriers that have impeded success in the traditional school setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	<p>Priority 3A/3B and 3C</p> <p>Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and students with exceptional needs</p> <p>Source: Panorama and Parent Square Dashboard</p>	<p>2024 Survey Participation Rate</p> <p>23% All parents</p> <p>**Student group size doesn't allow for data to be displayed</p> <p><u>Parent Square</u></p> <p>Parent Square</p> <p>54 Direct Messages</p> <p>2 Posts</p> <p>2/33 or 6% of Parents Interacted</p> <p>1 School User</p>	<p>Spring 2025 Survey Participation Rate</p> <p>20% All parents</p> <p>14% Unduplicated</p> <p>33% Exceptional Needs</p> <p>Parent Square</p> <p>14 Direct Messages</p> <p>3 Posts</p> <p>2/30 or 7% of parents interacted</p> <p>2 School User</p>	N/A	<p>Spring 2027 Survey Participation Rate</p> <p>50% All parents</p> <p>**Student group size doesn't allow for data to be displayed</p> <p><u>Parent Square</u></p> <p>132 Direct Messages</p> <p>24 Posts</p> <p>50% Parents Interacted</p> <p>3 School Users</p>	<p>Survey participation decreased by 3%</p> <p>Parent Square decreased usage by 40 Direct messages</p>
2	<p>Priority 5A Attendance</p> <p>Source - P2 Attendance Report</p>	<p>P-2 2024</p> <p>All Students 87%</p> <p>SED student group 78%</p>	<p>P-2 2025</p> <p>All Students 85%</p> <p>SED Student Group 81%</p>	N/A	<p>P-2 2027</p> <p>All Students 90%</p> <p>SED student group 90%</p>	<p>All Students - -2%</p> <p>SED - -3%</p>

3	Priority 5B Chronic Absenteeism Source - Dashboard - Chronic Absenteeism Indicator and Aeries Local SIS	2023 Dashboard - Less than 11 students in 7th-8th Grade 0% (local SIS) - schoolwide data	2024 Dashboard - Less than 11 students in 7th-8th Grade 0% (local SIS) - schoolwide data	N/A	2026 Dashboard - Less than 11 students in 7th-8th Grade 0% (local SIS) - schoolwide data	No change from Baseline as there are still less than 11 students
4	Priority 5C Middle School Dropout Rate Source: Local SIS (Aeries)	2023-2024 0 Students - 0%	2024/2025 0 Students Source: AERIES	N/A	2026-2027 0 students - 0%	Maintained Baseline Data
5	Priority 5D High School Dropout Rate Source: Local SIS (Aeries)	2023-2024 5 students	2024/2025 2 students Source: AERIES	N/A	2026-2027 3 students	-3 students
6	Priority 5E High School Rate Source: Graduation Rate Indicator (Dashboard) and Local SIS (Aeries)	2023 Dashboard Less than 11 students and no data was displayed.	2024 Dashboard All Students 46.2% of students graduated	N/A	2026 Dashboard Less than 11 students and no data was displayed. Will re-evaluate if numbers result in displayed data	Less than 11 students in Baseline change determine in Year 2

7	Priority 6A Suspension Rate Source: Suspension Rate Indicator (Dashboard) and/or Source: Local SIS (Aeries)	2023 Dashboard All Students - Blue- 0% suspended at least 1 day SED Blue - 0% suspended at least 1 day	2024 Dashboard All Students- Orange - 2.4% suspended at least 1 day	N/A	2026 Dashboard All Students - Blue- 0% suspended at least 1 day SED Blue - 0% suspended at least 1 day	+2.4%
8	Priority 6B Expulsion Rates Source:Source: Local SIS (Aeries)	2024 0 Students	2025 0 students	N/A	2026-27 Maintain 0 Students - 0%	Maintained Baseline Data
9	Counseling Participation Rate Source: Local Tracking Sheet	2023-24 11/44 Students 25% of students	2024-25 39/44 Students 88% of students	N/A	2026-27 25% of students (adjust based on annual need)	21 more student participated 63% increase

10	Priority 6C Other local measures, including a survey of pupils, parents, and teachers on the sense of school safety and connectedness Source: Panorama	2024 Survey Sense of School Safety Students - 69% Parents- 67% Staff - 65% Sense of School Connectedness Students - 15% Parents- 33% Staff - 65% Positive Relationship with Caring Adult Students - 51% Parents- 66%	2025 Survey Sense of School Safety Students - 70% Parents- 55% Staff - no data Sense of School Connectedness Students - 37% Parents- 55% Staff -no data Positive Relationship with Caring Adult Students - 68% Parents- 100%		Spring 2027 Survey Sense of School Safety Students - 80% Parents- 80% Staff - 100% Sense of School Connectedness Students - 50% Parents- 50% Staff - 100% Positive Relationship with Caring Adult Students - 80% Parents- 80%	Sense of School Safety Students - +1% Parents- +12% Staff - no data Sense of School Connectedness Students - +22% Parents- +22% Staff -no data Positive Relationship with Caring Adult Students - +17% Parents- +34%
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

PCA has made significant efforts to promote student engagement and foster a positive school culture that supports learning, as outlined in its LCAP goal. The implementation of school-wide PBIS, Restorative Practices, and regular SEL opportunities has enhanced the sense of safety, respect, and community on campus. Staff members have participated in professional development focused on trauma-informed practices and relationship-building strategies, which have strengthened student-teacher connections and created a more supportive environment for students facing behavioral or emotional challenges. The consistent use of restorative circles and reflection forms has helped de-escalate conflicts and reduce repeat behavioral incidents.

Challenges in implementation have included inconsistent student attendance and the need for additional staff training to ensure that PBIS and Restorative Practices are consistently applied across all classrooms. PCA continues to refine its approach, enhance staff capacity, and prioritize initiatives that promote belonging and engagement.

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

3.1 - Attendance and Outreach - Planned expenditures are greater than actual expenditures because there was a salary allocation change after the LCAP was developed.

3.2 - Transportation - Planned expenditures are less than actual expenditures because there was a salary allocation change after the LCAP was developed.

3.6 - Parent Liaison - Planned expenditures are greater than actual expenditures because the Receptionist transitioned to the School Secretary role in January, midway through the year. We did not fill the Receptionist position, and I did not backfill the School Secretary's salary to allocate a portion toward the Parent Liaison

3.7 - Internet Connectivity - Planned Expenditures are less than actual expenditures because the two students who had been using the MiFi devices are no longer being enrolled at PCA, which resulted in the service charges being discontinued.

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

PCA has seen moderate effectiveness in promoting student engagement and fostering a school culture conducive to learning. Implementing PBIS and Restorative Practices has yielded promising results in enhancing the campus climate. A noticeable decrease in repeated behavioral incidents and increased student participation in restorative conversations and reflection activities indicate progress toward creating a respectful and inclusive environment. Staff training in trauma-informed care and relationship-building strategies has also strengthened student-staff relationships and improved student engagement. However, some initiatives have been less effective, particularly those reliant on sustained student attendance and participation. This remains a challenge for PCA. Continued refinement, focused support for attendance, and consistent implementation of engagement strategies will be crucial for further progress on this goal.

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

Based on Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 3, Action 5 - Feather River Academy's probation officer will not be returning in 25-26 and will therefore not be providing support to PCA.

Goal 3, Action 7 - MiFi access is no longer being provided to students

Based on the removal of these two actions, subsequent actions (Parent Liaison (Action 5) and Improvement Science (Action 6) are being re-numbered

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	Attendance and Outreach	Staff tracks and monitors attendance, conducts home visits, and provides individualized transportation.	\$5,289	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	\$17,414	Y
3	Counseling Services	Increased individual and group counseling services provided to students to support academic, career, and social-emotional needs, including substance abuse issues. Update the student Panorama survey to include questions related to counseling services.	\$45,375	Y
4	PBIS Implementation	Continue to focus on PBIS through work with the SCSOS SEL Coordinator Provide incentives for students to reinforce positive behavior and attendance	\$1,443	Y
5	Parent Liaison	Maintain Parent Liaison/Receptionist to increase communication and inclusion of parents, SED, and EL parents. Increase usage of Parent Square for two-way communication. Coordinate translation services to ensure all parents have access to and receive information. Update the parent Panorama survey to include questions related to home-to-school communication.	\$11,064	Y
6	Improvement Science	The SCSOS Continuous Improvement Coordinator will support the team in regularly engaging in PDSA Cycles and utilizing other Improvement Science tools to improve student and family engagement.	\$0	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$170,338	\$17,428

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
33.88%	0%	\$0	33.88%

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
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2.1, 2.2 and 2.3	<p>STAR Reading Spring 2024</p> <p>Below 25th percentile 52% All Students and 58% SED</p> <p>Below 50th percentile 32% All Students and 28% SED</p> <p>Between 50th and 74th percentile 11% All Students and 10% SED</p> <p>Above the 75th percentile 5% All Students and 4% SED</p> <p>STAR Math Spring 2024</p> <p>Below 25th percentile 59% All Students and 63% SED</p> <p>Below 50th percentile 31% All Students and 31% SED</p> <p>Between 50th and 74th percentile 9% All Students and 6% SED</p> <p>Above the 75th percentile 1% All Students and 0% SED</p> <p>2024 CAASPP</p> <p>ELA- 0% Met or Exceeded - All Students</p> <p>Math- 0% Met or Exceeded- All Students</p> <p>**Less than 11 SED students, no data displayed</p>	<p>Although there is no large performance gap between all students and the reported unduplicated student groups, many students are performing far below grade level standards on CAASPP and STAR Assessments. We will implement Action 2.1 - Collaboration, Action 2.2 - Classified Support, and Action 2.3 EL Supports to address this concern. These actions are intended to provide students access to high-quality, first time instruction and paraprofessional support in the classroom in order to address student diverse academic needs. Collaboration provides staff the opportunity to use data to plan and drive instruction as well as receive professional development in order to improve instruction. While these actions are targeted to the Unduplicated Students, these actions are being implemented schoolwide and we expect the number of all students scoring above the 50th percentile to increase.</p>	<p>CAASPP/Dashboard and STAR - ELA and Math</p>
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3.1, 3.2, 3.4, 3.5	P-2 2024 Attendance Rates 85% - All Students 78% - SED **Less than 11 EL and FY students, no data displayed	There is not only a performance gap between All Students and SED students', the attendance rates of both groups are significantly below the state average. As a non-seat-based charter, attendance is tied to work completion. To address this concern, we will implement Action 3.1 - Attendance and Outreach, Action 3.2 - Transportation, Action 3.4 - PBIS Implementation, and Action 3.5 - Parent Liaison. All of these actions are intended to not only monitor student attendance and work completion, but also to increase communication, ensure students are able to get to school and be incentivised to attend. While these actions are targeted to the Unduplicated Students, the actions are being implemented schoolwide and we expect the attendance rates of all students to improve.	Attendance Rate and Panorama Survey Results
3.3	Educational Partner Feedback and Panorama Survey results indicate students' social-emotional needs are currently being addressed appropriately, and they would like services to continue.	A part- time counselor at PCA enables students to access counseling services that, according to educational partners, are difficult to access outside of the school. Students report that the services they receive truly help them feel more successful and enable them to use strategies that support their social-emotional health.	Counseling Participation Rate and Panorama Survey Results

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

Sutter County Superintendent of Schools must increase and improve services for unduplicated pupils by 33.88%. The actions identified within the prompt above will be completed to meet this proportionality percentage

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.

The concentration grant funding allows PCA to maintain an extremely low student to adult ratio. We have .9 teacher, .5 paraprofessional and .4 counselor for a maximum of 25 students. This level of staffing ensures that ELs and SED students receive intensive academic and social emotional support.

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	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2025-26 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)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 502,776	\$ 170,338	33.880%	0.000%	33.880%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 266,035	\$ 32,200	\$ -	\$ -	\$ 298,235.00	\$ 271,035	\$ 27,200

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Staffing	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	\$ 160,709	\$ -	\$ 160,709	\$ -	\$ -	\$ -	\$ 160,709	0.000%
1	2	Curriculum/Standards Implementation	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	\$ -	\$ 15,564	\$ 9,406	\$ 6,158	\$ -	\$ -	\$ 15,564	0.000%
1	3	VAPA	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	\$ -	\$ 4,347	\$ -	\$ 4,347	\$ -	\$ -	\$ 4,347	0.000%
1	4	CTE	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	1	Collaboration	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 14,563	\$ -	\$ 14,563	\$ -	\$ -	\$ -	\$ 14,563	0.000%
2	2	Classified Support	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 22,467	\$ -	\$ 22,467	\$ -	\$ -	\$ -	\$ 22,467	0.000%
2	3	EL Supports	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	1	Attendance and Outreach	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 5,289	\$ -	\$ 5,289	\$ -	\$ -	\$ -	\$ 5,289	0.000%
3	2	Transportation	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 11,753	\$ 5,661	\$ 17,414	\$ -	\$ -	\$ -	\$ 17,414	0.000%
3	3	Counseling Services	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 45,190	\$ 185	\$ 23,680	\$ 21,695	\$ -	\$ -	\$ 45,375	0.000%
3	4	PBIS Implementation	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ -	\$ 1,443	\$ 1,443	\$ -	\$ -	\$ -	\$ 1,443	0.000%
3	5	Parent Liaison	All	YES	LEA-wide	All	Schoolwide	Ongoing	\$ 11,064	\$ -	\$ 11,064	\$ -	\$ -	\$ -	\$ 11,064	0.000%

2025-26 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
\$ 502,776	\$ 170,338	33.880%	0.000%	33.880%	\$ 95,920	0.000%	19.078%	Total:	\$ 95,920
								LEA-wide Total:	\$ 95,920
								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 (%)
2	1	Collaboration	YES	LEA-wide	All	Schoolwide	\$ 14,563	0.000%
2	2	Classified Support	YES	LEA-wide	All	Schoolwide	\$ 22,467	0.000%
2	3	EL Supports	YES	LEA-wide	All	Schoolwide	\$ -	0.000%
3	1	Attendance and Outreach	YES	LEA-wide	All	Schoolwide	\$ 5,289	0.000%
3	2	Transportation	YES	LEA-wide	All	Schoolwide	\$ 17,414	0.000%
3	3	Counseling Services	YES	LEA-wide	All	Schoolwide	\$ 23,680	0.000%
3	4	PBIS Implementation	YES	LEA-wide	All	Schoolwide	\$ 1,443	0.000%
3	5	Parent Liaison	YES	LEA-wide	All	Schoolwide	\$ 11,064	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 287,263.00	\$ 297,887.00

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	Staffing	No	\$ 151,497	\$ 167,773
1	2	Supplemental Materials	No	\$ 408	\$ 247
1	3	Curriculum/Standards Implementation	No	\$ 15,789	\$ 15,781
1	4	VAPA	No	\$ 3,843	\$ 3,843
1	5	CTE	No	\$ -	\$ -
2	1	Collaboration	Yes	\$ 19,954	\$ 17,607
2	2	Classified Support	Yes	\$ 21,877	\$ 21,004
2	3	EL Supports	Yes	\$ -	\$ -
3	1	Attendance and Outreach	Yes	\$ 7,988	\$ 5,238
3	2	Transportation	Yes	\$ 10,717	\$ 18,635
3	3	Counseling Services	Yes	\$ 42,385	\$ 41,152
3	4	PBIS Implementation	Yes	\$ 1,000	\$ 1,145
3	5	Restorative Practice Implementation	Yes	\$ -	\$ -
3	6	Parent Liaison	Yes	\$ 10,768	\$ 5,056
3	7	Internet Connectivity	Yes	\$ 1,037	\$ 406
3	8	Improvement Science	No	\$ -	\$ -

2024-25 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)
\$ 74,537	\$ 81,873	\$ 78,988	\$ 2,885	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	Collaboration	Yes	\$ 14,358	\$ 13,786.00	0.000%	0.000%
2	2	Classified Support	Yes	\$ 21,877	\$ 21,004.00	0.000%	0.000%
3	1	Attendance and Outreach	Yes	\$ 7,988	\$ 5,238.00	0.000%	0.000%
3	2	Transportation	Yes	\$ 10,717	\$ 18,635.00	0.000%	0.000%
3	3	Counseling Services	Yes	\$ 14,128	\$ 13,718.00	0.000%	0.000%
3	4	PBIS Implementation	Yes	\$ 1,000	\$ 1,145.00	0.000%	0.000%
3	6	Parent Liaison	Yes	\$ 10,768	\$ 5,056.00	0.000%	0.000%
3	7	Internet Connectivity	Yes	\$ 1,037	\$ 406.00	0.000%	0.000%

2024-25 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)
\$ 228,566	\$ 74,537	0.000%	32.611%	\$ 78,988	0.000%	34.558%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o 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.
 - o 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,

- o 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:
 - o 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 #
<ul style="list-style-type: none">Enter the metric number.
Metric
<ul style="list-style-type: none">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
<ul style="list-style-type: none">Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">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.<ul style="list-style-type: none">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
<ul style="list-style-type: none">When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o 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.
 - o 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.
 - o 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.
 - o 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.
 - o **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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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:
 - o 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.

- o 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.
 - o 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).
 - o 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.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

- o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

- o 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**

- o 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)**

- o 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**

- o 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)**

- o 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 (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o 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)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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