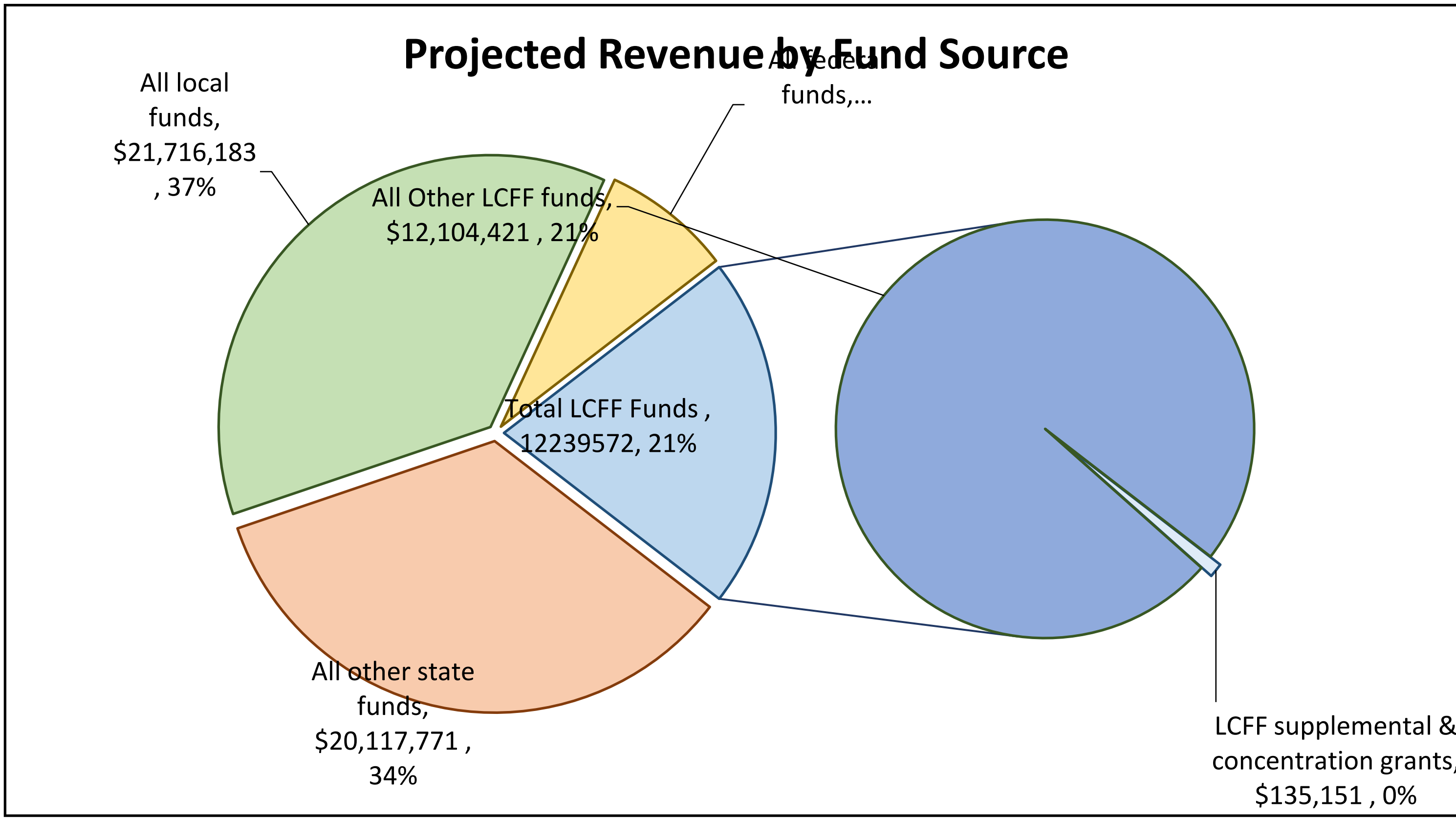
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pathways Charter Academy
CDS Code: 51-10512-0140152
School Year: 2026-27
LEA contact information: Kristi Johnson, Assistant Superintendent, Educational Services 530-822-2939

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

Budget Overview for the 2026-27 School Year

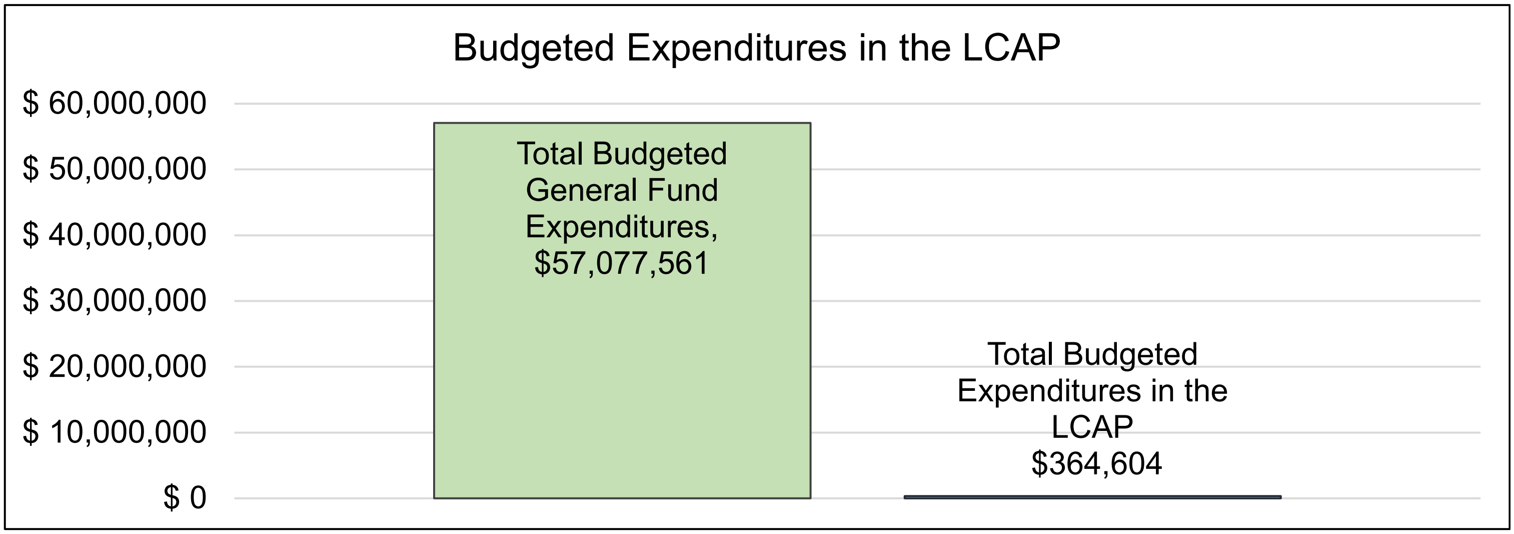


This chart shows the total general purpose revenue Pathways Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pathways Charter Academy is $58,571,804.00, of which $12,239,572.00 is Local Control Funding Formula (LCFF), $20,117,771.00 is other state funds, $21,716,183.00 is local funds, and $4,498,278.00 is federal funds. Of the $12,239,572.00 in LCFF Funds, $135,151.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Pathways Charter Academy plans to spend $57,077,561.00 for the 2026-27 school year. Of that amount, $364,604.00 is tied to actions/services in the LCAP and $56,712,957.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

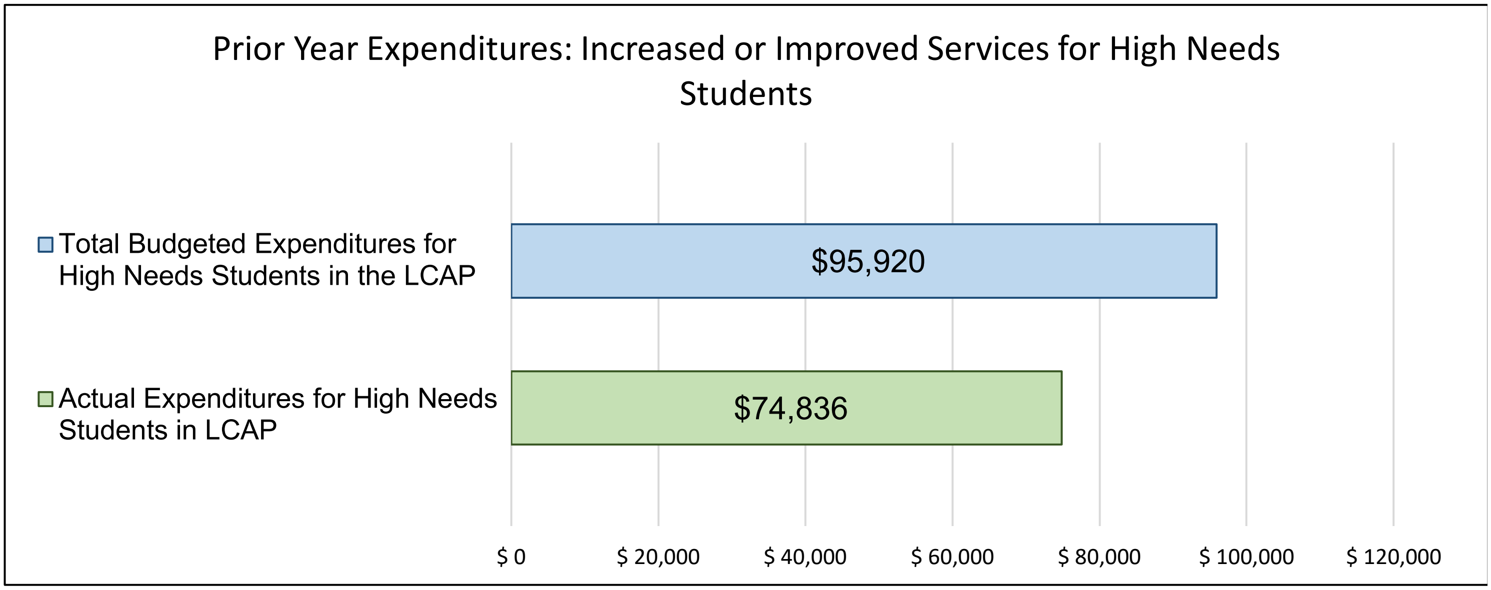
The General Fund operating expenses of Pathways Charter Academy that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance, 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 2026-27 School Year

In 2026-27, Pathways Charter Academy is projecting it will receive $135,151.00 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 $135,151.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Pathways Charter Academy's LCAP budgeted $95,920.00 for planned actions to increase or improve services for high needs students. Pathways Charter Academy actually spent $74,836.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $21,084.00 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.

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	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 %)
2026-27	$ 415,414	$ 135,151	32.534%	20.204%	52.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 298,102	$ 67,570	$ -	$ -	$ 365,672.00	$ 337,831	$ 27,841

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	$ 162,951	$ -	$ 162,951	$ -	$ -	$ -	$ 162,951	0.000%
1	2	Curriculum/Standards Implementation	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	$ -	$ 14,632	$ -	$ 14,632	$ -	$ -	$ 14,632	0.000%
1	3	VAPA	All	NO	LEA-wide	N/A	Schoolwide	Ongoing	$ -	$ 3,959	$ -	$ 3,959	$ -	$ -	$ 3,959	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	$ 14,597	$ -	$ 14,597	$ -	$ -	$ -	$ 14,597	0.000%
2	2	Classified Support	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	EL Supports	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Professional Learning	All	NO	LEA-wide	All	Schoolwide	Ongoing	$ -	$ 1,713	$ -	$ 1,713	$ -	$ -	$ 1,713	0.000%
3	1	Attendance and Outreach	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ 11,157	$ -	$ 11,157	$ -	$ -	$ -	$ 11,157	0.000%
3	2	Transportation	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ 11,251	$ 5,557	$ 16,808	$ -	$ -	$ -	$ 16,808	0.000%
3	3	Counseling Services	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ 105,374	$ 182	$ 58,290	$ 47,266	$ -	$ -	$ 105,556	0.000%
3	4	PBIS Implementation	All	YES	LEA-wide	All	Schoolwide	Ongoing	$ -	$ 1,798	$ 1,798	$ -	$ -	$ -	$ 1,798	0.000%
3	5	Parent Liaison	All	Yes	LEA-wide	N/A	Schoolwide	Ongoing	$ 32,501	$ -	$ 32,501	$ -	$ -	$ -	$ 32,501	0.000%
3	6	Improvement Science	All	No	LEA-wide	N/A	Schoolwide	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 415,414	$ 135,151	32.534%	20.204%	52.738%	$ 135,151	0.000%	32.534%	**Total:**	$ 135,151
								LEA-wide Total:	$ 135,151
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staffing	NO	LEA-wide		Schoolwide	$ -	0.000%
1	2	Curriculum/Standards Implementation	NO	LEA-wide		Schoolwide	$ -	0.000%
1	3	VAPA	NO	LEA-wide		Schoolwide	$ -	0.000%
1	4	CTE	NO	LEA-wide		Schoolwide	$ -	0.000%
2	1	Collaboration	YES	LEA-wide	All	Schoolwide	$ 14,597	0.000%
2	2	Classified Support	YES	LEA-wide	All	Schoolwide	$ -	0.000%
2	3	EL Supports	YES	LEA-wide	All	Schoolwide	$ -	0.000%
2	4	Professional Learning	NO	LEA-wide		Schoolwide	$ -	0.000%
3	1	Attendance and Outreach	YES	LEA-wide	All	Schoolwide	$ 11,157	0.000%
3	2	Transportation	YES	LEA-wide	All	Schoolwide	$ 16,808	0.000%
3	3	Counseling Services	YES	LEA-wide	All	Schoolwide	$ 58,290	0.000%
3	4	PBIS Implementation	YES	LEA-wide	All	Schoolwide	$ 1,798	0.000%
3	5	Parent Liaison	Yes	LEA-wide	N/A	Schoolwide	$ 32,501	0.000%
3	6	Improvement Science	No	LEA-wide		Schoolwide	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 298,235.00	$ 284,238.00

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	$ 160,709	$ 167,413
1	2	Curriculum/Standards Implementation	NO	$ 15,564	$ 15,564
1	3	VAPA	NO	$ 4,347	$ 4,347
1	4	CTE	NO	$ -	$ -
2	1	Collaboration	YES	$ 14,563	$ 14,568
2	2	Classified Support	YES	$ 22,467	$ -
2	3	EL Supports	YES	$ -	$ -
3	1	Attendance and Outreach	YES	$ 5,289	$ 5,306
3	2	Transportation	YES	$ 17,414	$ 17,451
3	3	Counseling Services	YES	$ 45,375	$ 46,517
3	4	PBIS Implementation	YES	$ 1,443	$ 1,825
3	5	Parent Liaison	YES	$ 11,064	$ 11,247
3	6	Improvement Science	NO	$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 195,408	$ 95,920	$ 74,837	$ 21,083	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staffing	NO	$ -	$ -	0.000%	0.000%
1	2	Curriculum/Standards Implementation	NO	$ -	$ -	0.000%	0.000%
1	3	VAPA	NO	$ -	$ -	0.000%	0.000%
1	4	CTE	NO	$ -	$ -	0.000%	0.000%
2	1	Collaboration	YES	$ 14,563	$ 14,568.00	0.000%	0.000%
2	2	Classified Support	YES	$ 22,467	$ -	0.000%	
2	3	EL Supports	YES	$ -		0.000%	0.000%
3	1	Attendance and Outreach	YES	$ 5,289	$ 5,306.00	0.000%	0.000%
3	2	Transportation	YES	$ 17,414	$ 17,451.00	0.000%	0.000%
3	3	Counseling Services	YES	$ 23,680	$ 24,440.00	0.000%	0.000%
3	4	PBIS Implementation	YES	$ 1,443	$ 1,825.00	0.000%	0.000%
3	5	Parent Liaison	YES	$ 11,064	$ 11,247.00	0.000%	0.000%
3	6	Improvement Science	NO	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 596,779	$ 195,408	0.000%	32.744%	$ 74,837	0.000%	12.540%	$ 120,571.00	20.204%

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 2026-2027

General Information

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

Pathways Charter Academy (PCA) is a non-seat-based charter school established during the 2020-21 academic year by the Sutter County Superintendent of Schools. Its purpose is to provide specialized educational services to students who require an alternative educational program. PCA offers personalized, flexible, and student-centered learning opportunities in a secure, nurturing environment, fostering personal responsibility and community engagement.

PCA serves students in grades 6-12 who may be:

- At risk of expulsion

- Expelled from their previous schools

- Court- or probation-referred

- Seeking a voluntary transfer at the request of parents

- As a non-classroom-based or independent study program, PCA is designed for students who excel 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 offers students opportunities to:

Work at their own pace.

Enroll in college dual-enrollment courses

Access Career Technical Education (CTE) pathways.

PCA collaborates with students and families to provide a personalized educational experience that results in graduation or a return to their home school, based 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 who demonstrate readiness may access these courses. Because of its small enrollment of 17 students in 2025-26, statewide assessment data may not fully reflect the program's effectiveness, especially for subgroups and specific grade levels.

Student Support and Discipline Policy

As part of an alternative education program, PCA does not expel students. Instead, students who struggle to meet expectations are supported through interventions or may be referred back to their district of residence if they cannot meet the requirements of their expulsion plan.

Reflections: Annual Performance

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

2025 CA School Dashboard

Suspension Rate

9.8% of ALL students suspended at least one day (Increased 7.4% from 2024 Dashboard) - Orange

10% of SED students suspended at least one day (Increased 7.5% from 2024 Dashboard) - Orange

12.5% of Hispanic students suspended at least one day (Increased 8.5% from 2023 Dashboard) - No Color

STAR ELA and Math

44% of students in ELA and 36% in Math score below the 25th percentile

34% of students in ELA and 21% in Math score between the 25th and 49th percentile

22% of students in ELA and 28% in Math score between the 50th and 74th percentile

13% of students in ELA and 15% in Math score above the 75th percentile

The 2025 California School Dashboard reflects both areas of progress and opportunities for continued improvement. The data suggest that while a significant number of students are demonstrating academic growth and achieving at or above national benchmarks, student engagement and behavior remain areas requiring focused attention.

Student Engagement and School Climate

Suspension rates increased across all reported student groups during the 2025 reporting period. The suspension rate for all students rose to 9.8%, an increase of 7.4 percentage points from the previous Dashboard, resulting in an Orange performance level. Similarly, the suspension rate for socioeconomically disadvantaged (SED) students increased to 10.0%, also earning an Orange designation. Hispanic students experienced the highest suspension rate at 12.5%, increasing by 8.5 percentage points from the prior reporting period.

While the suspension rates remain lower than those often observed in alternative education settings, the upward trend indicates a need to strengthen school climate, student engagement, and behavioral support systems. The increase in exclusionary discipline practices may reflect the growing behavioral, social-emotional, and mental health needs of students; however, it also highlights the importance of continuing to expand proactive interventions, restorative practices, and positive behavior supports. Reducing lost instructional time through prevention and early intervention should remain a priority moving forward.

Academic Achievement

STAR assessment results indicate a varied academic profile across English Language Arts (ELA) and Mathematics.

In ELA, 44% of students scored below the 25th percentile and an additional 34% scored between the 25th and 49th percentiles, meaning that 78% of students performed below the national median. At the same time, 22% of students scored at or above the 50th percentile, including 13% who scored above the 75th percentile. These results suggest that while many students continue to require significant literacy support, a notable group of students is demonstrating strong academic performance.

Mathematics results were somewhat stronger overall. Thirty-six percent of students scored below the 25th percentile, while 21% scored between the 25th and 49th percentiles. Combined, 57% of students scored below the national median. Encouragingly, 43% of students performed at or above the 50th percentile, including 15% who scored above the 75th percentile. These results indicate that students are demonstrating stronger achievement in mathematics than in ELA and suggest that current instructional strategies in mathematics may be yielding positive outcomes.

Overall Reflection

The 2025 Dashboard data demonstrate that PCA continues to serve students with diverse academic and behavioral needs. Academic results show promising strengths, particularly in mathematics, where nearly half of students are performing at or above the national median. Additionally, a meaningful percentage of students in both ELA and mathematics are achieving at high levels, indicating that rigorous instruction and targeted supports are benefiting many learners.

At the same time, the increase in suspension rates across student groups underscores the need to strengthen systems that support student engagement, positive behavior, and school connectedness. Continued implementation of Multi-Tiered Systems of Support (MTSS), restorative practices, social-emotional learning, and targeted interventions will be essential to reducing disciplinary incidents and maximizing instructional access.

Moving forward, PCA should focus on maintaining and expanding academic supports for students performing below benchmark while leveraging successful instructional practices that are producing strong outcomes for higher-performing students. By addressing behavioral challenges and continuing to invest in high-quality instruction, PCA can build on its successes and improve outcomes for all students, particularly unduplicated student groups.

2024 CA School Dashboard

Suspension Rate

32.8% of ALL students suspended at least one day (Declined 4.7% from 2023 Dashboard) - Orange

31.5% of SED students suspended at least one day (Declined 3.4% from 2023 Dashboard) - Orange

37.1% of Hispanic students suspended at least one day (Increased 5.9% from 2023 Dashboard) - Red

STAR ELA and Math

45% of students in ELA and 49% in Math score below the 25th percentile

42% of students in ELA and 44% in Math score between the 25th and 49th percentile

9% of students in ELA and 5% in Math score between the 50th and 74th percentile

4% of students in ELA and 2% in Math score above the 75th percentile

Although Edgenuity, as the core curriculum, provides access to standards-aligned instructional materials, administration and staff have determined that an additional focus on delivering instruction in all content areas would be beneficial. Through one-on-one and group collaboration time, professional learning and coaching with the Curriculum, Instruction, and Accountability department will address the high percentage of students needing to meet academic standards. In addition, a more intentional approach to VAPA will not only provide students with enriching opportunities but will also serve as a support for students' social-emotional challenges.

Local Indicators

While using the Local Indicator tool for Priority 2 with staff, FRA staff indicated that they are moving in the right direction in delivering meaningful instruction aligned with state standards. Some gaps need to be addressed. The teaching staff relies on the Edgenuity software platform to align and address the standards during the credit recovery component of instruction. Teachers must become familiar with and align standards-based instruction during student-centered days. Professional Development provided by the Sutter County Office of Education Curriculum, Instruction, and Accountability department has only scratched the surface, as the staff at FRA need additional training to develop lessons with the essential standards. Teachers need to familiarize themselves with the latest adopted academic standards in core subjects, specifically ELD, where the number of students has dramatically increased over the past few years, resulting in an ELD class to address the needs of the students.

The parent survey participation rate on Panorama increased from 23/24 = 32% to Midyear 2024 = 5% to Spring 2025 = 58%. The Fall 2025 survey was very low, but the spring survey increased to 58% largely due to the team's strategic planning to embed the survey as part of their Spring Open House. This was a success, and the recommendation is to continue this practice next year.

Lowest Performing - 2023 Dashboard (Associated actions remain unchanged)

Learning Recovery Emergency Block Grant (LREBG)

LREBG funds ($1,573) will be used in the 2026/27 school year to support attendance for staff at the SCSOS Summer Summit August 3-4.

The identified need for this action is based on ongoing gaps in ELA performance, as demonstrated by local STAR and CAASPP data. These gaps indicate a need for consistent, standards-aligned assessment tools that provide timely and actionable data to inform instruction and intervention.

The effectiveness of this action will be measured using local STAR assessment results (Goal 2 Metric 7).

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
PCA Principal, Certificated, and Classified Staff	Staff Meeting for Local Indicator Tools/LCAP Goals & Actions- February 25, 2026 Staff Meetings for facilitated Improvement Project work around LCAP Goals & Actions- 9/14/25, 10/15/2025, 12/3/2025, 1/28/2026, 3/25/2026, 4/26/2026, 5/27/2026
Parents	Fall (10/23-10/31) and Spring (3/16-3/27) Panorama Survey Back to School Night October 23, 2025 Open House April 30, 2026
Students	Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey Back to School Night
SELPA	May 13, 2026
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.

Certified and Classified Staff:

PCA continues to recognize the essential role certificated and classified staff play in supporting student success and strengthening school culture. Paraprofessionals, instructional aides, office staff, and student support personnel have remained actively involved in implementing interventions, monitoring student progress, and reinforcing positive behavior systems aligned with Goal 2, Action 2. Their ongoing collaboration with teachers and administration has contributed to a more supportive, responsive, and student-centered learning environment for PCA students.

Parents and Community:

In alignment with Goal 1, Action 3, and Goal 2, Action 1, PCA has continued to utilize minimum days, PLCs, and targeted professional development opportunities to strengthen instructional practices and improve student outcomes. Staff training during the 2025–26 school year has focused on instructional, restorative practices, social-emotional learning, data-driven decision-making, and strategies to support at-risk and independent study students. These professional learning opportunities have been developed using feedback gathered through local indicator tools, educational partner input, staff collaboration, and site-based needs assessments to ensure training remains meaningful and relevant to the unique needs of PCA students.

Educational partner feedback also emphasized the importance of maintaining strong coordination and collaboration between PCA, , and the to expand student supports, academic opportunities, counseling services, career exploration, and community partnerships. As a result, PCA has continued to strengthen communication systems, increase student access to intervention and enrichment opportunities, and improve collaboration among staff and outside agencies to better support student achievement, engagement, and overall well-being.

Parents and community educational partners at PCA continue to identify several important priorities that support student success and family engagement. Transportation remains a significant need for many families and continues to be an essential support service under Goal 3, Action 2. PCA will continue providing transportation assistance and outreach efforts to improve student attendance, accessibility, and participation in school programs and services.

Educational partners also emphasized the importance of increasing awareness and accessibility of the Junior High Art Program for all PCA students. In response, PCA plans to strengthen communication efforts through ParentSquare, community outreach, and school events to ensure students and families are informed of available enrichment opportunities. Additionally, stakeholders continue to express strong interest in expanding access to hands-on, in-person CTE opportunities aligned with Goal 1, Actions 4 and 5. PCA recognizes the value of career exploration and practical learning experiences in increasing student engagement, attendance, and post-secondary readiness.

Parents and staff also identified the continued need for targeted academic intervention and individualized support for students experiencing academic difficulties. PCA will continue utilizing assessment data, intervention strategies, differentiated instruction, and individualized learning plans to address learning gaps and improve academic performance. Stakeholders further acknowledged the positive impact of current social-emotional supports and emphasized the importance of maintaining counseling services, restorative practices, and relationship-based supports as outlined in Goal 3, Action 3.

Consistent communication between school staff, counselors, teachers, students, and families was identified as a critical component of student accountability and success. PCA will continue prioritizing regular communication through phone calls, emails, ParentSquare messages, conferences, and home visits to strengthen family-school partnerships. Educational partners also supported continuing to host two annual community engagement events, including an Open House and a spring Community Resource Fair, to increase family involvement, highlight student programs, and strengthen connections between the school and the broader community.

Students:

Student and parent educational partner feedback continues to play a significant role in shaping the priorities and actions within the LCAP at PCA. Students consistently expressed a desire for increased hands-on and interactive learning opportunities, indicating that career exploration activities, project-based learning, and real-world instructional experiences would improve school engagement, motivation, and attendance. Students also identified expanded access to CTE courses and in-person learning opportunities as highly valuable in preparing them for future college and career pathways.

Students reported that the student incentive system, including the student store and food-related rewards, has positively impacted motivation, participation, attendance, and classroom engagement. These supports continue to align with Goal 3, Action 5 and will remain an important strategy for recognizing positive behavior, academic progress, and consistent attendance.

Reliable transportation continues to be identified by both students and parents as one of the highest priority needs for PCA families. Educational partners emphasized that access to transportation directly impacts attendance, consistency, and student participation in academic and support services. As a result, transportation assistance and outreach efforts under Goal 3, Action 2 will continue to be prioritized and expanded whenever possible.

Additionally, students and families emphasized the importance of maintaining access to social-emotional supports, including individual counseling, group counseling, mentoring opportunities, and wellness-based services. Students shared that these supports contribute positively to their emotional well-being, school connectedness, and ability to manage personal and academic challenges. PCA will continue prioritizing counseling services, restorative practices, and relationship-centered supports aligned with Goal 3, Action 3 to strengthen student well-being and overall school climate.

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.

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 %	24/25 SARC Fully Credentialed & properly assigned .4 or 45.48% Out of Field .5 or 45.48%	25/26 SARC Fully Credentialed & properly assigned .4 or 45.48% Out of Field .5 or 45.48 %	Maintained Baseline Data

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

4	Priority 2A Implementation of State Academic Standards Source: Local Indicator Tool for Question #1 and #4	Spring 2024 **Question #1** ELA - 5 Full Implementation and Sustainability ELD - 3 Initial Implementation Math - 5 Full Implementation and Sustainability NGSS- 5 Full Implementation and Sustainability HSS - 5 Full Implementation and Sustainability **Question #4** 3 Initial Implementation Health Education - 3 Initial Implementation PE - 3 Initial Implementation VAPA - 2 Beginning Development World Language - 1 Exploration and Research	Spring 2025 **Question #1** ELA-5 Full Implementation and Sustainability ELD - 4 Full Implementation Math-5 Full Implementation and Sustainability NGSS- 5 Full Implementation and Sustainability HSS - 5 Full Implementation and Sustainability **Question #4** CTE - 4 Full Implementation Health Education - 4 Full Implementation PE - 5 Full Implementation and Stability VAPA - 4 Full Implementation World Language - 4 Full Implementation	Spring 2026 **Question #1** ELA-5 Full Implementation and Sustainability ELD -4 Full Implementation Math- 5 Full Implementation and Sustainability NGSS- 4 Full Implementation HSS - 5 Full Implementation and Sustainability **Question #4** CTE - 4 Full Implementation Health Education - 4 Full Implementation PE - 4 Full Implementation VAPA -3 Initial Implementation World Language - 2 Beginning Development	Spring 2027 **Question #1** ELA - 5 Full Implementation and Sustainability ELD- 4 Full Implementation Math - 5 Full Implementation and Sustainability NGSS - 5 Full Implementation and Sustainability HSS - 5 Full Implementation and Sustainability **Question #4** CTE- 5 Full Implementation and Sustainability Health Education - 5 Full Implementation and Sustainability PE- 5 Full Implementation and Sustainability VAPA- 4 Full Implementation World Language- 2 Beginning Development	**Question #1** ELA -Same as Baseline ELD- Increased 1 level Math - Same as Baseline NGSS - Declined 1 level HSS - Same as Baseline **Question #4** CTE- increased 1 level Health Education - increased 1 level PE- increased 2 levels VAPA- increased 2 levels World Language- increased 1 level

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 9% of ELs in the 50th percentile or above Source: STAR	Spring 2027 20% of ELs in the 50th percentile or above	Increased 9%
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 29% All Students 31% SED Students CTE 35% All High School Students 37% of High School SED Students	Spring 2027 VAPA 75% All Students 75% SED Students CTE 90% All High School Students 95% High School SED Students	VAPA Increased 8% All Students Increased 3% SED Students CTE Decreased 48% All High School Students Decreased 49% of High School SED Students

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

PCA is committed to ensuring that all students and staff are supported within a safe, inclusive, and academically focused learning environment that fosters both personal growth and educational success. To advance this goal, PCA has implemented a range of strategic actions, including maintaining clean, modern, and well-equipped facilities; providing access to standards-aligned instructional materials through the online platform Edgenuity; and prioritizing the recruitment, development, and retention of highly qualified instructional staff. In addition, the school continues to invest in ongoing professional development, emphasizing effective instructional practices, SEL, and collaboration through PLCs.

As a result, PCA has experienced measurable progress in strengthening school climate and instructional coherence. Staff regularly engages in PLC collaboration to analyze student data, and ensure alignment with student needs. Furthermore, a continued emphasis on social-emotional supports has contributed to a more positive and supportive school culture, helping students feel more connected and engaged in their learning.

During implementation, PCA experienced challenges related to staffing, particularly in recruiting and retaining qualified educators within a competitive labor market. Additionally, while the school made important investments in technology and instructional resources, the rollout of certain infrastructure upgrades occurred more gradually than initially anticipated.

Since that time, PCA has made notable progress in addressing these areas. The school has successfully hired a highly qualified teacher who is already contributing positively to student learning and school culture. Furthermore, PCA has established a proactive staffing plan that includes opening a part-time paraeducator position once enrollment reaches a designated threshold, ensuring that additional student support is aligned with program growth.

In the area of technology, PCA has completed significant upgrades to improve access to instructional tools and enhance the overall learning environment. Additional equipment and resources are scheduled for implementation to further strengthen instructional delivery and student 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.

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

At PCA, multiple actions have been implemented to promote a safe, supportive, and effective learning environment, with overall positive outcomes. Investments in maintaining clean, well-maintained facilities and providing access to standards-aligned instructional materials, including online platforms such as Edgenuity, have contributed to increased student engagement and improved access to rigorous academic content. Ongoing professional development, along with structured collaboration through PLCs, has strengthened instructional practices, enhanced classroom learning and management, and supported a more cohesive and supportive learning environment for students. Collectively, these efforts have resulted in measurable progress in key areas such as student engagement, school climate, and instructional consistency.

While these actions have been largely effective, some areas continue to require focused attention. Recruiting and retaining highly qualified staff remains an ongoing priority, particularly in a competitive hiring environment. In response, PCA has recently strengthened its staffing by hiring a highly effective teacher and has developed a plan to add a part-time paraeducator position as enrollment increases, ensuring appropriate support for students. Additionally, while the implementation of safety protocols and student support systems has contributed to a reduction in incidents, there is a continued need to expand mental health and wellness services to fully address the social-emotional needs of students.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

Revised Action:

- Goal 1, Action 3 :removing the Beauty of Paint contract in 2026-27

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.	$162,951	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.	$14,632	N
3	VAPA	Contract with Yuba/Sutter Arts and Culture to provide an Introduction to Arts course to all students two days per week for 1 hour.	$3,959	N
4	CTE	Offer additional sections for Culinary and add a section for Career Exploration. use Xello to explore career interests, identify potential career pathways, and develop postsecondary goals. Students complete career interest surveys, research colleges and careers, build individualized plans, and connect their academic progress to future educational and workforce opportunities.	$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	2025 Dashboard ELA <11 students Math <11 students Science- < 11 students	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	2024 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	2025 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	2026 CAASPP ELA- 20% Met or Exceeded Math- 20% Met or Exceeded	ELA- Decreased 8% Math- decreased 8% Science Less than 11 SED students, no data displayed

3	Priority 4B Percentage of pupils who have been enrolled in, and successfully completed A-G or CTE course requirements Source: College/Career Indicator (Dashboard)	2023 Dashboard less than 11 students, no data displayed	2024 Dashboard less than 11 students, no data displayed	2025 Dashboard less than 11 students, no data displayed	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
4	Priority 4C Percentage of English learners making progress toward English proficiency Source: ELPI and Summative ELPAC	2023 Dashboard ELPI - less than 11 students, no data displayed	2024 Dashboard less than 11 students, no data displayed	2025 Dashboard ELPI - less than 11 students, no data displayed	2026 Dashboard ELPI - less than 11 students, no data displayed Reevaluate if >11 students take the assessments	No change from Baseline as there are still less than 11 students
5	Priority 4D EL Reclassification Rate Source: Reclassification Policy	0 Students Reclassified	Spring 2025 0 students reclassified	Spring 2026 0 Students Reclassified	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	2025 Dashboard Less than 11 students, no data displayed	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	STAR Reading Spring 2026 **Below 25th percentile** 44% All Students 48% SED **Below 50th percentile** 34% All Students 23% SED **Between 50th and 74th percentile** 22% All Students 23% SED **Above the 75th percentile** 13% All Students 14% SED	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** Decreased 28% All Students Decreased 28% SED **Below 50th percentile** Increased 14% All Students Maintained SED **Between 50th and 74th percentile** Increased 14% All Students Increased 22% SED **Above the 75th percentile** Increased 13% All Students Increased 14% 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	STAR Math Spring 2026 **Below 25th percentile** 36% All Students 39% SED **Below 50th percentile** 21% All Students 23% SED **Between 50th and 74th percentile** 28% All Students 30% SED **Above the 75th percentile** 15% All Students 16% SED	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** Decreased 43% All Students Decreased 42% SED **Below 50th percentile** Increased 2% All Students Increased 4% SED **Between 50th and 74th percentile** Increased 26% All Students Increased 30% SED **Above the 75th percentile** Increased 15% All Students Increased 16% SED
9	Priority 8A Post-PCA Student Success Tracking Source: Local Tracking Sheet	Establish Baseline in 2024-2025	5 students	38 Students	40 students	Increased 33 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 continues to make meaningful progress in strengthening instructional practices and using multiple data sources to improve student outcomes. Staff regularly review assessment results, performance data, and individualized learning plans to guide instructional decisions and targeted supports. These efforts have contributed to more intentional alignment between student needs and academic interventions.

A notable area of growth has been the continued use of career interest survey data to inform student placement in CTE pathways. This approach has increased student engagement by connecting learning to real-world applications and future career goals. In addition, PCA has expanded enrichment opportunities through its ongoing partnership with Yuba Sutter Arts and Culture, providing students with consistent access to weekly art instruction that supports creativity, self-expression, and overall school connectedness.

Despite these areas of progress, PCA continues to experience challenges related to staffing capacity and inconsistent student attendance, which have impacted the full implementation of some Tier 2 academic interventions. In response, the school is actively refining its approach by exploring adjustments to the daily schedule to better embed intervention time within the instructional day. Staff are also participating in targeted professional development to strengthen the delivery of differentiated instruction and Tier 2 supports.

Moving forward, PCA will continue to focus on improving the consistency and effectiveness of intervention services, increasing student engagement through relevant and personalized learning opportunities, and using data-driven practices to monitor progress and adjust supports as needed. These efforts are intended to ensure that all students are provided with equitable access to the resources and instruction necessary for academic success.

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

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

PCA has continued to evaluate the impact of its actions designed to improve student outcomes through intentional programming and the use of data to guide instruction. Analysis of local assessment data, and student progress monitoring has supported more targeted identification of students in need of additional academic support. This approach has demonstrated moderate success, with teachers increasingly using data to make more responsive learning experiences.

Collaboration among staff through PLCs has strengthened instructional alignment and the sharing of effective strategies. These collaborative efforts have contributed to improved engagement and early indicators of academic growth, particularly among students receiving targeted support. Additionally, the alignment of career interest survey results with CTE pathways continues to show success. Students participating in courses connected to their interests have shown increased motivation, engagement, and a stronger sense of ownership over their learning.

While these strategies have shown positive outcomes, the delivery of intervention services has not been consistent across all settings, which has limited the overall impact of Tier 2 supports. As a result, academic gains have varied, with some student groups demonstrating progress while others require more targeted and sustained interventions.

In response, PCA is prioritizing the refinement of its intervention systems by improving consistency in service delivery, strengthening progress monitoring practices, and providing additional staff training focused on effective intervention strategies. Moving forward, the school will continue to build on its data-driven practices and expand systems of support to ensure more equitable and consistent academic growth for all student groups.

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

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

Revised Action:

- Goal 2, Action 2 : update the action to add a clerical support position to assist current staff and enhance student and family service
- Goal 2, Action 4: added an action to support LREBG funds being used to support attendance at the SCSOS Summer Summit.

Revised Metric:

- Updated Year 3 Outcome data to reflect desired results based on the baseline established in 2024-25

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	$14,597	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 Bring on an additional clerical employee support current staff and students with registration, access to services and other direct support as identified Clerical support position to assist current staff and enhance student and family services, including student registration, coordination of access to supports and resources, and other identified site-based needs. This position will help improve operational efficiency, communication, and direct support services for students and families.	$0	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 the purchase and implementation of the 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
4	Professional Learning	Staff will attend the SCSOS Summer Summit in August 2026 in order to learn strategies to support standards-aligned assessment tools that provide timely and actionable data to inform instruction and intervention.	$1,713	N

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	Priority 3A/3B and 3C Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and students with exceptional needs Source: Panorama and Parent Square Dashboard	2024 Survey Participation Rate 23% All parents **Student group size doesn't allow for data to be displayed Parent Square Parent Square 54 Direct Messages 2 Posts 2/33 or 6% of Parents Interacted 1 School User	Spring 2025 Survey Participation Rate 20% All parents 14% Unduplicated 33% Exceptional Needs Parent Square 14 Direct Messages 3 Posts 2/30 or 7% of parents interacted 2 School User	Spring 2026 Survey Participation Rate 23% (11/47) All parents 38% (18/47) Unduplicated 2% Exceptional Needs Parent Square 11 Direct Messages 4 Posts 25/47 or 53% of parents interacted 5 School Users	Spring 2027 Survey Participation Rate 50% All parents **Student group size doesn't allow for data to be displayed Parent Square 132 Direct Messages 24 Posts 50% Parents Interacted 3 School Users	Spring 2026 Survey Participation Rate Same as baseline All parents 24% increase for Unduplicated 31% decrease Exceptional Needs Parent Square 43 Less Direct Messages 2 More Posts 47% less parents interacted 4 more School Users
2	Priority 5A Attendance Source - P2 Attendance Report	P-2 2024 All Students 87% SED student group 78%	P-2 2025 All Students 85% SED Student Group 81%	P-2 2026 All Students 89% SED Student Group 92%	P-2 2027 All Students 90% SED student group 90%	All Students +2% SED 24%
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	2025 Dashboard - Less than 11 students in 7th-8th Grade 0% (local SIS) - schoolwide data	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	2025-2026 0 Students	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	2025/2026 2 students	2026-2027 3 students	3 less 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	2025 Dashboard Less than 11 students and no data was displayed.	2026 Dashboard Less than 11 students and no data was displayed. Will re-evaluate if numbers result in displayed data	Less than 11 students
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	2025 Dashboard All Students- Orange - 9.8% suspended at least 1 day	2026 Dashboard All Students - Blue- 0% suspended at least 1 day SED Blue - 0% suspended at least 1 day	All Students +-9.8% SED Maintained Baseline Data
8	Priority 6B Expulsion Rates Source:Source: Local SIS (Aeries)	2024 0 Students	2025 0 students	2025 0 Students	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	2025-2026 38/41 Students 93% of students	2026-27 25% of students (adjust based on annual need)	27 more student participated 38% 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%	2026 Survey **Sense of School Safety** Students - 96% Parents- 82% Staff - 100% **Sense of School Connectedness** Students - 76% Parents- 82% Staff -67% **Positive Relationship with Caring Adult** Students - 91% Parents- 82%	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 - +27% Parents- +15% Staff - +35% **Sense of School Connectedness** Students - +61% Parents- +49% Staff - +2% **Positive Relationship with Caring Adult** Students - +40% Parents- +14%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

PCA has continued to implement key actions aligned to its LCAP goal of strengthening student engagement and maintaining a positive, supportive school culture. Core frameworks such as PBIS, and Social-Emotional Learning (SEL) have remained central to daily operations. These approaches have been integrated into classroom routines and school-wide expectations, contributing to a more structured and supportive learning environment. Ongoing professional development in trauma-informed practices and relationship-centered strategies has further enhanced staff capacity to build meaningful connections with students, particularly those with significant behavioral or social-emotional needs.

In practice, restorative approaches, such as facilitated conversations, have supported improved conflict resolution and reduced escalation of incidents. Students are increasingly demonstrating the ability to reflect on their behavior and engage in more positive interactions with peers and staff. These efforts have contributed to a more inclusive and respectful campus climate, with early indicators showing improvements in student engagement and overall school connectedness.

While progress has been made, there have been some differences between planned actions and full implementation. Variability in student attendance has limited consistent participation in SEL and restorative activities, and staffing constraints have affected the uniform delivery of PBIS and restorative strategies. Additionally, the need for continued calibration and training has been identified to ensure that practices are implemented with fidelity school-wide.

To address these challenges, PCA is prioritizing additional staff training, increasing opportunities for collaboration and alignment, and refining systems to ensure greater consistency in implementation. The school is also exploring strategies to improve student attendance and engagement, recognizing their critical role in the success of these initiatives. Moving forward, PCA remains committed to strengthening a cohesive, relationship-centered environment that promotes student well-being, accountability, and academic success.

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

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

PCA continued to implement collaborative and student-centered supports aligned with its LCAP actions during the 2025–2026 school year. Weekly collaboration opportunities during minimum days allowed certificated and classified staff to analyze student data, identify learning gaps, and plan targeted interventions using the PLC model. These collaborative efforts strengthened instructional consistency, supported data-driven decision-making, and improved staff capacity to address students' individualized academic and social-emotional needs within the independent study program. Release time also provided staff with opportunities to participate in professional learning aligned to LEA goals, including differentiated instruction, restorative practices, student engagement strategies, and standards-based instruction.

The paraprofessional position assigned to PCA remains vacant following the departure of the previous staff member during the 2024/2025 school year. At this time, the position has not been filled due to current student enrollment numbers and staffing ratios within the independent study program. PCA will continue to monitor student enrollment, academic needs, and student-to-teacher ratios to determine when additional paraprofessional support is necessary to provide targeted academic and social-emotional interventions for students.

Additionally, English Learner supports remained a priority throughout the school year. The Title III Coordinator provided professional development and coaching to staff focused on Integrated and Designated ELD standards, instructional strategies, and best practices for supporting English Learners across all content areas. PCA also explored updated Designated ELD curriculum resources to strengthen instructional supports for EL students. Staff continued implementing EL Master Plan procedures during regularly scheduled ILP reviews to monitor student progress, review academic performance, and support reclassification efforts for eligible English Learners.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Outreach	Staff track and monitor attendance, conduct home visits, and provide individualized transportation.	$11,157	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	$16,808	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.	$105,556	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	$1,798	Y
5	Parent Liaison	Maintain School Secretary 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. Revised: Maintain School Secretary support to strengthen communication, family engagement, and inclusion for all parents, including socioeconomically disadvantaged and English Learner families. Continue expanding ParentSquare use to enhance two-way communication between the school and families, while coordinating translation and language support services. Additionally, the Panorama parent survey will be updated to include questions on home-to-school communication to gather feedback and improve family engagement practices.	$32,501	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
$135,151	$14,506

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
32.53%	20.20%	$120,571	52.73%

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

2.1, 2.2 and 2.3	**STAR Reading Spring 2024** **Below 25th percentile** 52% All Students and 58% SED **Below 50th percentile** 32% All Students and 28% SED **Between 50th and 74th percentile** 11% All Students and 10% SED **Above the 75th percentile** 5% All Students and 4% SED **STAR Math Spring 2024** **Below 25th percentile** 59% All Students and 63% SED **Below 50th percentile** 31% All Students and 31% SED **Between 50th and 74th percentile** 9% All Students and 6% SED **Above the 75th percentile** 1% All Students and 0% SED **2024 CAASPP** ELA- 0% Met or Exceeded - All Students Math- 0% Met or Exceeded- All Students **Less than 11 SED students, no data displayed	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.	CAASPP/Dashboard and STAR - ELA and Math

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	

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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    - o **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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - o 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.
    - o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Data Entry Instructions

These instructions are provided to assist local educational agencies (LEAs) using the Microsoft© Excel Spreadsheets to complete the Action Tables for the 2026–27 LCAP.

The LCAP Action Tables Template is available on the California Department of Education's (CDE's) LCAP web page. Ensure that you are using the most recent version of the Action tables by downloading the Excel file to your computer and comparing the date on the Title Page to the file you are using. The most recent version of the Action Tables file is July 2023, titled "lcapactiontables2024".

Introduction

Along the bottom of the workbook there are six tabs; these tabs are titled:

- 'Title Page',
- 'Total Planned Expenditure Table',
- 'Contributing Actions Table',
- 'Annual Update (AU) Table',
- 'Contributing Actions AU Table' and
- 'LCFF Carryover Table'.

The LEA will enter data in the 'Total Planned Expenditure Table', 'Annual Update (AU) Table', 'Contributing Actions AU Table', and the 'LCFF Carryover Table' tabs. This data will automatically populate the other pages of the Action Tables with the information. With the exception of the Total Planned Expenditure 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 'Title Page' is "inward facing" and is intended for use by LEA personnel. The information contained in the following remaining tabs are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditure 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

2026–27 LCAP, 2026–27 will be the coming LCAP Year and 2025–26 will be the current LCAP Year.

Total Planned Expenditure Table Instructions

Ensure that you are on the ‘Total Planned Expenditure Table’ worksheet by clicking on the ‘Total Planned Expenditure Table’ tab in the lower left-hand side.

- **LCAP Year**: Input “2025–26” to start.

- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2025–26 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2025–26 school 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%).

- The following sections should reflect what was submitted with the 2025–26 LCAP (see pages 25-27 of the LCAP template instructions for more information):

  - Goal #
  - Action #
  - Action Title
  - Student Group(s)
  - Contributing to Increased or Improved Services?
    - If “Yes” is entered into the Contributing column, then the following columns should be completed:
      - Scope
      - Unduplicated Student Group(s)
      - Location
  - Time Span
  - Total Personnel

- Total Non-Personnel
- LCFF Funds
- Other State Funds
- Local Funds
- Federal Funds

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%).

Contributing Actions Table Instructions

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 Instructions

In the Annual Update Table, provide the following information for each action in the LCAP for the 2025–26 LCAP year:

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

Contributing Actions Annual Update Table Instructions

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 2025–26 LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the 2025–26 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%).

LCFF Carryover Table Instructions

- **9. Estimated Actual LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

Saving Instructions

Once all the information has been entered for the 2025–26 LCAP year, save the Excel file as ‘2025actiontables’. After saving the file use ‘Save As’ to save the file again, however, rename the file to ‘2026actiontables’. Remember to periodically save as you enter information for the 2026–27 LCAP.

2026–27 Total Planned Expenditure Table Instructions

- **LCAP Year**: Input “2026–27”.

- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2026–27 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2026–27 school year.

- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the 2025–26 LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)

- Add or delete items from the following sections as necessary for the 2026–27 LCAP year:
  - Goal #

- Action #
- Action Title
- Student Group(s)
- Contributing to Increased or Improved Services?
  - If “Yes” is entered into the Contributing column, then the following columns should be completed:
    - Scope
    - Unduplicated Student Group(s)
    - Location
- Time Span
- Total Personnel
- Total Non-Personnel
- LCFF Funds
- Other State Funds
- Local Funds
- Federal Funds

- **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%).

2026–27 Contributing Actions Table Instructions

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.

2026–27 Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

2026–27 Contributing Actions Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

2026–27 LCFF Carryover Table Instructions

Information will not be entered in the LCFF Carryover Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

Printing Instructions

The 2026–27 LCAP will include the following tables:

- 2025–26 Annual Update Table
- 2025–26 Contributing Actions AU Table
- 2025–26 LCFF Carryover Table
- 2026–27 Total Expenditures Table
- 2026–27 Contributing Actions Table

California Department of Education
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