

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
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Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pacific Coast Charter School (PCCS) is a K through 12 personalized education option that blends independent study and home-school learning with academic and enrichment programs, workshops, tutorials and field studies taught by credentialed teachers in Watsonville, California. PCCS serves approximately 200 students in grades K-12, and is a dependent charter under the Pajaro Valley Unified School District (PVUSD). Most students attending PCCS live within the Pajaro Valley Unified School District boundaries, with some students coming from other areas of Santa Cruz and contiguous counties.

Our vision is that all students meet the academic standards and diploma requirements of the PVUSD and the State of California. PCCS values a self-directed, self-paced educational environment that includes access to a variety of learning opportunities and methods, including independent study, hybrid classroom settings, enrichment workshops, dual enrollment with local community colleges, and online courses. Students may blend various opportunities and methods to meet their unique learning needs. Students are encouraged to take responsibility for their educational goals, develop lifelong learning skills, and explore areas of special interest. Our school wide Learning Outcomes (SLOs) focus our decisions around curriculum and instruction. As such, at every grade level we challenge students to become academic achievers, 21st century learners, and global citizens.

PCCS supervising teachers each oversee a caseload of up to 27 students, resulting in a school-wide average of 25 ADA to one teacher. They provide individualized instruction, guidance, coaching, and support to their students and families for the duration of their enrollment in the program. A personalized learning plan (PLP) is created for each student by the educational team (teacher, parent, and student), and is guided and overseen by a supervising teacher who meets with the student and parent on a regular basis. Each student and parent or guardian signs a Master Agreement that outlines the requirements of the student, his/her guardian, and the school. Students with special needs receive additional support from a resource specialist, speech therapist, school counselor, and/or other support personnel.

Reflections: Annual Performance

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

Pursuant to California Education Code (EC) Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school’s placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard). Based on Criterion 2, Pacific Coast Charter School is rated in the LOW category as of 2023. This is based on ELA and Math scores from the CAASPP testing. PCCS was also identified as low performing in 2019. Current staff was unaware of the 2019 designation until March 2024.

Reflections: Technical Assistance

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

In 2023, PCCS was identified for "General Assistance". The school needs to seek considerable technical assistance to address the LOW performance rating under state performance evaluation.

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.

In March 2024, PCCS was identified for Low Performance by the CDE under California Education Code (EC) Section 47607(c) under Criterion 2. According to AB1550, PCCS does not yet exceed state average in any academic indicator required for charter renewal in January 2027. In order to be renewed, the school will have to exceed state average ratings in all four academic indicators: ELA, MATH, ENGLISH LEARNER PERFORMANCE (ELPI) and COLLEGE & CAREER READINESS (CCRI).

Academic indicators for ELA/Math at PCCS are negatively affected by low participation rates on the SBAC (below 95%), resulting in a LOSS score. PCCS will focus on both increasing student achievement in ELA and Math and participation rate on the SBAC.

The English Learner Progress Indicator shows that a focus for PCCS is supporting ELs in levels 1-3 in making one year's progress in one year's time. PCCS will monitor ELs closely through an MTSS process to ensure that they are making adequate process toward reclassification, and increase parent education regarding reclassification.

State average for CCRI is 44% in 2023 and PCCS seniors will have to be Career & College ready at a rate above the state average, meaning 45% or greater. Due to the unique nature of PCCS students can access A-G completion, there are only two ways for PCCS students to be considered Career & College ready on the CCRI: 1) 11th graders can score 3+ on both SBAC ELA & MATH, or 2) Seniors can graduate with a completed A-G Pathway and scores of 3+ on one SBAC subtest and 2+ on the other as in both 2025 and 2026. Extra support and intervention will be provided for students to complete A-G College Prep courses. Graduation rate is not part of the requirements for the charter to be considered for renewal, but it still remains a critical focus of the school to increase graduation rates. Since one of the ways for PCCS students to be considered "Prepared" under the CCRI is to obtain 3+ on both SBAC ELA and Math. PCCS will focus on raising achievement in all academic areas while also increasing A-G access/enrollment.

Since 79% of PCCS Juniors and 74% of Sophomores are currently not on track for graduation in January 2024 due to credit deficiencies, they are very unlikely to complete A-G requirements in both 2024-25 and 2025-26. If they do not exceed state average on the CCRI, the school will be closed under the provisions of California Education Code (EC) Section 47607(c) upon charter renewal petition in January 2027.

There is a chance that AB2254 legislation will allow the renewal of a charter in 2027 as a "second look" from the charter authorizer (PVUSD). If the charter authorizer (PVUSD) were to grant a two-year "second look" extension on the charter, PCCS would be given the opportunity to show growth on verifiable data sources issued by the CDE. Considering the potential opportunity for showing ongoing growth, this LCAP was written incorporating targets for both achievement above state average and for measures of growth from verifiable data sources for all four academic areas.

Academic growth on all four academic indicators, demonstrated using verifiable data sources provided by the CDE, is highly likely with a concerted collaborative improvement effort by all stakeholders. PCCS stakeholders and Governing Council are committed to undertaking significant efforts to improve instruction for all PCCS students in order to exceed state averages in all academic areas: ELA, MATH, English Learner Progress and Career & College Readiness Indicators. A high level of accountability for school improvement efforts, highly effective governance processes and ongoing fiscal responsibility will be required if academic targets are to be reached.

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

PCCS stakeholders had input into the new goals and action steps. All partners agreed that goals should support the academic growth needed to support student achievement on all four academic indicators in order to facilitate charter renewal. Partners also gave feedback that the goals and actions should be aligned to the WASC report as well as the AB1505 criteria. The Governing Council and staff are committed to meeting academic targets in the required areas: ELA, MATH, English Learner Progress and Career & College Readiness through accountability and monitoring. Educational partners, including Parents, Staff and Governing Council at PCCS expressed the desire to improve academic success through instructional, governance, accountability and fiscal improvements which will lead to academic success for PCCS students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will show growth and achievement in English Language Arts at a rate above state average on the CA Dashboard Academic Indicator.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

All students are entitled to a high quality educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students scoring level 3 or higher on the SBAC-ELA	<p>CAASPP ELA 2023</p> <p>44% of PCCS students scored 3+</p> <p>46.66% State Average</p> <p>School wide scores on the CA Dashboard Academic Indicator in ELA are negatively impacted by LOSS scores due to low participation on CAASPP ELA</p>			<p>CAASPP ELA 2025</p> <p>100% Participation</p> <p>50% of PCCS 3rd-8th and 11th grade students will score level 3 or higher on SBAC ELA test.</p> <p>Percentage of students scoring level 3 or higher and all measures reflected in the CA</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard ELA Academic Indicator will exceed state average	
1.2	Percentage of PCCS students in grades 2-10 who participate in NWEA MAP testing 3 times a year (fall, winter, spring)	<p>NWEA-MAP READING FALL 2023 Inconsistent participation; # of students who participated FALL 2023</p> <p>81 out of 99 grade 2-10 students enrolled took the NWEA-MAP READING test</p> <p>PCCS administered the NWEA-MAO READING test 2x in 2023-24</p>			<p>NWEA-MAP READING Spring 2025</p> <p>100% participation on the NWEA-MAP Reading Test</p> <p>PCCS will administer the NWEA-MAP Reading test 3x a year</p>	
1.3	Percentage of PCCS students in grades 2-10 who score average or higher on the NWEA-MAP READING	<p>NWEA-MAP READING FALL 2023</p> <p>2nd grade = 80% (3/5 students) Average+ 3rd grade = 66% (2/3 students) Average+ 4th grade = 66.7% (2/3 students) Average+ 5th grade = 50% (1/2 students) Average+ 6th grade = 66.7% (4/6 students) Average+ 7th grade = 30.7% (2/13 students) Average+ 8th grade = 33.3% (1/3 students) Average+</p>			<p>NWEA-MAP READING Spring 2025</p> <p>80% of all students in grades 2-10 scoring average or higher</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>9th grade = 32.14% (9/27 students) Average+ 10th grade = 31.58% (6/19 students)</p> <p>51% of all students in grades 2-10 scoring average or higher</p>				
1.4	Availability of core curriculum implemented for ELA grades K-12 will be research-proven, standards-based and high quality.	Core ELA Curriculum Various sources of curriculum, sometimes student-specific, are used to teach ELA			<p>High-quality Core Curriculum Full Implementation by Spring 2025</p> <p>Teachers will implement strong core ELA curriculum with 100% of PCCS students</p>	
1.5	Percentage of PCCS students in grades K-8 who receive Tier 1 interventions for reading.	<p>K-8 Supplementary Reading Program Supplementary reading program from the Verifiable Data List.</p> <p>Currently using All About Reading program for supplementary reading intervention for Tier 1.</p>			<p>K-8 Reading Intervention Program Full Implementation by Spring 2025</p> <p>Tier 1 reading intervention will be available to all students who need it.</p> <p>80% of students performing below grade level will</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					demonstrate a year or more of growth as evidence by MAP or other assessment data.	
1.6	School wide Growth and Achievement on NWEA-MAP Reading At/Above Mean (green/blue).	School wide Growth and Achievement on NWEA-MAP Reading Fall 2023 Growth = 11th percentile (red) 2023 Achievement = 57th percentile (yellow)			School wide Growth and Achievement on NWEA-MAP Reading Spring 2025 Growth = 60th percentile or higher Achievement = 70th percentile or higher	
1.7	Students in grades K-8 using a high quality research-proven writing program to show growth in Narrative, Opinion and Expository Writing.	Writing Program Implementation Baseline: high quality research-proven writing program not yet implemented yet in grades K-8			High Quality Writing Program Implementation Full Implementation by Spring 2025 100% of students in grades K-8 regularly using a high quality, research-proven writing program to show ongoing growth in Narrative, Opinion	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and Expository writing	
1.8	Percentage of Secondary Reading/ELA Support students who are 2+ years behind in Reading receiving support through Tier 1 reading program.	Secondary Reading/ELA Intervention Curriculum Implementation Read 180 piloted in 2024			Secondary Reading/ELA Intervention Curriculum Full Implementation by Spring 2025 100% of secondary students who are 2+ years behind in Reading will use Read 180 or other Tier 1 reading intervention.	
1.9	Secondary Writing/ELA Tier 1 writing intervention provided for secondary students in need	Secondary Writing/ELA Curriculum Implementation Read 180 (with writing component) piloted in Spring 2024			Secondary Writing/ELA Intervention Curriculum Full Implementation by Spring 2025 100% of secondary students in need of writing intervention will use Read 180 or other Tier 1 writing intervention	
1.10	Students in all significant subgroups will exceed	Low Socio-economic students are in the			At least 47% of PCCS students in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	state average on SBAC ELA in 2023. The charter low performance status includes Hispanic and Low Socio-economic subgroups.	"Red" level and Hispanic students were in the "Orange" level on SBAC ELA 2023. 36.85% of 3rd-11th grade low socio-economic students were level 3+ and 36.36% of Hispanic students were level 3+ on the SBAC ELA 2023. State average on SBAC ELA 2023 was 46.66% of students at level 3+.			significant subgroups will score a level 3+ on the SBAC ELA by spring 2025	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Broad Course of Study/Highly Qualified Teachers/A-G Enrollment	All students will be enrolled in a broad course of study, including A-G English courses for secondary students, with highly qualified teachers. Ensure all teachers are appropriately credentialed for their assignment.	\$939,736.00	No
1.2	Instructional Materials	PCCS will adopt and implement research-proven and standards-based instructional materials with usability for students in an independent study and homeschool setting, including books and materials for ELA for all K-12 students.	\$10,000.00	No
1.3	Highly effective instructional strategies	Teachers will increase use of highly effective strategies which will accelerate learning in ELA. Teachers will utilize resources for designing instructional strategies with the most positive impact.		No
1.4	Professional Development	Professional learning and resources will be provided for teachers to learn additional instructional strategies that have the most positive impact on student learning in ELA. Topics may include using data to improve instruction, collaborative data-driven decision-making, learning progressions, highly effective instructional strategies and formative assessment including self and peer assessment. Sources of professional learning include educational consultants (such as the Core Collaborative, WestEd, Parsec Education) as well as district coordinators, and COE and district trainings. This is to address the red rating in ELA performance on the Dashboard for LEA-wide and for economically disadvantaged students.	\$5,000.00	Yes
1.5	Secondary ELA support and intervention	Secondary ELA support for grade 9-12 students who are 2+ years behind in Reading will be provided through Tier 1 reading intervention.	\$152,980.00	Yes
1.6	Elementary & Middle School Reading Intervention & Support	Reading support for all grade K-8 students who are 2+ years behind in Reading will be provided through Tier 1 reading intervention. Teachers will track progress and respond to students who are struggling with concepts and skills identified through assessments in the program.	\$152,980.00	

Action #	Title	Description	Total Funds	Contributing
1.7	Collaboration, Data Analysis and Data-driven Decision-making	All PCCS teachers will collaborate regularly around student data and make instructional decisions based on the data in cycles of improvement.	\$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will show growth and achievement in Math at a rate above state average on the CA Dashboard Academic Indicator. Ensure all teachers are appropriately credentialed for their assignment.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

Students need to be prepared for their future college or career goals.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students scoring level 3 or higher on the SBAC-MATH	<p>CAASPP 2023 19.23% of PCCS students scored 3+ 34.62% State Average</p> <p>School wide scores on the CA Dashboard Academic Indicator in MATH are negatively impacted by LOSS scores due to low participation on CAASPP MATH (below 95%)</p>			<p>CAASPP 2025 35% of PCCS 3rd-8th and 11th grade students will score level 3 or higher on SBAC-MATH</p> <p>Percentage of students scoring level 3 or higher and all measures reflected in the CA</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard MATH Academic Indicator will exceed state average	
2.2	Percentage of PCCS students in grades 2-10 who participate in NWEA MAP testing for Math 3 times a year (fall, winter, spring)	<p>NWEA-MAP MATH FALL 2023</p> <p>Inconsistent participation; # of students who participated in NWEA-MAP Math testing FALL 2023</p> <p>85 out of 99 total grade 2-10 students enrolled took the NWEA-MAP MATH test</p> <p>PCCS administered the NWEA-MAP MATH test 2X in 2023-24</p>			<p>NWEA-MAP MATH Spring 2025</p> <p>100% student participation in NWEA-MAP MATH test Spring 2025</p> <p>PCCS will administer the NWEA-MAP MATH test 3x a year</p>	
2.3	Percentage of PCCS students in grades 2-10 who score average or higher on NWEA-MAP MATH Test	<p>FALL 2023 NWEA-MAP MATH</p> <p>2nd grade = 66.77% (4/6 students) Average+</p> <p>3rd grade = 33.33% (1/3 students) Average+</p> <p>4th grade = 66.66% (2/3 students) Average+</p> <p>5th grade = 50% (1/1 students) Average+</p>			<p>NWEA-MAP MATH Scores Spring 2025</p> <p>80% of all 2nd - 10th graders will score average or higher.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>6th grade = 18.58% (2/7 students) Average+ 7th grade = 46.15% (6/13 students) Average+ 8th grade = 33% (1/3 students) Average+ 9th grade = 20.69% (6/19 students) Average+ 10th grade = 31.58% (6/19 students) Average+</p> <p>40.75% of all students in grades 2-10 who scored average or higher</p>				
2.4	Availability of core curriculum for MATH grades K-12 will be research-proven, standards-based and high quality.	Various sources of curriculum (student-specific): secondary students use ALEKS or Edgenuity for A-G math			<p>High Quality Core Curriculum Full Implementation by Spring 2025</p> <p>All students will use research-proven, standards-based and high quality core curriculum for MATH</p>	
2.5	Percentage of PCCS students in grades K-8 who receive Tier 1 interventions for math	<p>Grades 8-12 students currently have access to 5 weekly math tutorial sessions.</p> <p>Grades 6-8 students</p>			Tier 1 math intervention will be available to all K-8 students who need it.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		may participate in optional math workshops.			80% of students performing below grade level will demonstrate a year or more of growth as evidenced by MAP or other assessment data.	
2.6	School wide Growth and Achievement on NWEA-MAP Math reported At/Above Mean (green/blue).	Fall 2023 NWEA-MAP Math Both Growth and Achievement on NWEA-MAP Math are below Mean (green/blue).			Spring 2025 School wide Growth and Achievement on NWEA-MAP Math will be At/Above Mean (green/blue). PCCS NWEA-MAP Math will be AT or ABOVE Mean (green/blue).	
2.7	Percentage of secondary students who are 2+ years behind in Math who receive Tier 1 math interventions.	Mandatory Secondary Math Intervention Secondary students have opportunities to attend 5 weekly math tutorials. Currently, supervising teachers decide with students & parents when tutorials are mandatory.			Mandatory Secondary Math Intervention Tier 1 math interventions will be provided to all students who are 2+ years behind in math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Students in all significant subgroups who exceed state average on SBAC MATH in 2025. The charter low performance status includes Hispanic and Low Socio-economic subgroups.	Low Socio-economic and Hispanic students are in the "Red" level on SBAC MATH 2023. 22.91%% of low socio-economic 3rd-11th grade students were level 3+ and 22.69% of Hispanic students were level 3+ on the SBAC MATH 2023. State average on SBAC MATH 2023 was 34.62% of students at level 3+.			At least 35% of PCCS students in significant subgroups will score a level 3+ on the SBAC MATH by spring 2025.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study/Highly Qualified Teachers	All students will be enrolled in a broad course of study, including A-G Math courses for secondary students, with highly qualified teachers. Ensure all teachers are appropriately credentialed for their assignment.	\$939,736.00	No
2.2	High Quality Instructional Materials	PCCS will increase use of research-proven and standards-based instructional materials with usability for students in an independent study and homeschool setting, including books and materials for MATH for all K-12 students.	\$10,000.00	No
2.3	Highly effective instructional strategies	Teachers will increase use of highly effective strategies which will accelerate learning in Math. Teachers will utilize resources for designing instructional strategies with the most positive impact.		No
2.4	Professional Development	Professional learning and resources will be provided for teachers to learn additional instructional strategies that have the most positive impact on student learning in math. Topics may include using data to improve instruction, collaborative data-driven decision-making, learning progressions, highly effective instructional strategies and formative assessment including self and peer assessment. Sources of professional learning include educational consultants (such as the Core Collaborative, WestEd, Parsec Education) as well as district coordinators, and COE and district trainings.		No
2.5	Secondary Math Support and intervention	Secondary Math support for grade 9-12 students who are 2+ years behind in Math will be provided through Tier 1 math interventions.	\$152,980.00	Yes
2.6	Math support and intervention for grades 2-8	Math support for all grade 2-8 students who are 2+ years behind in Math will be provided through Tier 1 interventions.	\$152,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Collaboration, Data Analysis and Data-driven Decision-making	The teachers will collaborate regularly around student data and make instructional decisions based on the data in cycles of improvement.	\$10,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All English Learners will show progress at a rate above state average according to the CA Dashboard English Learner Progress Indicator.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of English Learners scoring level 3 or higher on the SBAC-ELA	PCCS does not have a systematic ELD curriculum program			100% English Learners will participate in high quality instruction in a systematic ELD program	
3.2	Communication with Parents of English Learners	Training for parents in reclassification criteria and communication regarding their child's progress toward reclassification has not yet been provided at PCCS			At least one annual meeting will be held for English Learner parents and students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of PCCS English Learners in grades 2-10 who score average or higher on the CA Dashboard ELPI and the students' levels	<p>CA Dashboard ELPI 2023</p> <p>5.3% ELs made 1 year progress</p> <p>26.3% ELs in levels 1-3 maintained</p> <p>5.2% ELs in level 4 maintained</p> <p>63.2% ELs declined 1+ level</p>			<p>CA Dashboard ELPI 2025</p> <p>PCCS English Learners will score above State Average according to the CA Dashboard ELPI by June 2025</p> <p>47% or more ELs will make 1 year progress</p> <p>33% or more ELs in levels 1-3 will maintain level</p> <p>33% or more ELs in level 4 will maintain level.</p> <p>Decrease percentage of ELs who decline to 18% or less.</p>	
3.4	Percentage of Teachers who participate in Professional Development for teaching Integrated and Designated ELD	All PCCS teachers have CLAD or ELA1 but not all have participated in the most recent training opportunities since the adoption of new ELA/ELD Framework in 2014			All PCCS teachers will participate in at least 1 training related to the most current ELA/ELD Framework and effective strategies for the instruction of English Learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Number of opportunities that teachers participate in to analyze data and make data-driven decisions around English Learner progress	Data analysis for English Learners has not occurred at PCCS yet			All teachers will participate in opportunities to analyze data and make data-driven decisions around English Learner progress at least 3 times a year by June 2025	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaboration, Data analysis, Data-driven Decision-Making and MTSS processes for monitoring ELPI	Teachers will implement data analysis, data-driven decision-making and MTSS Processes to monitor EL achievement and growth at least 3 times a year.	\$99,615.00	Yes
3.2	Instructional materials for ELD	PCCS will implement research-proven highly effective and standards-based designated ELD curriculum.	\$6,000.00	Yes
3.3	Additional ELA support and intervention	English Learners identified for intervention will receive direct instruction in language development, during PCCS workshops, small group direct instruction and/or individual meetings.	\$5,000.00	Yes
3.4	Professional learning	Professional development and collaboration will be provided to teachers to learn strategies for supporting English Language Development, especially for learning to support second language learning with home language. Training may be provided through the district, COE or organizations such as EL Achieve.	\$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All seniors will graduate "Prepared" at a rate above state average according to the CA Dashboard College and Career Readiness Indicator.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Results from the recent 2023 WASC self study indicates that PCCS needs to develop a clear and consistent plan for assessing and analyzing student growth, and then using the results of those findings to help guide instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of high school students enrolled in courses leading to A-G pathway completion.	CA Department of Education School Dashboard for PCCS 2022-2023 : 3.6% of students graduated "Prepared" (full meeting of UC/CSU requirements).			CA Department School Dashboard Data 2024-2025 Percentage of seniors "Prepared" will increase to 25% by 2025, and 50% by 2026. Percentage of students "Not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17.9% of students graduated "Approaching Prepared" 78.6% of seniors graduated "Not Prepared."			Prepared" will decrease to 50% or less by 2025.	
4.2	PCCS teacher credentials for courses taught	Review of PCCS teacher credentials held was obtained from PVUSD HR Some staff are not credentialed for non-independent study A-G courses; a review of staff credentials for current assignment should be completed to ascertain if there are any mis-assignments at PCCS			CDE Dataquest Report of Teacher Credentialing; May also obtain data from PVUSD HR and/or the COE for 2024-25 All staff will be appropriately credentialed for their assignment for Independent Study, A-G Courses and any other program offered to PCCS students	
4.3	PCCS Graduation rate will exceed the state average.	CA Department of Education DataQuest 5-year cohort Graduation Rate 2022-2023 PCCS Grad Rate 82% State Grad Rate 92%			CDE Dataquest 5-year cohort Graduation Rate 2024-25 PCCS Grad Rate 93% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Number of students who earn the Seal of Biliteracy	CA Department of Education DataQuest 5-year cohort Graduation Rate 2022-2023 1 student earned Seal in 2023 0 students have earned the Seal in the past 5 years			CA Department of Education DataQuest 5-year cohort Graduation Rate 2024-25 Number of students who earn the Seal of Biliteracy will increase.	
4.5	Percentage of PCCS 11th graders who score 3+ or higher on the SBAC ELA will exceed state average.	CAASPP 2023 PCCS: 47% 11th graders are level 3+ on SBAC ELA STATE: 55% 11th graders are level 3+ in SBAC ELA			CAASPP 2024-25 Approximately 56% level 3+ or higher on SBAC-ELA	
4.6	Percentage of PCCS 11th graders who score 3+ or higher on the MATH ELA will exceed state average.	CAASPP 2022 PCCS: 15% 11th graders are level 3+ on SBAC MATH STATE: 27% 11th graders are level 3+ in SBAC MATH			CAASPP 2024-25 Approximately 28% level 3+ or higher on SBAC-MATH	
4.7	11th graders scoring at least 2 on either SBAC-ELA or SBAC-Math PLUS at least 3 on the other SBAC test.	CAASPP 2022 30 students scored 3 or higher on SBAC-ELA 18 students scored 3 or higher on SBAC-MATH			CAASPP 2024-25 All 11th graders with at least 2 on either SBAC-ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					or SBAC-Math PLUS at least 3 on the other SBAC test.	
4.8	Percentage of PCCS students in grades 9-11 who are on track for graduation.	<p>Synergy Transcript Review End of 1st Semester - January 2024</p> <p>31% of students in grade 9-11 are on track for graduation and are not credit deficient</p>			<p>Synergy Transcript Review End of 1st Semester - January 2025</p> <p>100% of students in grades 9-11 who enter PCCS without credit deficiencies will be on track for graduation at the end of the fall semester each year. Credit attainment will be accelerated and tracked for students who enter PCCS with credit deficiencies or who transfer into PCCS with failing transfer grades.</p>	
4.9	CA Dashboard Suspension Rate 2022-23 % of students suspended	<p>CA Dashboard Suspension Rate 2022-23</p> <p>PCCS Suspension Rate 0%</p>			<p>CA Dashboard Suspension Rate</p> <p>PCCS will remain at 0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		State Suspension Rate 3.5%				
4.10	Percentage of high school students who report being engaged with peers in social and academic situations	Youth Truth Survey Spring 2024 16% of students reported being engaged with peers in social and academic situations			Youth Truth Survey Spring 2025 Increase % of students reporting being engaged with peers in social and academic situations by 10% each year year: 2024, 2025, 2026.	
4.11	Percentage of PCCS parents and students reporting high levels of engagement and satisfaction, including safety and connectedness, on all indicators from the Youth Truth Survey for parents and students at 80% or higher	Youth Truth Survey Spring 2024 100% of PCCS parents and students who participated in the Youth Truth Survey for parents reported high levels of engagement, including safety and connectedness, on most indicators at 80% or higher			Youth Truth Survey Spring 2025 Maintain the percentage of PCCS parents and students reporting high levels of engagement and satisfaction on all indicators, including safety and connectedness, from the Youth Truth Survey for parents at 80% or higher for 80%+ of indicators	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Chronic Absenteeism Rates will be accurately aligned to daily participation and weekly records of student attendance	<p>CA Dashboard Chronic Absenteeism Report Spring 2023</p> <p>Chronic Absenteeism Rates are reported as Medium on the California Dashboard (and well below the state average of 24.3%). The % of PCCS high school students earning less than full credit each semester remains high.</p> <p>69% of students in grades 9-11 are behind in credits as of the end of Fall semester 2023, while the CA Dashboard Chronic Absenteeism Rates are 6.3% (yellow).</p> <p>Chronic absences should be accurately reflected in daily participation and weekly records of student attendance. 100% of high school students should remain on track for graduation each year (grades 9-11).</p>			<p>CA Dashboard Chronic Absenteeism Report Spring 2024</p> <p>Maintain the percentage of Chronic Absenteeism below state average. Ensure that daily participation and weekly engagement records are aligned to attendance reporting.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	UC Doorways & Course Catalog	<p>UC Doorways & Course Catalog</p> <p>The Course Catalog for PCCS is not complete. Revisions and updates for current A-G classes have not been made in UC Doorways.</p>			<p>For 2024-25, all PCCS 9th-12th graders will be enrolled in appropriate A-G approved courses. UC Doorways revisions and updates for the last 3 years will be completed by June 2024, with additional courses approved through a new course approval process developed by PCCS by the week before the new school year begins. An updated Course Catalog will be complete and available for master scheduling by May 1 each year.</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to Technology for Learning	Provide students with access to current technology, including Chromebooks, internet access, and online curriculum by renewing licenses as well as purchasing technology accessories and programs for all grade levels. PCCS must provide Chromebooks to students that require them.	\$10,000.00	No
4.2	Student access to VAPA and Applied Arts Instruction	All students will have access to VAPA courses. PCCS will hire a part time credentialed VAPA instructor to offer workshops for all students in K-8. Students in grades 9-12 will take an A-G approved Arts (VAPA) course and an A-G approved CTE/Applied Art in order to be A-G eligible.		No
4.3	Broad Course of Study: Enrollment in A-G and Career Education Courses	The PCCS team needs to increase the A-G course access for secondary students. All students should have the opportunity to access a broad course of study including CTS, A-G English, Science, Math, Languages Other Than English (LOTE) and Elective courses. In order to meet the requirements on UC Doorways, students in A-G courses will have weekly access to and receive feedback from subject-matter experts.		No

Action #	Title	Description	Total Funds	Contributing
4.4	Tiered Re-engagement and Accountability for Attendance & Engagement	PCCS will adhere to the Tiered Re-engagement, Daily Participation and Weekly Engagement process which requires students to receive non-compliance letters when necessary per EdCode, Board Policy, PCCS charter and school policies. Non-compliance letters will be tracked by the registrar, counselor, and principal.	\$750.00	No
4.5	Maintain WASC Accreditation	PCCS will maintain WASC Accreditation and participate in all WASC activities including reporting, monitoring, improvement processes, consultation, collaboration, data analysis and Visiting Committee participation. Actions that contribute to meeting LCAP goals will be aligned to actions used to meet WASC accreditation.	\$2,000.00	No
4.6	Books, Materials and Supplies	Books, Materials and Supplies will be provided to support instruction to contribute to a broad course of study, high school graduation and increased CCRI.	\$6,000.00	No
4.7	Library Books & Resources to reflect student diversity	A wide variety of books and resources representing various groups of students including English learners, multi-cultural people and those from a variety of diverse backgrounds, will be provided for student use in the library.	\$6,000.00	Yes
4.8	Office Equipment Rentals & Purchases	Office Equipment contracts will provide copiers and other resources to contribute to a broad course of study, high school graduation and increased CCRI.	\$7,500.00	No
4.9	Parent Outreach, Education and Engagement	Parents will have multiple opportunities for outreach, education and engagement. Teachers and Counselor will hold appropriate responsibilities according to role. Teachers will report academic progress to parents through the grade book and report cards in the student information system, as well as progress reports, conferences and personal communication as needed. The counselor will share with parents their child's progress toward	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation and A-G completion through transcript reviews, contracts and other advising activities.		
4.10	Chronic Absenteeism	School personnel will work with parents to understand the ongoing need to attend school regularly, particularly for students to engage in daily participation and weekly engagement in Independent Studies.	\$5,000.00	Yes
4.11	Address Social-Emotional needs of students.	Staff will address student social-emotional needs through individual support, crisis counseling and counseling referrals as needed.		No
4.12	Course Catalog and UC Doorways	For 2024-25, all PCCS 9th-12th graders will be enrolled in appropriate A-G approved courses. PCCS Courses, including Edgenuity, will be submitted for approval and/or revision by June 30, 2024, with possible additional entry completed during the August supplementary approval period.		No
4.13	Suspension Rate on CA Dashboard	Maintain 0% Suspension Rate.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$362,046	\$20,238

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
16.100%	0.316%	\$7,020.60	16.416%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Professional Development</p> <p>Need: Students who are 2+ years behind in reading need intervention</p> <p>Scope: LEA-wide</p>	<p>Any student may need extra support, but MTSS processes will prioritize students from identified subgroups</p> <p>All students benefit from quality instruction with teachers who are highly qualified; students in subgroups receive additional benefit from high quality instruction.</p>	<p>SBAC/NWEA-MAP ELA</p> <p>Teacher/Staff evaluation process</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Secondary ELA support and intervention</p> <p>Need: ELA is in the red for economically disadvantaged students, English learners and foster youth.</p> <p>Scope: LEA-wide</p>	Tier I interventions will be principally directed to the three unduplicated student groups though it is provided school/LEA-wide. It will provide intervention to help students accelerate achievement.	Metric 1.1., 1.2, and 1.6 are SBAC ELA and NWEA ELA scores.
2.3	<p>Action: Highly effective instructional strategies</p> <p>Need: Students who are 2+ years behind in Math need intervention</p> <p>Scope:</p>	While any student may need support; MTSS processes will prioritize students from identified subgroups for intervention	SBAC/NWEA-MAP
2.5	<p>Action: Secondary Math Support and intervention</p> <p>Need: Students who are 2+ years behind need more intensive instruction including direct instruction, extra support and extra time</p> <p>Scope: LEA-wide</p>	Students in specific subgroups who are 2+ years behind need more intensive instruction including direct instruction, extra support and extra time	SBAC/NWEA-Math
2.6	<p>Action: Math support and intervention for grades 2-8</p>	Students in specific subgroups who are 2+ years behind need more intensive instruction including direct instruction, extra support and extra time	SBAC/NWEA-Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Students who are 2+ years behind in Math need extra support and intervention to accelerate to grade level</p> <p>Scope: LEA-wide</p>		
4.7	<p>Action: Library Books & Resources to reflect student diversity</p> <p>Need: Diverse collection of books for the library to represent multiple cultures and student groups</p> <p>Scope: LEA-wide</p>	Students who are in specific subgroups need to see themselves represented in library books	Library Inventory of new books purchased
4.9	<p>Action: Parent Outreach, Education and Engagement</p> <p>Need: All parents need regular communication and education regarding student progress toward graduation</p> <p>Scope: Schoolwide</p>	Parents of students in specific subgroups need additional support to understand the educational system and how student progress and other indicators are measured. Parents of students in specific subgroups may also need translation into the home language and outreach to increase opportunities for them to participate in their child's school program.	Agendas from parent outreach, engagement and education events
4.10	<p>Action: Chronic Absenteeism</p> <p>Need:</p>	Parents and students in specific subgroups may need additional education and outreach to understand the importance of daily participation and weekly engagement in Independent Studies.	CA Dashboard Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Collaboration, Data analysis, Data-driven Decision-Making and MTSS processes for monitoring ELPI</p> <p>Need: English Learners may need additional support; all ELs and Reclassified students need monitoring</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	ELs will be identified; parents will become partners in helping ELs reach reclassification within 5-7 years	ELPAC; MTSS Students of Concern
3.2	<p>Action: Instructional materials for ELD</p> <p>Need: 13.9% of PCCS students are English Learners; PCCS does not yet have systematic ELD curriculum</p>	All English Learners need appropriate instructional materials for systematic ELD instruction.	ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Additional ELA support and intervention</p> <p>Need: zEnglish learners are underperforming otehr student groups.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The intervention support will help student accelerate learning to reduce achievement gaps.	SBAC ELA performance and NWEA ELA performance and ELPAC results.
3.4	<p>Action: Professional learning</p> <p>Need: PCCS has 13.9% English Learners who need designated and integrated ELD instruction</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Specific instructional strategies implemented with fidelity will support the achievement and growth of English Learners language and academic development in designated ELD and integrated into content -specific courses	ELPAC; NWEA-MAP ELA, Formative Assessment

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.

Students at PCCS are each provided with a supervising teacher and an academic counselor who address the needs of their students. Teachers provide each individual student with a Personalized Learning Plan that is designed to meet their academic and social emotional needs. Modifications and accommodations are made to those plans as needed to ensure that each student's academic needs are met, including Foster Youth, English learners, and Low-Income students.

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.

N/A

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	1:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	27:1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,248,739	362,046	16.100%	0.316%	16.416%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,695,257.00				\$2,695,257.00	\$2,521,392.00	\$173,865.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Broad Course of Study/Highly Qualified Teachers/A-G Enrollment	All	No			All Schools	Ongoing 2024-2027	\$939,736.00	\$0.00	\$939,736.00	\$0.00	\$0.00	\$0.00	\$939,736.00	
1	1.2	Instructional Materials	All	No			All Schools	Ongoing 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.3	Highly effective instructional strategies	All	No			All Schools	Ongoing 2024-27								
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.5	Secondary ELA support and intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$152,980.00	\$0.00	\$152,980.00				\$152,980.00	
1	1.6	Elementary & Middle School Reading Intervention & Support	English Learners Low Income			English Learners Low Income	All Schools		\$152,980.00	\$0.00	\$152,980.00				\$152,980.00	
1	1.7	Collaboration, Data Analysis and Data-driven Decision-making	English Learners Low Income			English Learners Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.1	Broad Course of Study/Highly Qualified Teachers	All	No			All Schools		\$939,736.00	\$0.00	\$939,736.00				\$939,736.00	
2	2.2	High Quality Instructional Materials	All	No			All Schools	Ongoing 2024-27	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.3	Highly effective instructional strategies	All	No			All Schools									

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
2	2.4	Professional Development	All	No			All Schools									
2	2.5	Secondary Math Support and intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$152,980.00	\$0.00	\$152,980.00				\$152,980.00	
2	2.6	Math support and intervention for grades 2-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$152,980.00	\$0.00	\$152,980.00				\$152,980.00	
2	2.7	Collaboration, Data Analysis and Data-driven Decision-making	English Learners Low Income			English Learners Low Income			\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
3	3.1	Collaboration, Data analysis, Data-driven Decision-Making and MTSS processes for monitoring ELPI	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing 2021-2024	\$0.00	\$99,615.00	\$99,615.00	\$0.00	\$0.00	\$0.00	\$99,615.00	
3	3.2	Instructional materials for ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pacific Coast Charter K-12	Ongoing 2021-2024	\$0.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	
3	3.3	Additional ELA support and intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pacific Coast Charter K-12	Ongoing for 2021-2024	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
3	3.4	Professional learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
4	4.1	Access to Technology for Learning	All	No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.2	Student access to VAPA and Applied Arts Instruction	All	No			All Schools	Spring 2023 to Spring								

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
								2024/Ongoing								
4	4.3	Broad Course of Study: Enrollment in A-G and Career Education Courses	All	No			All Schools	Ongoing								
4	4.4	Tiered Re-engagement and Accountability for Attendance & Engagement	All	No			All Schools	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
4	4.5	Maintain WASC Accreditation	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
4	4.6	Books, Materials and Supplies	All	No			All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
4	4.7	Library Books & Resources to reflect student diversity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
4	4.8	Office Equipment Rentals & Purchases	All	No			All Schools	Ongoing	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
4	4.9	Parent Outreach, Education and Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Coast Charter	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.10	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Coast Charters	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
4	4.11	Address Social-Emotional needs of students.	All	No			All Schools	Ongoing								
4	4.12	Course Catalog and UC Doorways	All	No			All Schools	Completed by August 30, 2024								
4	4.13	Suspension Rate on CA Dashboard	All	No			All Schools									

2024-25 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
2,248,739	362,046	16.100%	0.316%	16.416%	\$596,555.00	0.000%	26.528 %	Total:	\$596,555.00
								LEA-wide Total:	\$474,940.00
								Limited Total:	\$111,615.00
								Schoolwide Total:	\$10,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.5	Secondary ELA support and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,980.00	
1	1.6	Elementary & Middle School Reading Intervention & Support			English Learners Low Income	All Schools	\$152,980.00	
1	1.7	Collaboration, Data Analysis and Data-driven Decision-making			English Learners Low Income	All Schools	\$10,000.00	
2	2.5	Secondary Math Support and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,980.00	
2	2.6	Math support and intervention for grades 2-8	Yes	LEA-wide	English Learners Foster Youth Low Income		\$152,980.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Collaboration, Data Analysis and Data-driven Decision-making			English Learners Low Income		\$10,000.00	
3	3.1	Collaboration, Data analysis, Data-driven Decision-Making and MTSS processes for monitoring ELPI	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$99,615.00	
3	3.2	Instructional materials for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pacific Coast Charter K-12	\$6,000.00	
3	3.3	Additional ELA support and intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pacific Coast Charter K-12	\$5,000.00	
3	3.4	Professional learning	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$1,000.00	
4	4.7	Library Books & Resources to reflect student diversity	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
4	4.9	Parent Outreach, Education and Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Coast Charter	\$10,000.00	
4	4.10	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pacific Coast Charters	\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,371,092.00	\$2,798,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain a staff of highly qualified and credentialed instructors, and provide access to professional development opportunities that focus on improving best practices in education.	No	\$1,648,161.00	2,707,083
1	1.2	Provide students with access to current technology, including Chromebooks, internet access, and online curriculum.	Yes	\$10,000.00	6,920
1	1.3	Update and purchase curriculum that meets the California State Standards, and optimizes the educational experience and usability for students in an independent study and homeschool setting.	Yes	\$37,000.00	9,472
1	1.4	Students will have access to a broader range of study and a wider variety of classes to choose from. (Governance & funding provided to district to house the charter program, WASC, consultants)	Yes	\$22,770.00	25,400
1	1.5	All students will have access to art and/or music classes.	Yes	\$1,647,161.00	50,000
1	1.6	EPA Staffing to support intervention & support for students who need tutorial and/or support classes	Yes		
2	2.1	Expand opportunities for students and families to learn about college and career options via school, district, county, and state resources.	Yes	\$5,000.00	0

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)
2	2.2	All juniors and seniors will learn how to create a resume and know how to complete a job and/or college application upon graduation.	No	\$0.00	0
2	2.3	Students will continue to be taught and encouraged to utilize their academic, social, and emotional skills. Staff members will continue to advocate for equity and access to materials and technologies in order to eliminate any barriers that may limit student potential and success, including tech and career courses	No	0	0
3	3.1	Provide students with clear and consistent feedback on progress, and assist in identifying and overcoming any obstacles that may be interfering with their social-emotional and academic success.	No	\$0.00	0
3	3.2	Provide students and families with access to services that emphasize and support school safety and social-emotional health.	No	\$0.00	0
3	3.3	Create and maintain an updated school website that increases and encourages student and family connection, acceptance, and participation.	No	\$1,000.00	0
4	4.1	Establish regular NWEA/MAP testing protocols	No Yes	0	0
4	4.2	Use NWEA/MAP assessment data for Math and English Language Arts to drive instruction and improve student success.	No Yes	0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$404,901	\$1,652,161.00	\$802,792.00	\$849,369.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide students with access to current technology, including Chromebooks, internet access, and online curriculum.	Yes	\$5,000.00	6920		
1	1.3	Update and purchase curriculum that meets the California State Standards, and optimizes the educational experience and usability for students in an independent study and homeschool setting.	Yes		9472		
1	1.4	Students will have access to a broader range of study and a wider variety of classes to choose from. (Governance & funding provided to district to house the charter program, WASC, consultants)	Yes		25400		
1	1.5	All students will have access to art and/or music classes.	Yes	\$1,647,161.00	50,000		
1	1.6	EPA Staffing to support intervention & support for students who need tutorial and/or support classes	Yes		711,000		
2	2.1	Expand opportunities for students and families to learn about college and career	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		options via school, district, county, and state resources.					
4	4.1	Establish regular NWEA/MAP testing protocols	Yes				
4	4.2	Use NWEA/MAP assessment data for Math and English Language Arts to drive instruction and improve student success.	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
2,224,789	\$404,901	18.20	36.400%	\$802,792.00	0.000%	36.084%	\$7,020.60	0.316%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

- 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.
- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).