



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Dorado Union High School District

CDS Code: 09618530930214

School Year: 2024-25

LEA contact information:

Amanda Petersen, Ed.D

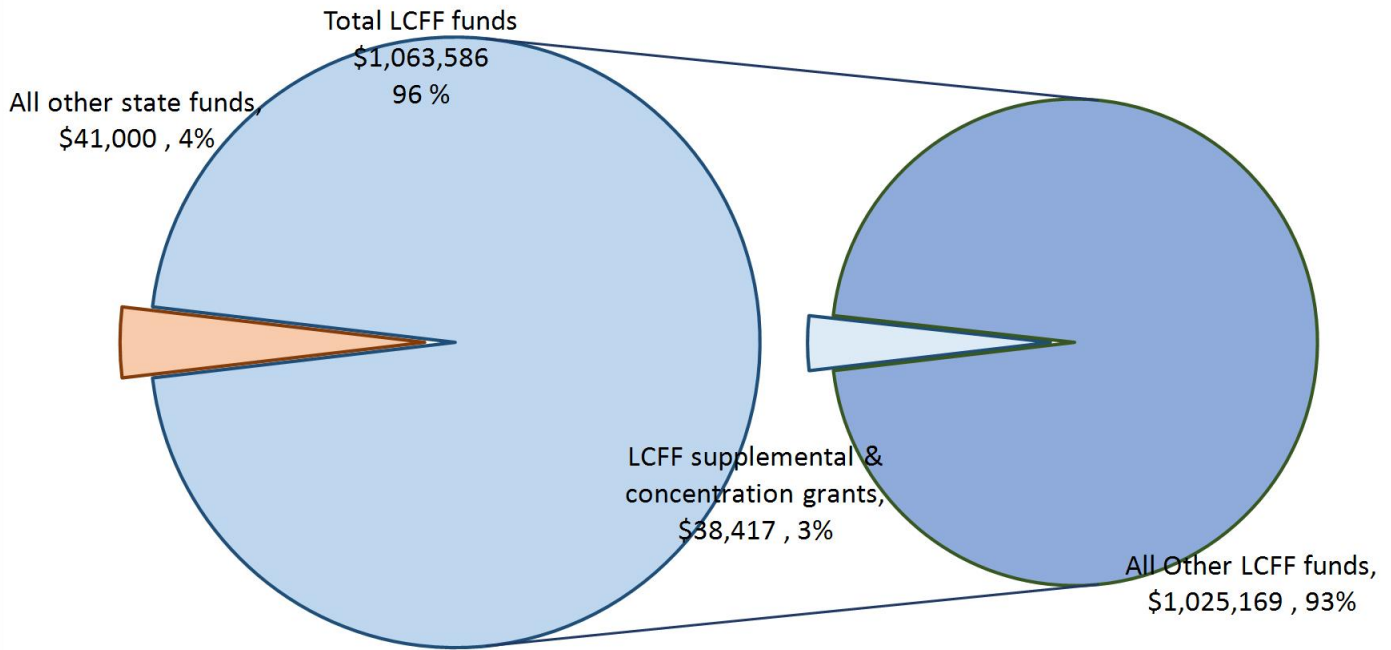
Director of Educational Options and Innovations

530-622-6212

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

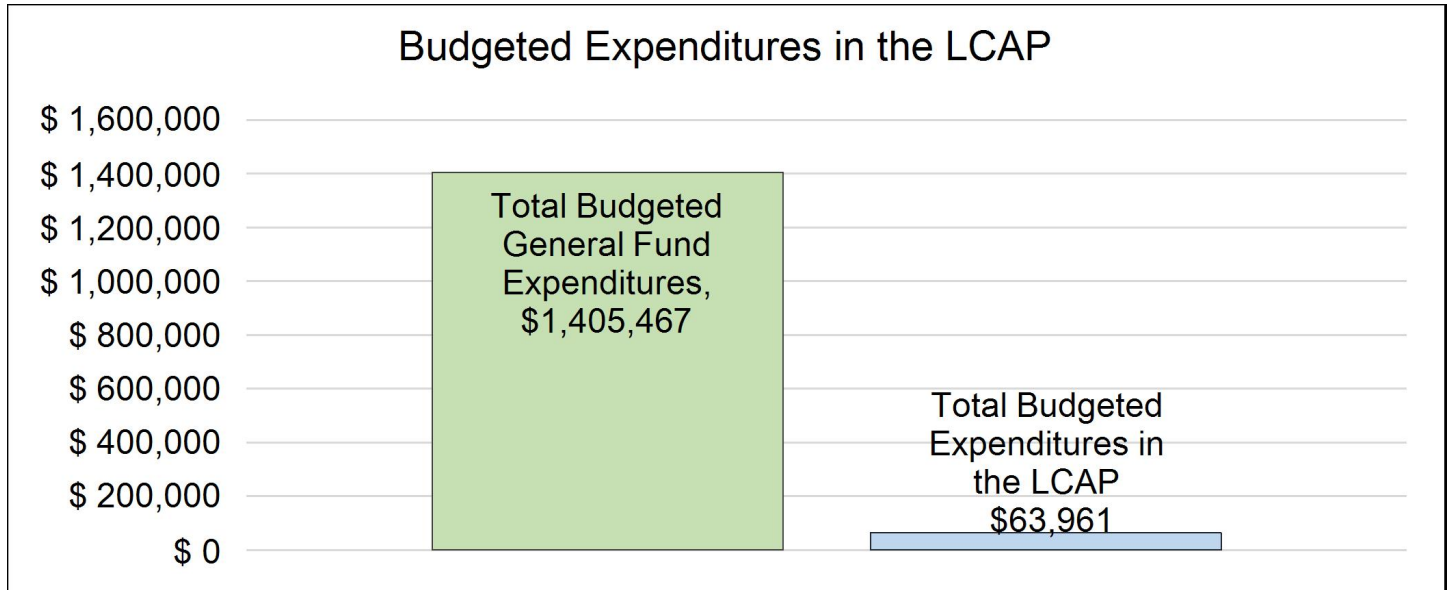


This chart shows the total general purpose revenue El Dorado Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Dorado Union High School District is \$1,104,586, of which \$1063586 is Local Control Funding Formula (LCFF), \$41000 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$1063586 in LCFF Funds, \$38417 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much El Dorado Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Dorado Union High School District plans to spend \$1,405,467 for the 2024-25 school year. Of that amount, \$63,961 is tied to actions/services in the LCAP and \$1,341,506 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

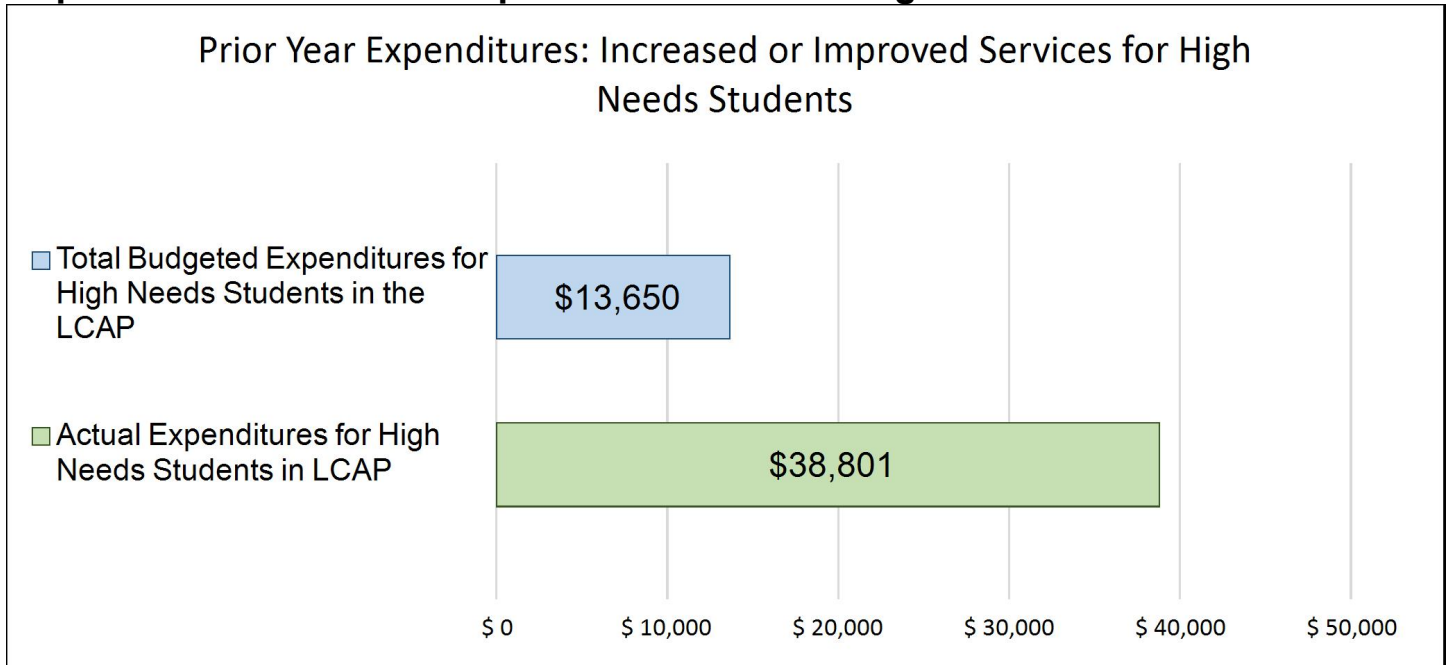
Overall operating expenses associated with the school, including electrical, custodial, administration and office staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, El Dorado Union High School District is projecting it will receive \$38,417 based on the enrollment of foster youth, English learner, and low-income students. El Dorado Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. El Dorado Union High School District plans to spend \$39,531 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what El Dorado Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Dorado Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, El Dorado Union High School District's LCAP budgeted \$13650 for planned actions to increase or improve services for high needs students. El Dorado Union High School District actually spent \$38801 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Dorado Union High School District	Amanda Petersen, Ed.D Director of Educational Options and Innovations	apetersen@eduhd.k12.ca.us 530-622-6212

Goals and Actions

Goal

Goal #	Description
1	Improve student outcomes in Mathematics as measured by CAASPP and the pass rate for students in mathematics courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, and English learners.	<p>The percentage of students scoring standard met or standard exceeded on the 2018-19 CAASPP for Mathematics: 50 % for all students</p> <p>* Due to less than 5% of students falling into the subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported.</p>	2021 CAASPP results for Mathematics: 67% of students met or exceeded standards.	2022 CAASPP results for Mathematics: 42% of students met or exceeded standards	<p>2023 CAASPP results for Mathematics: 27% of students met or exceeded standards</p> <p>2024 CAASPP preliminary results for Mathematics: 52% of students met or exceeded standards</p>	60% of students meet or exceed standards.
The number of students earning grades of C or higher in mathematics will	The percentage of students earning grades of C or better	For both semesters: Algebra 1- 91% of students earned a C or better	For both semesters: Algebra 1- 90% of students earned a C or better	For both semesters: Algebra 1- 93.5% of students earned a C or better	90% of students will earn a C or better in mathematics courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth and English Learners	<p>in mathematics courses was: 2018-19: 86.5% 2019-20: 93%</p> <p>Due to the low percentage of students falling into subgroups of low socioeconomic status, foster youth, and English learners, disaggregated baseline data was not reported.</p>	<p>Geometry- 84% of students earned a C or better Algebra 2- 80% of students earned a C or better.</p>	<p>Geometry- 84% of students earned a C or better Algebra 2- 94% of students earned a C or better</p>	<p>Geometry- 86% of students earned a C or better Algebra 2- 89% of students earned a C or better</p>	
Maintain the percentage of students who pass both semesters of Algebra 1 with a C or better. An emphasis will be placed on improving these rates for low socioeconomic students, foster youth, and English learners	<p>The percentage of students passing both semesters of Algebra 1 with a C or better was: 2017: 80% 2018: 78%</p> <p>*Due to there only being 3 students identified as low socioeconomic status, 1 foster youth, and 1 English learner, disaggregated baseline data was not reported</p>	<p>89% of students earned a C or better in the first semester 93% of students earned a C or better in the second semester.</p>	<p>100% of students earned a C or better in Semester 1. 82% of students earned a C or better in Semester 2</p>	<p>93% of students earned a C or better in Semester 1. 93% of students earned a C or better in Semester 2</p>	<p>90% of students will earn letter grades of C or better in both semesters</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	90% of students passed both semester of Algebra 1 with a C or higher in 2019-20 (Students were able to take a P in the second semester, so this number may not reflect accurate letter grades)				

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 23-24 school year, PCA supported students with additional mathematics instruction via an "Algebra 2 Prep class" in the Fall and "Math Tutorial" in the Spring, which were built into our bell schedule (Action 1.2). Our math teacher taught the Algebra 2 Prep course in the Fall semester to address the gap in instruction that occurs due to our 4x4 schedule: students complete Geometry in the Fall, and then do not take Algebra 2 until the Spring of the following school year. Our Math teacher taught the Algebra 2 Prep course in the Fall to review and refresh previous topics from Algebra 1 and Geometry, as well as focus on foundational skills to be successful in Algebra 2 in the Spring. Our Math teacher also offered Math Tutorial twice each week in the Spring; this time was built into the bell schedule to provide additional support and remediation for mathematics courses. Having Algebra 2 Prep and Math Tutorial courses being built into the school day ensured that all students had access to this instructional time for remediation and additional support. Instructionally, our faculty focused on using student achievement data to effectively use the time in Math Tutorial. We focused on administering assessments early to new students so that we could identify students that needed remediation (Action 1.1). Students who had a declining grade or a grade below 70% were required to attend on campus on Mondays to get additional math support. Additionally, our school used ALEKS (in place of the Math XL program), which provided immediate feedback to students and personalized assignments to support individualized learning (Action 1.3).

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.

In the 23-24 school year we used ALEKS instead of Math XL, as it offers a similar functionality of providing individualized assignments based on student mastery. ALEKS is a computer-adaptive program that corresponds with our district adopted curriculum, so it was aligned and integrated with students' coursework. The El Dorado Union High School District paid for ALEKS, so we did not spend any of our allocated funds on Action 1.3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To evaluate the effectiveness of our actions, we will consider the data in each of our identified metrics. Metric 1.1 was to increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance for Mathematics assessments. In 2023, 27% of students met or exceeded standards on the CAASPP mathematics test. The preliminary scores for the 2024 CAASPP mathematics show 52% of students met or exceeded the standard. This number is short of our desired outcome of 60%, but the improvement over the last two years in particular is significant. We met our desired outcomes on metrics 1.2 (the number of students earning grades of C or higher in mathematics will increase) and 1.3 (maintain the percentage of students who pass both semesters of Algebra 1 with a C or better). Additional feedback from students and faculty suggested that the support provided by the math teacher was highly effective. In particular, we saw that the Math Tutorial class was well attended, especially for our students with IEP's. The small class size in the Algebra 2 prep section allowed for individualized practice and reteaching of key concepts.

The math teacher highlighted that the use of Math XL was not effective (Actions 1.1 and 1.3). Students did not like to do practice problems using that interface on the computer. We started using ALEKS instead, which supported differentiated instruction and remediation; helping ensure that each student received assignments to target and remediate foundational skills. The ALEKS assignments are standards-aligned and provided the students with immediate feedback and the teacher with real-time data on student mastery. However, this was most effective only as a supplemental action. We found that the most successful way to improve student performance was through human interaction to help the students identify the errors in their process or calculation: additional help with the teacher, paraprofessional support, and peer tutoring.

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

In reflecting on student preparedness for the CAASPP and student course completion, we identified a gap in more advanced mathematics. Some of our more advanced 11th graders who were already completing Algebra 2 by their Sophomore year were not in a math class at PCA; some took Pre-Calculus at FLC, but others were unable to get into the course at FLC or dropped math. Therefore, we will be offering Pre-Calculus on campus next year in the Spring Term. Since the Algebra 2 Prep class was effective, we will also offer Pre-Calculus students the "prep" class option in the Fall so that they are prepared for the advanced level of mathematics in the Spring. Next year, we want to track the

number of students successfully completing Algebra 2 by the Spring of their 11th grade year, as well as encourage more students to enroll in the Pre-Calculus class. We also determined that significant barrier for our school is getting all students to take the exam and put in their best effort on the CAASPP. As a small school, when a few parents exempt their students or students are absent and can't complete a make-up exam, we drop below the 95% participation rate and receive the minimum possible score. These minimum scores artificially lower our data and make it difficult to use it as a valid measure of student learning. Therefore, PCA is focusing on improving student engagement on the CAASPP. This year, we added incentives for students and communicated the importance of doing well on the exam via an 11th grade Advisory presentation and will expand with more next year. Next year we will also offer the CAASPP earlier in the testing window to provide for more make-up time; since we are on a hybrid program and students do not attend on campus every day, it was difficult to complete all make-up tests before the window closed. Next year, we would also like to broaden this goal of improving student outcomes to include other academic disciplines in addition to mathematics.

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

Goals and Actions

Goal

Goal #	Description
2	Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions. In doing so, increase A-G course completion to at least 50%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners.	The graduating class of 2018 who met A-G requirements was 40%. 2019: 46% 2020- 58% *Due to the low number of students identified as low socioeconomic status, foster youth, and English learners (under 5% combined), disaggregated data is not reported	2021- 48%	2022- 41%	2023- 34%	60% or greater
Percentage of graduates meeting the College and Career Indicator	2020- 81%	2021- 64%	Not reported to Dashboard 2022	2023 - 43.3%	Maintain 80% or greater
Graduates completing an internship or CTE pathway	2018-19 Internship enrollment > 29 students. 2020- 25% completed and internship	2021- 50% of seniors completed at least one internship. 8% began a CTE pathway and will	2022- 29% of seniors completed at least one internship. 19% were enrolled in and completed an	2023- 38% of seniors completed at least one internship. 21% were enrolled in and completed an	Combined completion of 50% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1% completed a CTE Pathway	complete it this year as adults in the program.	ROP pathway program.	ROP pathway program.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This year, students engaged in comprehensive and developmental career and college exploration activities multiple times per year (Action 2.1) For example, in November, we offered a Career Fair, in which 13 different employers came to our campus and presented on a variety of different career opportunities. Advisory was utilized each month for college and career exploration, and we covered topics such as, 4-Year plan, Careers, PSAT, Internships, FAFSA, Scholarships, Post-Secondary Planning. One month, a representative from our district's ROP gave presentations to all 10th and 11th graders regarding the array of programs offered in our county. PCA also focused on ensuring students have access to a wide breadth of courses to support A-G course completion (Action 2.2). As a small school, we do not have the staff to offer many elective programs on campus, however, through our partnership with Folsom Lake College, we were able to offer Spanish in the Fall and Spring term. We have added courses including Geography 300, Communications 321, Human and Community Development 345, Library Science 318 (Library Research and Information Literacy), as well as several dual enrollment courses through EDUHSD, including Business 320 (Concepts in Personal Finance) and Allied Health 311 (Medical Language for Healthcare Providers). Our guidance counselor met individually with each student in the Spring to plan for next year's courses, with an emphasis on students meeting A-G requirements, taking an internship, and completing dual enrollment courses (Action 2.3). Through these individual meetings and marketing, we highlighted our Internship program and encouraged students to participate. Additionally, our Workplace Learning Coordinator meets individually with students to discuss their interests for the internship program and identify a mentor (Action 2.4). She then meets with each student and the proposed mentor at the beginning of the term to determine if it is a good fit, again at the midyear to check-in on the student progress, and again at the end of the year to reflect. These personalized meetings and the relationships that are established as a result are a hallmark of the program's success. Additionally, the Workplace Learning Coordinator developed promotional materials and hosted an Internship Celebration to successfully market the program (Action 2.7). As a school with a blended learning model, we know that curriculum is more than textbooks, so we successfully integrate educational software to support student outcomes (Action 2.5). We use educational software for diagnostic testing, learning, and remediation. To promote a college going culture, and an awareness of the A-G requirements, we had posters printed and displayed around campus (Action 2.6). We were able to take students on three field trips this year to explore college and career interests: a trip to CSU Sacramento (including a show at the Planetarium), and two Forestry Challenge trips (Action 2.8).

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.

We did have 3 college/career field trips (Action 2.8), but those trips did not incur expenses as we used in-house transportation and had alternate sources of funding support. Therefore, we did not allocate any funds to those trips. We also did not end up spending money on Chromebooks (Action 2.9), as we had enough devices in each classroom to meet student need. However, we are expecting increased enrollment next year and may see an increased demand for additional updated Chromebook devices. We found the time of our guidance counselor to be highly effective, so we spent unused funds to pay for her to work an additional 3 days this school year. Her time was critical this year as she played an expanded role in holding individualized course request meetings with each student; she was able to support students in taking the correct courses to meet A-G requirements and help students sign-up for dual enrollment courses. In addition, she helped plan grade-level advisory presentations to support college and career exploration.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Looking at the data reported in each metric, we can see that some actions were effective in making progress toward Goal 2.

Metric 2.1 - Graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, and English learners.

Over the past three-year LCAP cycle, we have seen a decrease in students wanting to attend a 4-year CSU or UC after high school, so they have not been motivated to complete the A-G college entrance requirements. Subsequently, we have continued to see a decrease in students meeting the A-G requirements. Our school staff and educational partners still feel that it is important to encourage A-G completion and keep the doors open for students; we have been having more individualized college and career planning meetings with families in the Spring (Action 2.3), and have been able to redirect many of our lowerclassmen to stay on track with A-G, so we believe that our completion rates will continue to improve. It has been effective and necessary to offer a wide breath of courses to allow students the opportunity to meet A-G requirements (Action 2.2). Without offering these courses, A-G completion would not even be accessible to all students. We also rely heavily on educational software (Goal 2.5) to ensure that students have access to quality curriculum to meet the rigor of A-G classes and have the support to earn at least a C in their classes to be A-G eligible. Especially since our school is a blended learning model, it has been effective and necessary to use educational software for diagnostic testing, learning, and remediation. The posters with A-G requirements (Action 2.6) were effective for staff to reference and only mildly effective in establishing a college-going culture. We received feedback that College Field Trips and Tours (Action 2.8) are much more effective in establishing a college-going culture and motivating students to want to attend college after high school.

Metric 2.2 - Percentage of graduates meeting the College and Career Indicator

Over the past three years, the percentage of graduates meeting the CCI has decreased from 81% to 43.3%. Our school prides itself on helping students be college and career ready, but our CCI dashboard does not reflect this. In analyzing our data, we discovered that many of our students' dual enrollment courses were not coded properly to receive dual enrollment credit in CALPADS. Unfortunately, the most recent metric is not an accurate indicator of our progress. We are working to ensure the data is reported correctly to reflect a high number of our students meeting the CCI through dual enrollment. Continuing to focus our efforts on improving A-G completion and CAASPP scores will also benefit our CCI.

Metric 3.3 - Graduates completing an internship or CTE pathway

Marketing our internship program (Action 2.7), as well as having individualized student meetings with the Guidance Counselor and Workplace Learning Coordinator (Action 2.4), were effective in increasing the number of students participating in Internship program. In the 2022-2023 school year, 29 Internships were successfully completed and in the 2023-2024 school year, we had 33 internships successfully completed. Looking ahead to the 2024-2025 school year, we have seen an increase with students signed up for 70 internships, which is more than double the number from the previous year! We have also seen a steady increase in students completing a CTE pathway, from 1% in 2020 to 21% in 2023, showing that our Advisory presentations, including ROP-specific presentations (Action 2.1) have been effective.

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

In reflecting on the previous years, we found that our Guidance Counselor and Workplace Learning Coordinator were instrumental in meeting our goal of preparing college-ready and career-ready students. Specifically, we have determined some actions to continue and discontinue based on the data in each metric.

A-G

As a school, we want to support students and families in their decisions to attend community college after high school, but also want to ensure that we are preparing students to meet the A-G requirements so that the doors are open to them. Starting with the 24-25 school year, we have outlined in our master agreement that the program expectation is for all students at PCA to complete the A-G requirements, and that a parent conference must be held with administration if a student deviates from A-G eligibility, to discuss remedies for the student to get back on track or determine an alternate pathway for college/career preparedness. As a school, we support students who choose to enroll in the community college system after high school, so we will broaden our goal and metrics. Through our WASC mid-cycle process this year, our school identified new language that we would like to include in our next LCAP cycle as well: "Increase the percentage of students attending a 2-year or a 4-year college to 60%, including at least 40% of students meeting A-G requirements for UC and CSU admission." The posters with A-G requirements help us in referencing the requirements when meeting with students, but we do not feel like it is effective enough to do more of in the next LCAP cycle. Parents, staff, and students provided input that the college tours were beneficial, so we would like to continue those next year, and have designated staff to take the lead on planning those so that we can expand and offer more trips.

We will continue to expand the breadth of classes we offer in the next LCAP cycle, both to meet A-G requirements and provide CTE experience. Next year, we will be offering more courses via a new online learning platform, eDynamics: 3 more CTE courses (Hospitality and Tourism, Ag Science, Child Development) and 1 VAPA course (Theater Technology and Production). We have also worked with Folsom Lake College to offer new dual enrollment courses starting next year, such as: Marketing, Project Management, Introduction to the Administration of Justice, and the History of Rock and Roll.

CCI

As a school, we still want to focus on improving our percentage of students meeting the College and Career Indicator. Our expanded dual enrollment offerings next year with Folsom Lake College will help make college courses more accessible to all of our students, even students that are not academically high-achieving, and we anticipate that many students will meet the CCI through dual enrollment.

INTERNSHIP

As we look to meet the increased interest in our Internship program, it is crucial to continue to provide transportation so that students across the socioeconomic spectrum have access to the Internship program. The time of the Workplace Learning Coordinator to promote the program was highly effective, as were the individualized meetings held by both the Workplace Learning Coordinator and the Guidance Counselor. We plan to continue that through the LCAP in our next cycle.

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

Goals and Actions

Goal

Goal #	Description
3	All students at the Pacific Crest Academy will learn in a supportive, connected, and safe environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the Healthy Kids Survey and other metrics to be identified	On the 2018-19 CHKS, 38% of 9th and 48% of 11th grade students indicated experiencing feelings of chronic sadness/hopelessness. 2019-2020, 12% of 9th and 50% of 11th graders reported this.	On the 2020-2021 CHKS, 31% of 9th grade and 39% of 11th graders reported experiencing feelings of chronic sadness/hopelessness.	On the 2021-22 CHKS, 7% of 9th grade and 52% of 11th graders reported experiencing feelings of chronic sadness/hopelessness.	On the 2022-23 CHKS, 35% of 9th grade and 52% of 11th graders reported experiencing feelings of chronic sadness/hopelessness. On the 23-24 CHKS, 28% of 9th graders and 35% of 11th graders reported experiencing chronic sad or hopeless feelings in the past 12 months.	Less than 30%
Expansion or and participation in the mentor program	Implementation phase	20 students are currently enrolled and receiving credit as an Academic Peer Tutor. Leadership class also provides mentor roles for students.	18 students accepted and worked with a peer mentor and 11 students received regular academic peer tutoring in the areas of math and English.	3 Students received regular academic peer tutoring in the areas of mathematics. 34 students signed in May 2024 up to be	100% of new 9th and 10th grade students will participate in the mentorship program for at least 1 year by the end of their junior year cohort.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All 9th graders have been paired with a mentor.		mentors for new student orientation.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

To ensure that all students at PCA will learn in a supportive, connected, and safe environment, we implemented 7 actions. We increased the support of our Guidance Counselor (from 0.5 FTE to 0.6 FTE as allocated in Goal 2), and her additional presence allowed her to seek out and assist students who were struggling with personal/social issues. She was able to identify resources to support students and families, and also served as our McKinney Vento liaison. In addition, she helped connect students with the Wellness Center at Union Mine High School (Action 3.2). The Director and the Counselor used the referral process to seek additional support from the therapists from the Sierra Child and Family Services that work at the UMHS Wellness Center. In addition, we hosted a special 1-hour Advisory meeting for each grade level in October, where all students met Wellness Center staff, learned about the services provided, and walked to UMHS to tour the Wellness Center. At each weekly staff meeting, PCA faculty discussed student wellbeing, including sharing strategies to best support struggling students and support stress/anxiety reduction (Action 3.3). We were able to provide some mentor training (Action 3.4) in May following the Link Crew model in preparation for next year's New Student Orientation. As a result 34 students signed up to be "Link Crew Leaders" at the Orientation in August. In addition, a few struggling students were paired with strong academic student mentors. Those mentors received more individualized training and support from our teachers to be effective mentors. Our district partnered with Folsom Lake College to offer a dual enrollment course, LTAT 310: Introduction to Peer Tutoring (Action 3.7). We publicized this class widely to students and families, and also did some targeted outreach to students that were identified by staff as good candidates for mentors and ended up with two students signing-up for the course. Throughout the year, the Leadership class hosted monthly activities (Action 3.5) which served as an opportunity for community building and for students to engage in healthy habits. Some of the events included a BBQ, spinny chair races, Karaoke, volleyball, and an Easter egg hunt. These activities took place during the school day so it was accessible for all students to attend. In addition, our Leadership class put on three dances throughout the school year, and ensured that they provided a variety of other games and activities for students to participate in addition to dancing. These dances were well-attended; we had an average of 70-80 attendees (students and their guests). We also celebrated students through character awards, positive postcards, and positive reinforcements from staff (Action 3.6). During our weekly staff meetings, our teachers identified students to receive positive recognition, and postcards were available to staff and mailed home. Our staff identified 20 students to receive the Golden Star Student Awards issued by EDCOE, which include a free pass to the EDC fair. We also hosted an Awards Ceremony in April to recognize multiple academic and department awards.

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.

We conducted mentor training during Leadership class, so we did not spend any of the allocated funds on Action 3.4. The Leadership class hosted the events in Action 3.5, so we also did not spend any LCAP funds on this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

To explain the effectiveness of our specific actions, we will consider the data in our key metrics. Our first metric was to decrease student reported levels of chronic sadness/hopelessness/anxiety as measured by the California Healthy Kids Survey. Through the 3-year cycle, we have seen these rates increase and then slightly lower with the most recent survey administration in the Fall of 2023. The services provided by your counselor (Action 3.1) and Wellness Center (3.2) are absolutely crucial in supporting students who are struggling with socioemotional wellness. Our October Advisory of introducing all students to the supports available at the Wellness Center was highly effective. Our weekly staff meetings were also effective in identifying students who would benefit from a referral to the wellness center, as well as discussing best practices to support specific struggling students (Action 3.3). During these staff meetings, it has also been effective to discuss students to receive positive recognition from our staff and send postcards (Action 3.6). According to the CHKS, we have seen an increase in caring adult relationships over the past few years, going from 65% of students in 2022 reporting having a teacher or other adult who cares about them on campus to 78% in 2024.

Our second metric was expansion and/or participation in the mentor program, which has ebbed and flowed throughout the last three years. After Year 1, we had up to 20 students enrolled and receiving credit as an Academic Peer Tutor and all 9th graders were paired with a mentor. We received feedback from educational partners that this was a successful model and that it benefitted students. However, in the last year in particular, there was a struggle to gain traction for academic peer support; only 3 students received regular academic peer tutoring. There were many students engaging in a mentorship role through our Leadership class, with 50 students enrolled in that class this school year! Of those 50 students, 34 students signed up to take on a more formal mentoring role as a LINK Crew Leader to welcome our new students to the next school year in August 2024. We intended to offer significant mentor training last year, but this action was not fully implemented this year, as there was really only one training in the month of May. We plan to start next year with a renewed focus and have identified key staff members to support this effort and develop the 34 students who have already signed-up. We did have two students take the FLC Peer Tutoring course, LTAT 310 (Action 3.7); they both reported that the work was extensive and laborious. They will serve as key leaders in our mentorship program next year. The LTAT 310 course is effective for developing student leaders with a high capacity to take a leadership role or serve as an academic tutor, but would not be effective as a means to onboard our general mentors that aim to welcome new students/underclassmen and increase school connectedness.

An additional positive outcome of having 50 students in the Leadership class is that all of those students were involved in putting on events/activities or service projects that provided community building (Action 3.5). The activities of the Leadership class have been effective in engaging students on campus, as we had 73% of students on the Fall 2023 CHKS report a high level of school connectedness. This level is well above the state average, and is a significant achievement, given that our students are not required to be here every day of the week due to our blended learning model.

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

In reflecting on prior practice, we plan to focus heavily on the mentorship piece. We have multiple measures in place for the coming year to support those efforts. We will be welcoming in a new Leadership teacher who is trained in Link Crew and has years of experience training student leaders and engaging them to connect with new students throughout the school year. We plan to implement regular meetings with mentors and new students. In addition, we plan to separately identify key mentors who can serve as peer tutors. Thirdly, we will be starting a peer advocacy program next year, with another staff member leading the charge to support those students and address student wellness. In reflecting on CHKS data, we realize that the chronic sadness and hopelessness is a significant issue that we want to address and provide services, but may not be widely in the locus of the school to impact significantly. Therefore, our educational partners would like to focus on some of the other data in the CHKS that we can more directly impact, such as academic motivation.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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
El Dorado Union High School District	Amanda Petersen, Ed.D Director of Educational Options and Innovations	apetersen@eduhd.k12.ca.us 530-622-6212

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.

The EDUHSD Pacific Crest Academy is the only dependent charter school within the El Dorado Union High School District. The Pacific Crest Academy is set in a rural landscape in the Sierra Foothills adjacent to the Union Mine High School campus. EDUHSD Pacific Crest Academy provides an online blended learning model that utilizes Canvas, the same learning management system used by our local community college. Additionally, students use district-approved Apex and eDynamics courses to fulfill elective requirements as needed.

The Pacific Crest Academy provides students with a comprehensive, individualized, and rigorous approach to their high school education. Students have the opportunity to complete district graduation requirements with the enhancement of concurrent enrollment at the other district high schools, if schedules allow, and they may also earn college credit enrolling in dual enrollment courses through Folsom Lake College (FLC). We are designated as an Early College high school, and through our partnership with FLC we offer multiple college courses here on our campus each year. A blended 4x4 schedule offers a mix of yearlong courses and courses that are completed in the traditional semester time frame. Students are provided with the support needed for all major subject areas, including science labs, world language, and core subjects. Study halls are built into the schedule during the school day to offer students support. Every student is encouraged to participate in an internship with at least one local business or organization within their high school experience.

Currently, there are four core content teachers, an education specialist, a part-time instructional technician, a workplace learning experience (Internship) coordinator, an administrator, and a part-time counselor. The school has a full time maintenance/custodian/groundskeeper, and we share a nurse, and school psychologist with Union Mine. The school also has a full-time administrative assistant who also functions as registrar and attendance clerk.

Pacific Crest Academy accepts students from El Dorado County as well as any adjacent county. Our student enrollment in the 2023-24 school year was 100 students. Because of our small size, many of our students join us for their first public school experience from home school, another charter, or private schools. Students at PCA are independently motivated and can work independently but also desire the direct instruction and on campus learning we offer. We have a thriving Leadership program and hold monthly activities and three dances each year, providing many opportunities for students to connect with peers in a positive environment.

Reflections: Annual Performance

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

To develop our 2024 Local Control and Accountability Plan, Pacific Crest Academy's educational partners conducted a thorough review and analysis of schoolwide data, including the California Dashboard and other local metrics. Pacific Crest Academy has made great strides in student achievement. We have no student groups that received the lowest performance level on one or more state indicators on the California Dashboard. Our population of English learners, foster youth and socioeconomically disadvantaged students (unduplicated pupils) is small and we do not meet the subgroup threshold, and our data is not disaggregated to protect student privacy. We remain committed to increasing and improving services to our unduplicated pupils. Less than 2% of our population are foster youth or English learners. Our largest subgroup is socioeconomically disadvantaged students, which makes up 17% of our population. Pacific Crest Academy's LCAP places a strong emphasis on providing students the support they need to be successful in high school and beyond. In collaboration with the El Dorado Union High School District (EDUHSD), PCA offers a thorough support system to engage all students in rigorous academics and connect with a positive school community. In its totality, Pacific Crest Academy's LCAP highlights our efforts to maintain a high level of academic achievement with an emphasis on supporting students academically, behaviorally, and socially as they pursue their post-secondary goals.

Our Graduation rate continues to hold steady at or above 96%. Our rate of students completing the A-G college entrance requirements for the UC/CSU system varies a bit more in the 30-50% range. We would like to see the A-G rate increase each year, but our school community also acknowledges and supports students' plans to enter private colleges, community colleges, and trade schools, where the A-G college entrance requirements do not apply. Therefore, in addition to A-G rates, we plan to track and work to improve a variety of college and career preparedness metrics. On the California Dashboard, our College and Career Indicator (CCI) was at 43.3% for the Class of 2023. Since our school prides ourselves in offering a thriving internship program and being an early college high school with dual enrollment college offerings, it is a priority for us to focus on improving this rate; Goal 1 is centered around this. The CCI can be met in a variety of ways, so we plan to track and improve multiple measures: students completing 2 or more dual enrollment courses, students demonstrating competency on ELA and Mathematics CAASPP tests, and students completing a CTE pathway. Our school community also agrees that these measures are important for student success.

In the last few years, mathematics achievement has been an area for growth at PCA, and has subsequently been a gatekeeper for students achieving some of the aforementioned indicators. For example, in 2023, only 26% of students achieved Level 3 (standard met) or Level 4 (standard exceeded) on the Mathematics CAASPP. Therefore, we are increasing our efforts to support students through additional teacher support (Advanced Math Prep and Math Tutorial classes) and offering a higher-level mathematics course, Pre-Calculus, starting in the 2024-25 school year. We implemented the Algebra 2 Prep and Math Tutorial support classes starting in the 2023-24 school year, and preliminary CAASPP scores are showing significant improvements. We are proud of our students' achievement as measured by the ELA CAASPP; in 2023 our students' scores were the highest in the district, with 76% of students achieving a Level 3 (standard met) or Level 4 (standard exceeded). We will continue to monitor these results to ensure student achievement is maintained or improved.

Partnering with families is paramount as we support students in determining and achieving their postsecondary plans. Therefore, we are looking to increase parent engagement next year through workshops and college/career planning meetings. Our Guidance Counselor plays a pivotal role in this, so we are increasing her time with us from 0.5 to 0.6 FTE to assist students and families with the often complex task of navigating college entrance requirements and taking the right courses to be prepared for and competitive in the application process. Our thriving internship program has been consistently identified as essential to our students in identifying a focus for college and career; with the support of our Workplace Learning Coordinator, we plan to increase student participation.

Our educational partners recognize that a strong school culture contributes to students' academic success and overall wellbeing. In our LCAP, we have developed metrics and actions to increase our college-going culture and influence the number of students attending college after high school and completing A-G requirements. We are also focused on ensuring that students feel supported, safe and connected on campus, which is another key component of school culture and is further elaborated on in Goal 2. We are alarmed by the declining rate of academic motivation as reported on the California Healthy Kids Survey (CHKS). Academic motivation fell from 65% in 2022 to 58% in 2023 and even lower to 49% in the 2023-24 school year. We believe that campus culture plays a role in academic motivation and have built actions into our LCAP to address this issue.

Student wellness and its impact on academic outcomes is of concern as many students have identified as dealing with high levels of social emotional distress as measured by the CHKS. In 2023, 30% of 9th and 41% of 11th graders identified experiencing social emotional distress. We will continue to offer tiered levels of support to improve students' wellbeing, starting with schoolwide activities and opportunities to connect positively with peers and caring adults on campus. We have a thriving Leadership program, with more than half of our students enrolled in the Leadership class. They will continue to host monthly activities and increase school spirit, while the development of a Peer Advocacy program next year will add an additional layer of connection and support on campus. Our student leaders continue to be a positive driver on our campus, so we plan to reboot our mentorship program to offer support in particular to new students and underclassmen. As indicators of your progress on having an overall supportive and connected school culture, we will track student outcomes on the CHKS related to school connectedness and caring adults: in 2023-24, we had 73% of students report school connectedness and 78% of students report having a caring adult on campus. While these numbers are not alarming, we believe there is still some room for growth and want to ensure that we maintain or improve on these metrics. On the individual level, we discuss student concerns at our weekly staff meetings and determine additional interventions. When higher levels of support are needed for students in social emotional distress, we are fortunate to partner with the Wellness Center at Union Mine to offer therapeutic support through Sierra Child and Family Services.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	<p>Two students are on the Charter Advisory Council, which guided the LCAP development.</p> <p>Students were surveyed at different points throughout the year regarding LCAP related actions and metrics: 9th and 11th graders took the CHKS in November 2023, 11th and 12th graders completed exit surveys in May 2024</p> <p>Students also provided feedback through a focus group (February 2024) and interviews with the Director and other school staff (ongoing).</p> <p>Students in the Leadership class were also consulted for their input on the LCAP.</p>
Teachers	<p>Two teachers are on the Charter Advisory Council.</p> <p>All teachers also provided feedback on the LCAP during weekly staff meetings and are involved in progress monitoring as we consider student achievement data and student needs on an ongoing basis.</p> <p>Teacher feedback was also formally solicited throughout 2023-24 to reflect on progress toward our WASC goals, which are intentionally highly aligned with our LCAP goals, for our Mid-Cycle visit.</p>
Parents	<p>Two parents are on the Charter Advisory Council.</p> <p>Parents are also invited to review the LCAP and provide feedback.</p>
Principal/Director	<p>The Principal/Director sits on the Charter Advisory Council and participated in LCAP discussions at staff meetings, focus group</p>

Educational Partner(s)	Process for Engagement
	meetings, and interviews with educational partners. The Principal/Director played a key role in writing and synthesizing the LCAP.
Other School Personnel	One certificated staff member sits on the Charter Advisory Council. Two Certificated staff members and one Guidance Counselor participated in all staff meetings and were engaged in monitoring our progress and reflecting on the previous LCAP as well as developing goals and actions for the current LCAP.
District Administrators	Two members of the El Dorado Union High School District Cabinet sit on the Charter Advisory Council. Given their previous experience at this school site, they provided additional feedback and guidance on the LCAP.
School Board Member	One member of the El Dorado Union High School District Board of Trustees sits on the Charter Advisory Council.

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

Our Charter Advisory Council developed the LCAP through an analysis of schoolwide data and feedback from educational partners. The Charter Advisory Council is comprised of two students, two parents, two teachers, one classified staff, the Principal/Director, two members of the EDUHSD Cabinet, and one school board member. These members provided feedback and recommendations which have been incorporated into the LCAP. Our staff members were also highly engaged in the development of the LCAP, providing regular feedback and progress monitoring. At both Charter Advisory Council meetings and staff meetings, educational partners engaged in transparent analysis of site and district data, including metrics and spending specific to the goals and actions in the previous LCAP. A thorough analysis of this data was undertaken over the course of several meetings throughout the fall and spring of the 2023-24 school year. Through the LCAP annual update process, educational partners provided feedback on the successes and challenges of previous actions, and recommendations on areas of growth; resulting in updated goals and actions in this LCAP. Additional feedback is solicited throughout the year from students to ensure that we have a thorough understanding of student needs and successes. Each year 9th and 11th grade students are administered the California Healthy Kids Survey in the Fall. We also administer exit surveys to our 11th and 12th grade students in May. For a more in-depth perspective, we convened student focus groups and held informal interviews with students. Student input was thoroughly reviewed and served as the basis for goals and actions in the LCAP. The entire LCAP is a reflection of our school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pacific Crest Academy will graduate students that are college and/or career ready.	Broad 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to improve our College and Career Indicator (CCI) and A-G Completion rates. For example, only 43.3% of students in the Class of 2023 were "Prepared" on the CCI and 34% were A-G completers. We pride ourselves on being an early college high school that focuses on college and career readiness, so it is important to our school community to focus on this area. The CCI and A-G takes into account multiple measures, so we aim to improve outcomes on a variety of relevant metrics: increase the percentage of students completing at least two dual enrollment courses from 46.7%, increase the percentage of students demonstrating at least a Level 3 "Standard Met" on ELA from 76% and math from 27%.

Local data also identified that only 31% of our Class of 2024 graduates were enrolling in a 4-year college after high school. In this graduating class, 51% were enrolling in a community college. In addition to ensuring that students are academically prepared, we also aim to strengthen our college going culture on campus so that more students desire to pursue postsecondary education. We plan to continue increasing our awareness of college opportunities and benefits through Advisory sessions and College Tours/Field Trips. We recognize that families play a key role in this process, so we plan to offer parent workshops that focus on the college application process, FAFSA, scholarships and financial aid. Additionally, we received feedback from parents that they wanted to be more involved in the course selection process. Course selection is essential to ensuring students take the right courses to prepare for college and career (including A-G, Internship, CTE Pathways), so we will be expanding this to invite parents to be involved in a college/career planning meeting. Students getting hands-on experience through the Internship program or a CTE pathway is of utmost importance, so we plan to continue to increase student participation.

During the LCAP development process, we identified the need for more advanced mathematics instruction to support students in being prepared for college as well as to be successful on the mathematics CAASPP. In the 23-24 school year, we found that only 42% of our 11th graders were enrolled in and passed a grade-level math course at PCA. This presents two issues; first, students who have not taken Algebra 2 have not had access to the content covered on the CAASPP. Secondly, 27% of the 11th graders passed Algebra 2 in their 10th grade year, and were not in a mathematics class at PCA during their 11th grade year to prepare for CAASPP testing. Some were able to get into a Pre-

Calculus course at FLC, but many did not have any math instruction for a year before taking the CAASPP. In response, PCA will begin offering a Pre-Calculus class in the 24-25 school year.

An emphasis will be placed on improving our metrics for socioeconomically disadvantaged students, foster youth, and English learners. However, since the number of unduplicated students is so small, our data is not disaggregated to protect student privacy.

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 Graduates Meeting the College and Career Indicator (CA Dashboard)	Class of 2023: 43.3% were "Prepared"			80% or greater	
1.2	Percentage of Graduates meeting the CSU/UC A-G College Entrance Requirements	Class of 2023: 34%			60% or greater	
1.3	Students Completing Dual Enrollment Courses	Class of 2023: 53.2% of students completed at least one college course, 46.7% of students completed at least two college courses.			80% completing at least two college courses	
1.4	Students demonstrating Level 3 "Standard Met" on ELA and Mathematics CAASPP	Class of 2023: 27% Level 3 or 4 in Math 76% Level 3 or 4 in ELA			60% of students meet or exceed standards in math and 80% of students in ELA	
1.5	Students Completing a CTE Pathway or Internship	Class of 2023: 13% of students completed a CTE pathway			80% of graduates completing a CTE pathway or Internship	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Class of 2024: 55% of student completed an Internship 2023-24 school year: 32 9-12th grade students completed internships				
1.6	Graduates attending a 2-year or 4-year college or technical institution after high school	Class of 2023: 84% Universities/4 year colleges: 37% Two-Year College: 27% Technical Institutions: 20% • - Class of 2024: 82% Universities/4 year colleges: 31% Two-Year College: 51% Technical Institutions: 0%			90% or greater	
1.7	Parents Attending College/Career Workshops or College/Career Planning Meeting	Workshops were not implemented In 2023-24, 4% of parents participated in a College/Career Planning Meeting 100% of new students and their parents participated in an enrollment meeting.			30% of parents attending a workshop or college/career planning meeting	
1.8	Percentage of students taking Algebra 2 or Pre-Calculus by the end of their Junior year and	2023-24: 69% of Juniors had passed Algebra 2, Pre-Calculus not implemented			80% of Juniors passing Algebra 2 by the end of Junior year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	passing with a C or better.					

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	College and Career Exploration	With the assistance of the Workplace Learning Coordinator and counselor, students will engage in comprehensive and developmental career and college exploration activities multiple times per year utilizing Advisory weeks to do so. In addition, students will have access to participate in a PCA Career Day, put on by the Workplace Learning Coordinator.	\$200.00	No
1.2	Breadth of Course Options	Students will be provided access to a full breadth of A-G courses including college level courses, concurrent courses, and online courses. Students	\$9,517.00	No

Action #	Title	Description	Total Funds	Contributing
		will be provided access through programs such as their comprehensive high school of residence, APEX, eDynamics, and Folsom Lake College to take courses that will fulfill the A-G course sequence and provide CTE experience.		
1.3	College and Career Planning with Families	The Director and counselor will provide individualized college counseling and transcript review opportunities to students and families on an ongoing basis. Spring course selection meetings will be scheduled using parent square and will be open to each student and their parents. The meetings will focus on ensuring that students take courses to meet A-G entrance requirements or fulfill a career pathway, as well as encourage dual enrollment courses. The Director and Counselor will provide evening workshops for parents to prepare for college entrance.	\$16,924.00	Yes
1.4	Internships	The Workplace Learning Coordinator and Director will work to increase the number of students participating in the Internship program, including marketing/promotion of the program and offering transportation so that students across the socioeconomic spectrum have the ability to participate in an internship.	\$11,618.00	Yes
1.5	College Field Trips and Tours	Support a college going culture and allow students to explore college campuses, such as CSU Sacramento, UC Davis, and other local colleges.	\$1,000.00	No
1.6	Mathematics Course Advancement	Students need to take mathematics courses that align with the content on the mathematics CAASPP exam. We will aim to increase the number of students taking and successfully passing Algebra 2 by their Junior year through supporting student success in the pre-requisite courses, including Algebra 1 and Geometry through Math Tutorial. To support student success in Algebra 2, we will offer an "Advanced Math Prep" course in the Fall. Starting in 2024-25, we will offer a Pre-Calculus class. We will also offer an "Advanced Math Prep" class to support students enrolling in Pre-Calculus.	\$12,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development	Teachers will have access to Professional Development on best first instruction and equitable grading practices.	\$7,213.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students at Pacific Crest Academy will learn in a supportive, connected, and safe environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Additionally, this goal is reflected as one of our WASC goals, which were also developed and refined through data analysis and stakeholder input.

Above all, our school community values being a safe and connected school environment where all students feel welcome, so we wanted to focus on school connectedness and caring adult relationships, as measured by the CHKS and internal surveys. Student wellbeing is of utmost importance to us, so we want to continue to be mindful of students mental health and provide services and support.

In particular, we see a need to address the continuously declining rates of academic motivation according to 9th and 11th graders surveyed on the California Healthy Kids Survey (CHKS). Academic motivation fell from 65% in 2022 to 58% in 2023 and even lower to 49% in the 2023-24 school year. Increasing academic motivation will also further support our efforts in Goal 1 to ensure that students are making academic achievement and prepared for college and careers after high school.

During the LCAP development process, educational partners identified the need to rebuild our mentoring program. Research shows a positive correlation with mentoring and a host of socioemotional and academic outcomes. In previous years, we had up to 29 students being mentored, but in 2023-24, we only had 3 students who were receiving the support of a mentor. We plan to monitor our progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic motivation as reported by the CHKS	2023-24: 49% of 9th and 11th graders surveyed on the CHKS			Increase the level of academic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					motivation to 70% or higher.	
2.2	School connectedness as reported by the CHKS	2023-24: 73% of 9th and 11th graders surveyed on the CHKS			Increase the levels of school connectedness to 80% or higher.	
2.3	Students reporting having a caring adult relationship on campus as reported by the CHKS	2023-24: 78% of 9th and 11th graders surveyed on the CHKS			Maintain or increase the high levels of students reporting having a caring adult relationship on campus to 80% or higher.	
2.4	Students participating in the mentorship program	2023-24 school year: 3 students received academic peer mentoring.			100% of new 9th and 10th grade students will participate in the mentorship program for at least 1 year by the end of their 11th grade.	
2.6	Socio emotional distress as reported by the CHKS	2023-24: 30% of 9th and 41% of 11th graders surveyed on the CHKS			Decrease the levels of socio emotional distress to 20% or lower.	

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	Academic Recognition	Recognize student achievement at the end of each semester through certificates and awards. Opportunity for weekly positive reinforcement via postcards.	\$1,000.00	No
2.2	Community Building and Wellness Activities	Provide regular opportunities for students to engage in active, healthy, or mindful activities and connect with peers/staff. These will primarily take place during 4th blocks and will be put on in collaboration with the Leadership Class (monthly activities on Fridays) and Peer Advocacy Program ("Wellness Wednesdays"). Some of the activities will serve an incentive for students who are passing all of their classes to attend in lieu of study hall.	\$1,000.00	No
2.3	Socioemotional Support	Staff will discuss any student concerns at weekly staff meetings and how to best support those students. When a higher level of socioemotional support is needed, staff will utilize the referral process to the Union Mine High School Wellness Center operated by the Sierra Family and Child Services.		No

Action #	Title	Description	Total Funds	Contributing
2.4	Expand Mentoring Program	Expand the mentor program by identifying and recruiting students based on teacher recommendation. Provide mentor training via Link Crew and Peer Advocacy programs. Establish structured times for mentors to meet with their mentees. Provide incentives for mentors.	\$500.00	No
2.5	SEL Activities during Advisory	Implement team-building and SEL activities during each advisory session (when students are not receiving a college/career presentation).		No
2.6	Increase School Spirit	Foster school connectedness through apparel and merchandise with the school name/logo and displaying the school name/logo more prominently throughout campus.	\$3,000.00	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
\$38,417	\$

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
3.612%	0.000%	\$0.00	3.612%

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
1.3	<p>Action: College and Career Planning with Families</p> <p>Need: Unduplicated pupils are disproportionately less likely to attend college. They are often the first in their families to attend college.</p> <p>Scope:</p>	Unduplicated pupils and their families will benefit from additional support in navigating the often complex processes for college entrance and knowing what options are available. The families of unduplicated pupils will have access to college and career planning, including workshops, and meetings with the counselor and/or Director. All students and their families can also benefit from this service as we work to increase college and career readiness schoolwide and develop a college-going culture throughout campus.	Parents participating in college/career planning meetings and/or workshops (tracked at the school level), Percentage of Graduates Meeting the College and Career Indicator (CA Dashboard)

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
	Schoolwide		
1.4	<p>Action: Internships</p> <p>Need: EL FY and low income students to have equal access and opportunity to participate in the internship program.</p> <p>Scope: Schoolwide</p>	<p>This action provides transportation to Internships for unduplicated pupils, who are less likely to drive their own cars or have parents able to drive them to internships. In addition, marketing the program ensures that EL, FY, and low income students are aware of the opportunity and have access to the program. All students can benefit from participating in the internship program and having access to transportation. Marketing will strengthen the entire program.</p>	<p>Students participating in Internships (tracked at the school level via course enrollment in Aeries)</p>
1.6	<p>Action: Mathematics Course Advancement</p> <p>Need: EL, FY and Low income students disproportionately struggle to successfully complete mathematics courses, which are necessary for A-G completion and demonstrating mastery on the CAASPP.</p> <p>Scope: Schoolwide</p>	<p>Offering additional math support via the Math Tutorial and Advanced Math Prep classes will support these students, making tutoring and extra help available on campus during the school day so that it is equitably accessible. Additionally, offering Pre-Calculus on campus will make higher level mathematics courses available to EL, FY, and low income students, who otherwise would have to take the course through the community college, where they may not have the same supports: transportation to get to a college course, or a quiet place at home to engage independently in online courses. While these actions will meet the needs of unduplicated pupils, all students will also benefit from support in mathematics and access to higher level courses.</p>	<p>Percentage of students taking Algebra 2 or Pre-Calculus by the end of their Junior year and passing with a C or better.</p>

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
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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.

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.

Not applicable.

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

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	1,063,586	38,417	3.612%	0.000%	3.612%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$39,531.00	\$7,213.00	\$17,717.00		\$64,461.00	\$50,048.00	\$14,413.00

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	College and Career Exploration	All	No					\$0.00	\$200.00			\$200.00		\$200.00	
1	1.2	Breadth of Course Options	All	No					\$7,517.00	\$2,000.00			\$9,517.00		\$9,517.00	
1	1.3	College and Career Planning with Families	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy		\$16,924.00	\$0.00	\$16,924.00				\$16,924.00	
1	1.4	Internships	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy		\$10,118.00	\$1,500.00	\$10,118.00		\$1,500.00		\$11,618.00	
1	1.5	College Field Trips and Tours	All	No					\$0.00	\$1,000.00			\$1,000.00		\$1,000.00	
1	1.6	Mathematics Course Advancement	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy		\$12,489.00	\$0.00	\$12,489.00				\$12,489.00	
1	1.7	Professional Development	All	No					\$0.00	\$7,213.00		\$7,213.00			\$7,213.00	
2	2.1	Academic Recognition	All	No					\$0.00	\$1,000.00			\$1,000.00		\$1,000.00	
2	2.2	Community Building and Wellness Activities	All	No					\$0.00	\$1,000.00			\$1,000.00		\$1,000.00	
2	2.3	Socioemotional Support	All	No												

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	Expand Mentoring Program	All	No					\$0.00	\$500.00			\$500.00		\$500.00	
2	2.5	SEL Activities during Advisory	All	No												
2	2.6	Increase School Spirit	All	No					\$3,000.00	\$0.00			\$3,000.00		\$3,000.00	

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
1,063,586	38,417	3.612%	0.000%	3.612%	\$39,531.00	0.000%	3.717 %	Total:	\$39,531.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$39,531.00

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	1.3	College and Career Planning with Families	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy	\$16,924.00	
1	1.4	Internships	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy	\$10,118.00	
1	1.6	Mathematics Course Advancement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Crest Academy	\$12,489.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$35,378.00	\$41,449.00

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	Student assessment and remediation	No	750	78
1	1.2	Math Tutorial	Yes	7000	12108
1	1.3	Math XL	No	500	0
2	2.1	Career exploration	No	0	0
2	2.2	Course Options	No	2500	0
2	2.3	College/Career Planning with Families	Yes	17428	16883
2	2.4	Internships	Yes	500	9810
2	2.5	Educational Software	No	1000	2048
2	2.6	Career Print and Online Resources	No	500	354
2	2.7	Marketing for the Internship Program	No	500	168
2	2.8	College Field Trip and Tours	No	1000	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	2.9	Technology Hardware	No	1000	0
3	3.1	Counselor Support	Yes	0	0
3	3.2	UMHS Wellness Center	No	0	0
3	3.3	Professional Development	No	0	0
3	3.4	Mentor Training	No	2000	0
3	3.5	Community Building and Healthy habits	No	500	0
3	3.6	Student Connectedness	Yes	200	0
3	3.7	FLC Peer Tutoring Course	No	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)
37602	\$13,650.00	\$38,801.00	(\$25,151.00)	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	Math Tutorial	Yes	\$11,800.00	12,108		
2	2.3	College/Career Planning with Families	Yes	\$1,850.00	16,883		
2	2.4	Internships	Yes		9,810		
3	3.1	Counselor Support	Yes		0		
3	3.6	Student Connectedness	Yes		0		

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)
1046254	37602	0	3.594%	\$38,801.00	0.000%	3.709%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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).