

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Provisional Accelerated Learning Academy

CDS Code: 36678763630993

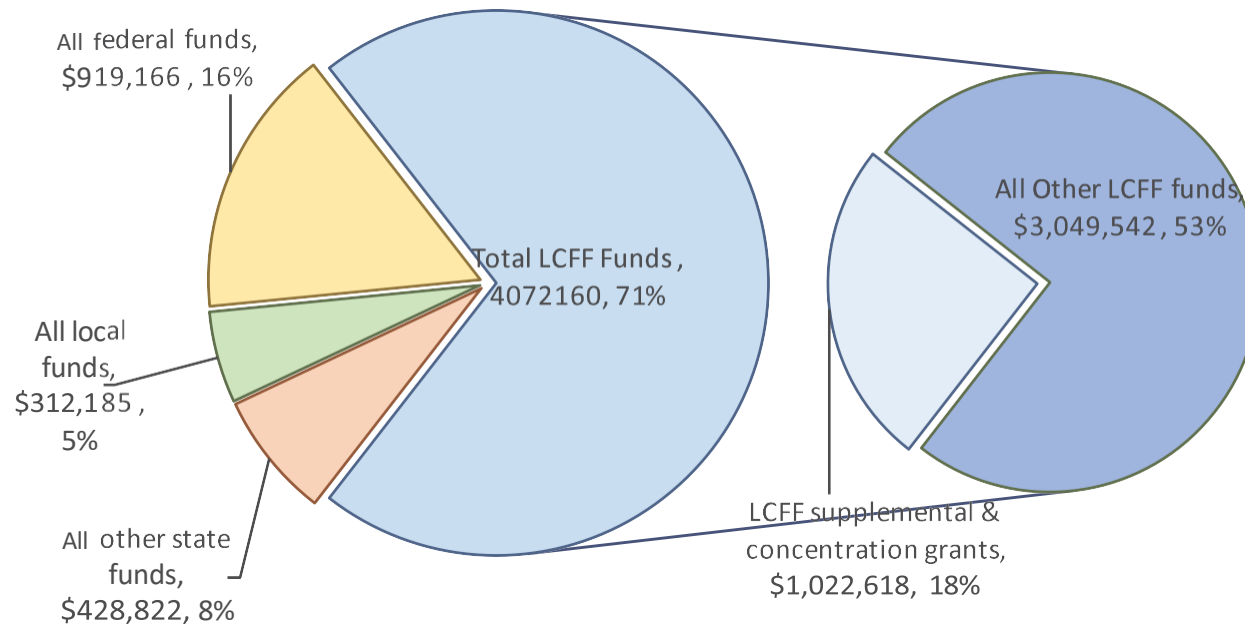
School Year: 2026-27

LEA contact information: Dwaine Radden Sr.

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

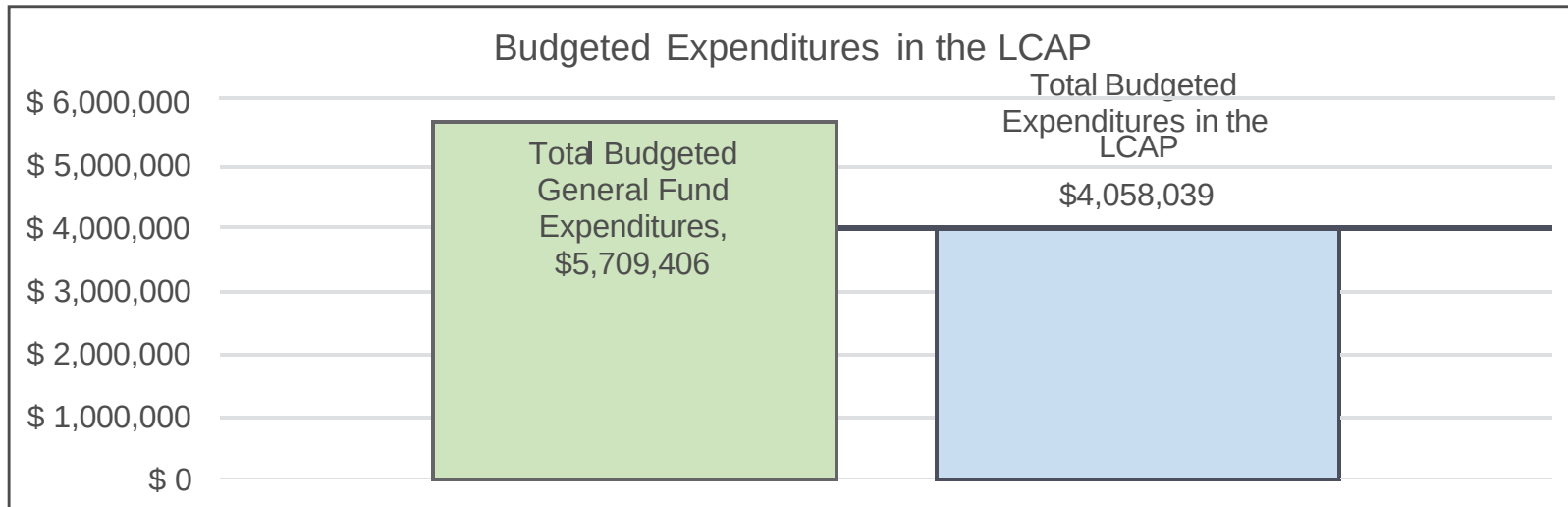


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Provisional Accelerated Learning Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Provisional Accelerated Learning Academy is \$5,732,333.00, of which \$4,072,160.00 is Local Control Funding Formula (LCFF), \$428,822.00 is other state funds, \$312,185.00 is local funds, and \$919,166.00 is federal funds. Of the \$4,072,160.00 in LCFF Funds, \$1,022,618.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Provisional Accelerated Learning Academy plans to spend \$5,709,406.00 for the 2026-27 school year. Of that amount, \$4,058,039.00 is tied to actions/services in the LCAP and \$1,651,367.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

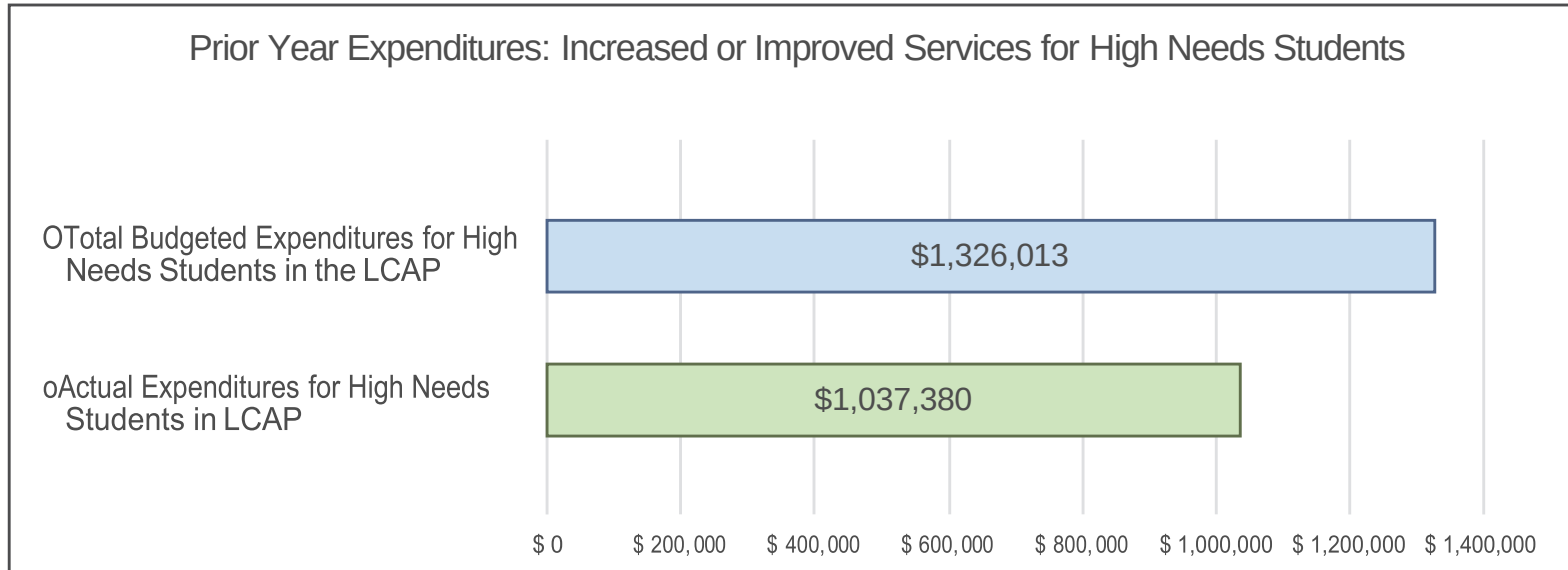
Expenditures not included in the LCAP are utilities, rent, business services, legal fees, banking and payroll fees, materials for plant maintenance, general school supplies, district oversight fees, substitute costs, and IT services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Provisional Accelerated Learning Academy is projecting it will receive \$1,022,618.00 based on the enrollment of foster youth, English learner, and low-income students. Provisional Accelerated Learning Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Provisional Accelerated Learning Academy plans to spend \$1,333,212.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Provisional Accelerated Learning Academy's LCAP budgeted \$1,326,013.00 for planned actions to increase or improve services for high needs students. Provisional Accelerated Learning Academy actually spent \$1,037,380.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$288,633.00 had the following impact on Provisional Accelerated Learning Academy's ability to increase or improve services for high needs students:

Services provided for high needs students were not impacted. Due to budgetary restraints and PAL Charter's reliance on grant funds, some staff positions originally planned with LCFF supplemental and concentration grant funds were shifted to grant sources to support the roles of those grants and to better serve the needs of students. Student's saw additional service offerings in 2025-26 for mental health, college and career readiness, and behavioral/wellness support.

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
Provisional Accelerated Learning Academy	Dwaine Radden, Sr.	dradden@palcenter.org 909-887-7002

Plan Summary [2026-2027]

General Information

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

Provisional Accelerated Learning Academy, also known locally as PAL Charter Academy (PCA), is a non-classroom-based charter school authorized by the San Bernardino City Unified School District (SBCUSD) in 2002. Serving grades 6–12 across two campuses, Provisional Accelerated Learning Academy enrolls between 300–400 students annually. It operates as both a middle and high school, offering flexible and individualized educational pathways tailored to the needs of its diverse student population.

Vision Statement:

The charter school’s vision is to improve students’ lives by “connecting the dots” between students, parents, educators, and the community. This collaborative approach is to create a learning environment that nurtures, motivates, and excites students to reach their full potential as global citizens.

Mission Statement:

The mission is to provide “Education with an Individualized Approach” that empowers students to live out the school’s 3 D’s motto of: Discipline, Determination, and Dedication equals Winners. This philosophy is at the foundation of the school’s commitment to helping students meet their academic and life goals.

History and Accomplishments:

Provisional Accelerated Learning Academy serves all students including “at-promise” students—those facing academic, behavioral, or socio-economic challenges. The school is fully accredited by the Western Association of Schools and Colleges (WASC) and operates with Dashboard Alternative School Status (DASS), recognizing its unique role in supporting alternative education pathways. Provisional Accelerated Learning Academy is a grantee of the California Community Schools Partnership Program (CCSPP). The school leverages comprehensive support services and community partnerships to promote holistic student development. The school offers a wide array of programs including:

- Independent Study & Blended Learning
- Academic Intervention & Intensive Credit Recovery
- After-school and Summer Enrichment

4. CAASP Testing Scores:

- o English language arts (ELA) scores increased by 19.2 points. Based on the dashboard results 48.6% students improved their score from the prior year. By groups: For English Learners- 46.4% of students improved their scores from the prior year and for the Socioeconomically Disadvantaged student group, 46.7% increased their score from the prior year. And for the English Only student group 40.9 students improved their score from the prior year.
- o Mathematics scores also increased by 35.7 points. Based on the dashboard results 54.1% students improved their score from the prior year.
- o By groups: For English Learners- 38.5% of students improved their scores from the prior year and for the Socioeconomically disadvantaged student group, 46.7% increased their score from the prior year. And for the English Only student group 63.6% students improved their score from the prior year

5. Subgroup Performance:

- o Hispanic students demonstrated a notable increase of 36.3 percentage points in overall test scores, reflecting improvements in academic performance within this subgroup.
- o Socioeconomically disadvantaged students as a subgroup also saw a substantial increase of 35.5 percentage points in test scores highlighting efforts to address educational equity.
- o Current English Learners (ELs) increased their scores by 23 percentage points, indicating progress in academic achievement despite the noted decline in English language proficiency progress.

6. College and Career Readiness:

- o College and Career scores: Prepared category declined by 2.4% to 14.3% prepared.

7. Resource inequities:

- Inequity Indicator: Basic Needs and Socioeconomic Support
- Equity Concern: Many Provisional Accelerated Learning Academy's students are from socioeconomically disadvantaged backgrounds (83.5%) and lack access to the resources and support systems necessary to succeed in school. Students in under resourced areas frequently contend with community trauma, food insecurity and unstable housing making it significantly harder to focus.
- Inequity Indicator: Staffing and Teacher Quality
- Equity Concern: Schools serving marginalized communities often experience higher teacher turnover leading to staffing by inexperienced teachers.

- Career Technical Education Pathways
- Specialized College and Career Readiness Programs (e.g., AVID, Youth Build, Upward Bound)
- Wellness Centers and Wellness programs

Flexible Learning Models:

Provisional Accelerated Learning Academy 's academic structure emphasizes flexibility through various attendance formats, such as:

- Daily supplemental instruction
- Personalized scheduling
- Virtual learning options

This model supports students with non-traditional educational needs and life circumstances. Academic counseling and mentorship further enhance this tailored approach.

Conclusion:

Provisional Accelerated Learning Academy is a student-centered, community-embedded charter school designed to meet the academic and socio-emotional needs of underserved youth. It's flexible learning models, individualized supports, and commitment to whole-student success make it a vital educational choice within the San Bernardino City Unified School District.

Reflections: Annual Performance

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

The following is based on the Provisional Accelerated Learning Academy's dashboard and local data such as student grade reports, attendance and credit attainment:

- 1. Chronically Absent Rate and Suspension Rate:** The chronically absent rate declined by 19.3%,
o The suspension rate has also remained in the "blue range," suggesting that efforts to maintain positive behavior and reduce disciplinary actions have been effective.
- 2. Graduation Rate:**
o The five-year graduation rate for the 2025 school year increased by 1.3% from 55.7% to 57%
- 3. English Language Proficiency:**
o There was an increase of 52.4 % in the percentage of English Learners (EL students) making progress towards English language proficiency.

- Resource inequities being addressed in this LCAP by Provisional Accelerated Learning Academy goals:

- o Barriers to consistent academic performance
- o Unstable housing (5% of students are homeless)
- o Health or mental health challenges
- o Family responsibilities or economic pressures
- o High teacher turnover or staffing by inexperienced teachers

b. Graduation Rate (57% Still Below State Average (67%))

- Inequity Indicator: While there was a 1.3% improvement (6.7% over two years) in the 5-year graduation rate, it remains below the state average.
- Equity Concern: Enrolling students, from surrounding school districts often lack sufficient academic counseling, credit recovery resources, and wraparound services to stay on track for graduation.

- Resource inequities being addressed through increased services and programs in this LCAP:

- o Intensive Credit recovery program to address credit deficiencies
- o Expanded access to intervention or support staff
- o Guidance through mentoring and life skills programs to address external life responsibilities (e.g., essential skills, caregiving)

c. Gaps in English Language Proficiency Progress

- Inequity Indicator: A significant increase shows that EL students are making progress in English language proficiency, which was indicated by strong gains in test scores in the last school year.

Equity Concern: English Learners at Provisional Accelerated Learning Academy continue to need the same consistent, linguistically responsive instruction in the 2026

2027 and subsequent years to continue to improve their foundational language skills.

Resource inequities being addressed through increased services and programs in this LCAP goals:

- o Continue to provide Targeted English language development (ELD) instruction
- o Increase budget for resources that provide bilingual support and /or instructional aides

d. Limited Access to Rigorous College and Career Pathways

- Inequity Indicator: While the rate increase to 14% in college/career readiness was noted, the data also confirms that overall readiness rates for Provisional Accelerated Learning Academy students are still not in line with surrounding school's student populations. Equity Concern: Because of low academic performance in previous schools, students did not have equitable access to college and career preparation programs that open postsecondary pathways.
- Resource inequities being addressed through increased services and programs in this LCAP goals:
 - o All students have access to A-G courses, Advanced Placement (AP), or dual enrollment opportunities
 - o Provisional Accelerated Learning Academy will continue to develop its CTE programming to give all students the opportunity to enroll all students in high-quality

Career Technical Education (CTE) courses.

e. Insufficient Support for Social-Emotional Needs

- Inequity Indicator: While the school has introduced a Wellness Center and mentorship programs, the high needs population (83.5% socioeconomically disadvantaged, 20% EL, 12% SWD, and 5% homeless) suggests that mental health and social services are still underutilized.
- Equity Concern: Ensuring that all students have equal access to mental health or behavioral supports, which impacts attendance, discipline, and academic success.
- Resource inequities being addressed through increased services and programs in this LCAP goals:
 - o Provisional Accelerated Learning Academy will continue to increase its counseling staff per student ratio and continue using current trauma-informed practices schoolwide.

f. Gaps in Technology and Connectivity

Inferred Inequity:

- o Students engaged in virtual or independent study may lack devices or consistent internet access.

Equity Concern: Many Provisional Accelerated Learning Academy students who did not have reliable tech supports prior to attending Provisional Accelerated Learning Academy can fall behind peers in digital literacy and online coursework completion.

Resource inequities being addressed through increased services and programs in this LCAP goals:

To address this inequity Provisional Accelerated Learning Academy provides blended classrooms with computer devices and 1:1 access for students who attend daily supplemental classes. Virtual students are able to check out chrome books and internet access devices. This way all Provisional Accelerated Learning Academy students have the technology and connectivity needed to learn and to complete assignments.

Provisional Accelerated Learning Academy has achieved academic and behavioral progress with multiple student subgroups who enroll in our school. The school continues to address incoming student resource inequities, notably in attendance, graduation rates, English language development, social-emotional support, and access to college and career readiness, to inform Provisional Accelerated Learning Academy's targeted investments and structural supports identified in this LCAP. We understand that in order to sustain growth and ensure equitable outcomes for all learners we must continue to address all disparities and resource inequities.

Reflections: Technical Assistance

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

Reflections: Technical Assistance

Summary of Work Underway as Part of Technical Assistance

Provisional Accelerated Learning Academy continues to implement data-driven and collaborative strategies to improve student outcomes in the areas of graduation rates, chronic absenteeism, and English learner achievement. Through the implementation of a school improvement plan developed during the 2024–2025 school year, Provisional Accelerated Learning Academy successfully exited mandated Differentiated Assistance (DA) status.

As part of its continuous improvement efforts Provisional Accelerated Learning Academy continues to:

Conduct monthly reviews of student performance and engagement data to monitor progress and refine interventions. Implement targeted supports for eligible students based on:

- o Attendance and engagement data
- o Feedback from students, families, teachers, and support teams
- o Participation in intervention programs and student incentives
- o Credit accrual and graduation progress

Provisional Accelerated Learning Academy maintains ongoing partnerships for school improvement and technical assistance. This collaboration supports alignment with Provisional Accelerated Learning Academy's Local Control and Accountability Plan (LCAP) goals and provides access to:

- Research-based instructional strategies
- Continuous improvement tools and frameworks
- Professional development for staff and leadership

Ongoing Improvement Actions

Expansion of mentorship and student wellness programs

Increased enrollment in Intensive Credit Recovery (ICR) and academic counseling services

Continued strengthening of English Learner instruction and support services

Provisional Accelerated Learning Academy remains committed to continuous improvement through strategic planning, targeted interventions, and collaborative partnerships that support the academic and social-emotional success of all students.

Conclusion:

Through focused planning, strategic partnerships, and intentional resource alignment, Provisional Accelerated Learning Academy strengthened the systems necessary to support student success and improve schoolwide outcomes. As a result, chronic absenteeism decreased by 19.3%, graduation rates increased by 7.6% over a two-year period, and the school continues to make measurable progress in closing achievement gaps among underserved student groups.

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.

Provisional Accelerated Learning Academy

Support for Identified Schools

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

Educational Partner Engagement and School Improvement Process

Throughout the school year, Provisional Accelerated Learning Academy engages educational partners through surveys, advisory meetings, focus groups, school events, and ongoing communication with students, families, staff, and community partners. Feedback is collected to inform continuous improvement efforts and guide the development of the Local Control and Accountability Plan (LCAP), Community Schools activities, and schoolwide programs.

At the beginning of each school year, the school leadership team conducts a comprehensive needs assessment by reviewing end-of-year student outcome data to identify academic, attendance, engagement, and student wellness priorities that will be addressed during the upcoming school year.

School Planning and Data Review

The School Improvement Planning Team consists of the Executive Director, Head of Schools, Special Education Coordinator, Community Schools Coordinator, English Learner Coordinator, a supervising teacher representative, the student services director, the Special Projects Director and any parent representatives who can attend. When parents are unable to attend meetings, feedback collected through surveys, phone calls, and family engagement activities is incorporated into the planning process. The team meets throughout the year to review

progress toward school goals, analyze student outcome data, evaluate program effectiveness, and make recommendations regarding the annual LCAP, Comprehensive Support and Improvement (CSI) Plan, and budget priorities. Recommendations are shared with the Governing Board during Board meetings and public LCAP presentations.

Comprehensive Data Review

The planning team analyzes multiple measures of student success, including:

- CAASPP and local benchmark assessment results in English Language Arts and Mathematics
- Credit attainment and credit recovery progress
- Graduation and dropout rates
- College and career readiness indicators
- Student attendance and chronic absenteeism
- Student engagement and course completion
- English Learner progress
- Student, staff, and family survey results
- Student Success and Wellness data

Identified Key Strengths

Data review based on the Provisional Accelerated Learning Academy Dashboard and local data (Aeries SIS) include CASSP outcome data student grade reports, attendance and credit attainment identified several positive trends, including:

- Increased credit completion among students participating in personalized learning pathways.
- Improved graduation rates through flexible instructional options and targeted academic interventions.
- Growth in student engagement through Community Schools programming, mentoring, and expanded student supports.
- Increased participation in college and career readiness opportunities.
- Expanded family engagement and community partnerships supporting student success.

The following 2024-2025 school data validates these positive trends:

1. Chronically Absent Rate and Suspension Rate: The chronically absent rate declined by 19.3%,
2. Graduation Rate: The five-year graduation rate for the 2025 school year increased by 1.3% from 55.7% to 57%
3. English Language Proficiency: There was an increase of 52.4 % in the percentage of English Learners (EL students) making progress towards English language proficiency.

4. CAASP Testing Scores: English language arts (ELA) scores increased by 19.2 points. Based on the dashboard results 48.6% students improved their score from the prior year. By groups: For English Learners- 46.4% of students improved their scores from the prior year and for the Socioeconomically Disadvantaged student group, 46.7% increased their score from the prior year. And for the English Only student group 40.9 students improved their score from the prior year. Mathematics scores also increased by 35.7 points. Based on the dashboard results 54.1% students improved their score from the prior year.

5. Subgroup Performance:

- o Hispanic students demonstrated a notable increase of 36.3 percentage points in overall test scores, reflecting improvements in academic performance within this subgroup.
- o Socioeconomically disadvantaged students as a subgroup also saw a substantial increase of 35.5 percentage points in test scores highlighting efforts to address educational equity.
- o Current English Learners (ELs) increased their scores by 23 percentage points, indicating progress in academic achievement despite the noted decline in English language proficiency progress.

6. College and Career Readiness: College and Career scores: Prepared category declined by 2.4% to 14.3% prepared.

Identified Student Needs

Despite continued progress, the needs assessment identified several priority areas:

- Many students enroll significantly credit deficient and require accelerated learning opportunities to remain on track for graduation.
- Challenges in self-management to complete all assignments as an independent study student, continues to impact academic achievement and credit completion for some student groups.
- Students report increased stress, social-emotional challenges, and barriers outside of school that affect engagement and attendance.
- English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to require additional academic and individualized supports.
- Students benefit from increased college, career, and postsecondary planning opportunities.

The following resource inequities were identified through the comprehensive needs assessment:

Students entering with credit deficiencies have unequal access to accelerated learning opportunities, including credit recovery and high-dosage tutoring

- Students who have to balance employment, family responsibilities, housing instability, transportation challenges, or other life circumstances while attending school have unequal access to individualized academic interventions and instructional supports needed to accelerate learning.
- Students with attendance barriers have unequal access to accelerated learning opportunities to engage in consistent learning and relationship-building.

Action Plan and Use of CSI Funds

To address identified needs, Comprehensive Support and Improvement (CSI) funds will support evidence-based strategies that improve academic achievement, student engagement, and graduation outcomes.

Evidence Based Strategies to improve Academic Success:

- Expanded credit recovery and accelerated learning opportunities
- High-dosage tutoring (in-person and virtual)
- Individualized academic coaching and student success planning
- Embedded instructional support personnel
- College and career readiness programming (Dual Enrollment and Career Pathways)
- AVID strategies and executive functioning supports

Tier I Evidence-Based Interventions

To address the resource inequities identified through the needs assessment, the PAL Charter Academy leadership team selected the following Tier I (Strong Evidence) interventions. These strategies are designed to improve academic achievement, increase student engagement, reduce absenteeism, and improve graduation outcomes for students who enter credit deficient or face barriers to learning.

1. High-Dosage Tutoring (Tier I – Strong Evidence)

Intervention: Expand in-person and virtual high-dosage tutoring for students who are credit deficient or performing below grade level.

This intervention will provide:

Personalized academic instruction in core content areas.

Increased opportunities for credit recovery and accelerated learning.

Targeted support for students experiencing interrupted learning or chronic absenteeism.

Flexible tutoring schedules that accommodate students balancing employment, family responsibilities, or transportation challenges.

Evidence Base:

Research from the National Student Support Accelerator at Stanford University, the Annenberg Institute at Brown University, and the U.S. Department of Education identifies high-dosage tutoring as one of the most effective strategies for accelerating student achievement, particularly for academically underserved students.

2. AVID College and Career Readiness with Executive Functioning Supports (Tier I – Strong Evidence)

Intervention: Expand implementation of AVID strategies schoolwide to strengthen executive functioning, organization, college readiness, and academic perseverance.

This intervention will provide:

Explicit instruction in organization, study skills, note-taking, and goal setting.

Increased student self-efficacy and academic ownership.

College and career planning integrated into daily instruction.

Additional support for first-generation college-bound, low-income, and historically underserved students.

Evidence Base:

The AVID College Readiness System is recognized as an evidence-based framework that improves academic achievement, college readiness, persistence, and graduation rates for students traditionally underrepresented in higher education.

3. Multi-Tiered System of Supports (MTSS) with Student Success Coaching (Tier I – Strong Evidence)

Intervention: Implement a comprehensive MTSS framework that integrates academic, attendance, behavioral, and wellness supports through the THRIVE Student Success Initiative.

This intervention will provide:

Early identification of students needing additional support.

Individualized Student Success Plans.

Academic coaching and attendance interventions.

Progress monitoring through data-driven decision-making.

Coordinated support across academic, family, and community services.

Evidence Base:

Every Student Succeeds Act (ESSA), the National Center on Intensive Intervention, and the National Center on MTSS recognize MTSS as an evidence-based framework for improving academic outcomes, reducing chronic absenteeism, and increasing graduation rates.

4. Positive Behavioral Interventions and Supports (PBIS) (Tier I – Strong Evidence)

Intervention: Strengthen schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS).

This intervention will provide:

A positive, predictable learning environment.

Increased student engagement and school connectedness.

Reduced behavioral disruptions and disciplinary referrals.

Consistent expectations and positive reinforcement that support improved attendance and academic success.

Evidence Base:

The Center on PBIS and the U.S. Department of Education recognize PBIS as an evidence-based framework associated with improved school climate, increased attendance, higher academic achievement, and reductions in exclusionary discipline.

5. Community Schools Framework (Tier I – Strong Evidence)

Intervention: Expand implementation of the Community Schools Framework by integrating student supports, family engagement, expanded learning opportunities, and community partnerships.

This intervention will provide:

Coordinated academic, health, and family support services.

Increased access to college and career readiness opportunities.

Expanded partnerships that remove barriers to learning.

Improved family engagement and student connectedness.

Greater access to services for students experiencing housing instability, transportation challenges, or other life circumstances.

Evidence Base:

Research from the Learning Policy Institute and the Coalition for Community Schools demonstrates that Community Schools improve attendance, academic achievement, graduation rates, family engagement, and overall student well-being through integrated student supports and collaborative partnerships.

Alignment with CSI Funding

CSI funds will be used to implement these evidence-based interventions by expanding:

High-dosage tutoring (in-person and virtual)

Credit recovery and accelerated learning opportunities

Individualized academic coaching and Student Success Planning

THRIVE Student Success & Wellness Initiative

AVID College and Career Readiness strategies

Embedded instructional support personnel

Community Schools programming and partnerships

Family engagement and leadership opportunities

Teacher professional development in UDL, MTSS, PBIS, trauma-informed practices, culturally responsive teaching, and effective hybrid instruction.

Collectively, these Tier I interventions provide equitable access to high-quality instruction, personalized academic support, and integrated student success services, enabling students who are credit deficient or face significant life challenges to accelerate learning, remain engaged in school, and graduate prepared for college, career, and lifelong success.

Expected Outcomes

Through these initiatives, Provisional Accelerated Learning Academy will strengthen equitable access to personalized learning, increase credit attainment and graduation rates, improve attendance and student engagement, and expand comprehensive academic and student success supports. By integrating Community Schools strategies, MTSS, PBIS, and the THRIVE Student Success Initiative, Provisional Accelerated Learning Academy will continue to create a supportive learning environment where every student is empowered to graduate prepared for college, career, and lifelong success.

Monitoring and Evaluating Effectiveness

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

Performance Monitoring, Evaluation, and Continuous Improvement

Provisional Accelerated Learning Academy implements a comprehensive monitoring and evaluation system to support continuous student achievement and school improvement. Using a data-driven approach, Provisional Accelerated Learning Academy regularly reviews academic performance, attendance, credit attainment, graduation progress, student engagement, and schoolwide initiatives to ensure programs effectively meet the needs of students and families.

Monitoring and Evaluation

School administrators and department heads meet monthly, with quarterly leadership reviews, to monitor progress toward WASC, LCAP, CSI, and Community Schools goals. These meetings evaluate student outcomes, identify challenges, and guide adjustments to improvement strategies.

Provisional Accelerated Learning Academy monitors student progress through:

Local benchmark and state assessments (CAASPP)

Credit attainment and course completion

Graduation and college/career readiness

Attendance and chronic absenteeism

Individualized Learning Plans

Student engagement and school climate data

Students identified as needing additional support receive personalized academic interventions, attendance supports, and student success planning. Instructional effectiveness is monitored through classroom observations, instructional walkthroughs, teacher coaching, and Professional Learning Community (PLC) collaboration. The implementation of the THRIVE Student Success Initiative is evaluated through student participation, school climate surveys, family engagement, referrals, attendance, and student connectedness.

Data-Driven Continuous Improvement

Provisional Accelerated Learning Academy reviews academic, attendance, behavioral, and stakeholder data monthly, quarterly, and annually to identify trends, measure progress, and inform decision-making. Student, family, staff, and community partner feedback is collected through surveys, focus groups, advisory committees, and School Site Council meetings to guide program improvements and resource allocation.

When needs are identified, Provisional Accelerated Learning Academy adjusts instructional practices, expands tutoring and credit recovery, strengthens student success coaching, enhances family engagement, and leverages Community Schools partnerships to provide additional academic and wellness supports.

Accountability and Sustainability

Provisional Accelerated Learning Academy maintains documentation of student outcomes, program implementation, interventions, and progress toward school improvement goals. Regular reports are shared with school leadership, the Governing Board, and educational partners to ensure transparency and accountability. Ongoing professional learning in differentiated instruction, MTSS, PBIS, trauma-informed practices, restorative practices, culturally responsive teaching, and hybrid learning strengthens educator effectiveness and supports continuous improvement. To sustain long-term success, Provisional Accelerated Learning Academy embeds effective practices into its instructional framework and school policies while leveraging multiple funding sources, including LCAP, CSI, Community Schools, Medi-Cal reimbursement, and grant funding. This systematic process ensures continuous improvement and equitable outcomes for all students.

Commitment to Excellence

Through a comprehensive monitoring and evaluation system grounded in data-driven decision-making, educational partner engagement, and continuous professional learning, Provisional Accelerated Learning Academy remains committed to providing personalized, equitable, and responsive educational experiences. This systematic approach is Provisional Accelerated Learning Academy's strategy to continuously improve student achievement, increase graduation rates, strengthen student engagement and well-being, and prepare every student for success in college, career, and life.

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
Parents and Students- Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC) and the Student Advisory Team (SAT).	Parent and Student engagement related to the development of the 2026-2027 LCAP. 1. Student Consultation and Feedback Mechanisms: ○ Student Questionnaires: PCA administers student questionnaires and student focus groups to gather insights into their school experiences, feelings about school culture, and perceptions of educational support. ○ Ongoing Feedback Documentation: Throughout the year, the administrative team documents and shares student feedback received from interactions with teachers, parents, and counselors. This feedback is integral to informing decision-making processes and improvements within PCA. 2. Parental Feedback and Engagement: ○ Open House and Informational Meetings: PCA encourages parental involvement through events like Open Houses and scheduled informational meetings for the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). ○ Surveys and Questionnaires: Parents also contribute feedback through surveys and questionnaires distributed periodically throughout the school year. 3. Utilization of Feedback for Improvement: ○ PCA utilizes the collected student and parent feedback to drive improvements in various aspects of school operations.

Student Feedback

August 10th2025- May31,2026- Monthly Student Advisory Board Meetings, Focus groups and feedback from Social Emotional programs data and feedback.

May 14, 2026

Student Peer Group Discussion

Due to funding limitations during the 2025–2026 school year, instead of a vendor provided student survey, PCA utilized student focus groups, peer discussion groups, and feedback gathered through the Student Advisory Board to obtain student input regarding school programs, services, and overall school climate.

Overall, students reported feeling safe at school and indicated that they felt that teachers were supportive, approachable, and committed to helping them improve academically. Students also shared positive perceptions regarding the school's learning environment and support systems.

Student feedback included suggestions for improving school policies, for example, allowing limited cell phone use after academic assignments are completed and reconsidering the classroom hat policy. Student recommendations are always reviewed as part of PCA's ongoing efforts to increase student engagement and incorporate student voice into school decision-making. Classroom teachers also share the reason behind school policies so that PCA addresses student concerns.

Students also expressed positive feedback regarding other PCA comprehensive services such as increasing field trips, community events like the school's bi-weekly mentoring program, also "Market Nite" community outreach, the "Day After Graduation Workshop", College and Career pathways field trips and workshops. Also bringing in a chef to provide nutritious breakfast and lunches resulted in increased participation in the school lunch program compared to the previous year. Participation and engagement in all school events also increased significantly.

Students who utilized Wellness Center services reported that their experiences were both helpful and supportive, with many indicating that the services positively impacted their academic performance, well-being, and overall school experience. Students who had not personally accessed Wellness Center services expressed appreciation that such supports were available for peers who needed them.

Additionally, students who participated in social-emotional learning (SEL) prevention and intervention programs reported increased confidence in their ability to manage stress, anxiety, and other social-

	emotional challenges. These students indicated that the skills learned through the program helped them develop healthier coping strategies and improve their overall well-being. Overall, student feedback suggests that PCA's focus on student support, wellness services, academic assistance, and positive school relationships continues to contribute to a safe, supportive, and engaging school environment.
Parent and Community Educational Partners	Parent and Educational Partner LCAP Consultation Date: April 23, 2026 PCA scheduled a Local Control and Accountability Plan (LCAP) stakeholder meeting to provide parents, families, and educational partners with an opportunity to review student outcome data, school goals, and priorities for the 2026–2027 school year. Although no parents or educational partners attended the scheduled meeting, PCA actively gathered stakeholder input throughout the school year through parent meetings, open house events, school activities, Student Advisory Team (SAT) meetings, surveys, family engagement opportunities, community events, and ongoing communication with educational and community partners. Feedback collected through both formal and informal engagement activities consistently reflected strong support for PCA's educational program, personalized learning model, wellness initiatives, and comprehensive student support services. Parents and educational partners expressed appreciation for the school's commitment to addressing students' academic, social-emotional, behavioral, and college and career readiness needs through a whole-child approach. Areas Identified as Strengths Parents and educational partners identified the following areas as significant strengths of the school: • Personalized learning and individualized student support • Strong relationships between staff, students, and families • Academic intervention and credit recovery opportunities • Wellness Center services and mental health supports • College and Career readiness programs

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| | <ul style="list-style-type: none">• Safe, supportive, and inclusive school environment |
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Teachers/Staff/ Administrators/Heads of Schools/ School Planning Committee, School Site Council	- Expanded extracurricular, enrichment, and leadership opportunities Educational partners (e.g., IEHP, Healthy Campus, SBCSS) also expressed support for PCA's continued emphasis on student wellness, attendance improvement, academic achievement, graduation outcomes, and community partnerships. Overall, stakeholder feedback indicated strong support for maintaining and expanding current programs and services while continuing to improve student achievement, engagement, attendance, and well-being. Stakeholders encouraged PCA to continue investing in wellness supports, intervention programs, career pathway opportunities, family engagement, and personalized learning strategies that help students succeed academically and socially. The feedback gathered throughout the year was reviewed and considered as part of PCA's continuous improvement process and informed the development of the 2026–2027 Local Control and Accountability Plan. August 10th 2025 – May 31st, 2026 Scheduled meetings during school year Provisional Accelerated Learning Academy (PCA) values the engagement of its educational partners through various structured meetings and collaborative processes. Here’s an overview of how PCA ensures meaningful engagement and collaboration among stakeholders related to the development of the 2026-2027 LCAP: Meetings of School Site Council, Board Meetings, Department Heads, and Staff: - Board Meetings: PCA’s Board Meetings provide a formal platform for decision-making and policy discussions. Educational partners contribute insights and feedback that inform strategic decisions and school governance. - Department Head and Staff Meetings: These meetings facilitate collaboration among staff members and department heads to align instructional practices, share best practices, and address challenges. It ensures cohesive efforts towards achieving school-wide objectives. Year End Teachers and Executive Director meeting: June 2025 This meeting provides teachers with an opportunity to share their perspectives on the year,
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including successes, challenges, and suggestions for improvement. The Executive Director offers insights and feedback based on observations, data, and interactions with stakeholders

throughout the year. It facilitates an open dialogue where both teachers and the Executive Director can exchange ideas and collaborate on solutions. The year-end meeting serves as a critical juncture for reflecting on the past year, aligning priorities for the future, and ensuring that the entire educational community is aligned towards achieving the school's mission and goals. It promotes transparency, collaboration, and accountability among all stakeholders, ultimately contributing to the ongoing success and improvement of the school environment.

Overall, PCA's approach to engaging educational partners through structured meetings and collaborative processes underscores its commitment to inclusive decision-making, transparency, and fostering a supportive educational environment conducive to student success.

Teacher and Staff LCAP Presentation

April 21, 2026

PCA conducted a scheduled Local Control and Accountability Plan (LCAP) presentation for teachers and staff to review student performance data, schoolwide progress for the 2025-2026 school year, and priorities for the 2026–2027 school year.

During the meeting, school leadership shared the results of the California School Dashboard and highlighted the school's successes and areas of growth from the previous year. Participants also learned about the current year budget and year to date spending on PCA programs. Teachers and staff reviewed student outcome data, discussed current programs and services, and provided feedback regarding future priorities.

Overall, teachers and staff expressed confidence in the school's direction and supported the continuation of current academic, wellness, intervention, and student support programs. Staff indicated that existing initiatives are positively impacting student achievement, engagement, and well-being and recommended continued refinement and expansion of these efforts to further improve student outcomes during the 2026– 2027 school year.

Feedback from staff emphasized the importance of maintaining a focus on personalized learning, student wellness, attendance improvement, academic interventions, and college and career readiness as key strategies for continued success.

Board Members and community educational partners.

February 20, 2026

The Board also received an LCAP Mid-Year update presentation at its February 2025 Board Meeting. Presenting an LCAP Mid-Year update to the Board is a critical part of Provisional Accelerated Learning Academy's (PCA) governance and accountability framework. Here's how this process unfolded and its significance:

1. LCAP Mid-Year Update:

- The LCAP (Local Control and Accountability Plan) Mid-Year update served to inform the Board about PCA's progress towards its goals and objectives outlined in the 2025-2026 LCAP.
- It provided an opportunity to review and evaluate the effectiveness of strategies and actions implemented during the first half of the school year.
- The update presentation allowed stakeholders, including Board members, to assess whether PCA is on track to achieve its stated educational priorities and outcomes.

2. Content of the Mid-Year Update Presentation:

- Progress Review: The presentation included a detailed assessment of progress made towards each identified goal and target within the LCAP. This assessment was supported by data and evidence gathered throughout the school year.
- Challenges and Adjustments: The LCAP team also highlighted challenges encountered in the implementation process and adjustments made to strategies and resource allocations in response.
- Impact and Outcomes: The presentation showcased the impact of implemented initiatives on student achievement, school climate, and other relevant metrics.
- Financial and Resource Allocation: Board members received updates on how resources, including funding from supplemental and concentration grants, are being utilized to support targeted student groups such as low-income students, English learners, and foster youth.

3. Board's Role and Feedback:

- The Board plays a crucial role in providing oversight and guidance based on the information presented during the update.
- Feedback received from the Board informed future planning and adjustments to ensure the LCAP alignment with PCA's WASC educational goals and community priorities.

4. Alignment with Educational Priorities:

- The Mid-Year update presentation ensures alignment between PCA's strategic direction as outlined in the LCAP and the actual outcomes observed midway through the academic year.

	By presenting an LCAP Mid-Year update to the Board and school community, getting feedback from educational partners throughout the school year and presenting a final 2026-2027 LCAP draft for School Board approval at the end of the school year, PCA demonstrates its dedication to continuous improvement and evidence-based decision-making. It fosters a collaborative environment where stakeholders work together to support student success and enhance the overall educational experience at PCA.
	Public Comment Meeting May 21,2026 Public Comment and LCAP Adoption Public Comment Hearing A public hearing regarding the 2026–2027 Local Control and Accountability Plan (LCAP) was held on May 21, 2026, at PAL Charter Academy, located at 2450 Blake Street, San Bernardino, California 92407. The purpose of the hearing was to provide parents, students, staff, educational partners, and community members an opportunity to review and provide feedback on the proposed LCAP. No public comments were submitted prior to or during the hearing, and no requests for modifications to the proposed LCAP were received. LCAP Approval /Board Meeting Board Meeting and LCAP Adoption June 25th,2026 2026–2027 LCAP Board Adoption and reporting of the 2026 Local Indicator Results. At the regularly scheduled Board of Directors meeting on June 25, 2026, the Board reviewed the proposed 2026–2027 Local Control and Accountability Plan, including stakeholder input, student outcome data, school priorities, and planned actions and services. The 2026 Local Indicator results were also reported to the Board at this June 25,2026th meeting. Following review and discussion, the Board voted to approve and adopt the 2026–2027 LCAP. The adopted plan reflects PAL Charter Academy's commitment to continuous improvement, student achievement, student wellness, family engagement, and college and career readiness for all students.

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

PCA values the input of parents, students, staff, educational partners, and community members as an essential part of the Local Control and Accountability Plan (LCAP) development process. Feedback gathered throughout the 2025–2026 school year through meetings, surveys, Student Advisory Board meetings, open house events, family engagement activities, staff consultations, community partner interactions, and schoolwide data reviews directly influenced the development of the 2026–2027 LCAP.

Educational partners consistently expressed support for the continuation and expansion of programs that promote student success, wellness, engagement, and college and career readiness. As a result, the adopted LCAP maintains and strengthens several key initiatives, including:

- Continued investment in student wellness and mental health services through the Wellness Centers, Care Teams, and social-emotional learning programs.
- Expansion of academic intervention and support services, including Intensive Credit Recovery (ICR), tutoring, mentoring, and personalized learning supports.
- Continued focus on improving attendance, student engagement, and graduation outcomes.
- Ongoing support for English Learners through targeted instructional interventions and language development services.
- Expansion of college and career readiness opportunities, including Career Pathway Academies, Early College High School (ECHS), dual enrollment opportunities, and career exploration activities.
- Continued implementation of the Community Schools model, emphasizing integrated student supports, family engagement, and community partnerships.
- Increased support for family engagement activities and communication efforts designed to strengthen school-family partnerships.

Teacher and staff feedback also reinforced the importance of maintaining personalized learning, student wellness supports, intervention programs, and career readiness initiatives. Student feedback highlighted the value of supportive relationships, wellness services, academic assistance, and opportunities for greater student voice and engagement.

Collectively, educational partner feedback affirmed PCA's current direction and informed decisions to sustain, refine, and expand programs that address students' academic, social-emotional, behavioral, and postsecondary needs. The adopted 2026–2027 LCAP reflects these priorities and demonstrates PCA's commitment to continuous improvement, educational equity, and positive outcomes for all students.

Goals and Actions

Goal 1

An explanation of why the LEA has developed this goal.

Goal #	Description	Type of Goal
1	Academic Achievement: Provide a rigorous academic program with measurable achievement that moves all students to proficiency and above levels on middle and high school success indicators.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- 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.

PCA developed this academic goal after reviewing student transcripts, CAASPP Dashboard results, course completion data, teacher recommendations, and Exact Path diagnostic assessments. The data showed that many students are performing below grade level standards in English Language Arts (ELA) and Math, with tested grades identified as moving from the Red, in 2024, to the Orange, in 2025, performance level on the California Dashboard.

As a result, PCA is continuing the goal of improving student achievement in ELA, Math, and reading by helping all students meet grade level standards. To support this goal, PCA implements targeted interventions, personalized learning supports, and standards-aligned instruction to address individual student needs.

PCA continues to monitor student progress through ongoing assessments and data analysis to ensure instructional strategies and support services remain effective and responsive to student growth. By basing its academic goal on a thorough examination of student data and educational outcomes, PCA aims to elevate student achievement, close learning gaps, and foster a supportive learning environment where all students can succeed academically. This data-informed approach ensures that PCA’s efforts are targeted and effective in improving educational outcomes for its student community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	CA School Dashboard Academic Indicator: CAASPP English Language Arts	2023 Dashboard -All = 120.9 points below standard. Distance from Standard (DFS)	2024 In progress 104.5 points below standard Increased 16.4 Points Hispanic 105.2 points below standard 1.4% prepared	2025 English Language Arts All Students State  Orange 85.3 points below standard Increased 19.2 Points ⓘ	Dashboard -60%of students at standard. Distance from Standard (DFS)104 points Increased 13.7 Points Socioeconomically Disadvantaged 107.7 points below standard Increased 6.2 Points	35.6 points
1b	California School Dashboard Academic Indicator: CAASPP Math	Dashboard -All = 214.4 points below standard. Distance from Standard		Mathematics All Students State  Orange 172.7 points below standard Increased 35.7 Points ⓘ	208.4 points below standard Increased 6 Points Hispanic 205.6 points below standard Maintained 0.2 Points	Dashboard -70% students at standard. Distance from Standard. (DFS)208.4pts
1c						
1d						50% prepared

41.7 points

12.9%

1e	California School Dashboard Academic Indicator: College/Career Ca School Dashboard: Academic Engagement Graduation Rate	49.4% graduated	Prepared 16.7% Increased 14% 55.7% graduated Increased 6.3%	College/Career All Students State  Orange Prepared 14.3% Declined 2.4% ⓘ Graduation Rate All Students State  Red 57% graduated Increased 1.3% ⓘ	67% graduated	7.6%
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1f	Cal PADS: A-G Completion Rate	N/A		English Learner Progress		
2	2023 California School Dashboard Academic Indicator: Percentage of English learner pupils who make progress toward English proficiency	English Learner progress- 15.7% making progress towards English Language proficiency.	3.7% making progress Declined 12%	All StudentsState  Blue 56.1% making progress Increased 52.4% ⓘ	English Learner progress- 50% making progress towards English Language proficiency.	40.4%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
3	Percentage of students who demonstrate 1 to 2 grade equivalent gains in ELA and Math	2023 100% of students have access to enrichment activities such as tutoring and targeted learning supports.	2024 Goal Met Enrichment activities available to 100% of students.	2025 Goal Met Enrichment activities available to 100% of students.	100% of students have access to enrichment activities, such as tutoring and targeted learning supports.	0%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
4	Percent of classrooms with instructional technology and digital Resources	2023 100% classrooms have instructional technology and digital resources.	2024 Goal Met 100% of classrooms fully resourced with technology and supplemental resources	2025 100% of classrooms fully resourced with technology and supplemental resources	100% classrooms have Instructional technology and digital resources.	%

Actions

Action #	Title	Description	Total Funds	Contributing
1 a, b, c, d, e, f	Effective Instruction supported by Integrated Academic and Social Emotional Support.	Professional Learning for Teachers and Administrators 1. Differentiated Instructional Practices • Objective: Improve instructional effectiveness to positively impact student academic achievement. • Activities: ○ Implementation of Standards-Aligned Curriculum: Provide training sessions focused on effectively implementing curriculum aligned with state standards and PCA's educational goals. ○ Instructional Best Practices: Offer professional development on research-based teaching strategies that cater to diverse learning needs and styles. ○ Assessment and Grading Practices: Training sessions to enhance teachers' ability to use assessments formatively, provide timely feedback, and adjust instructional strategies based on assessment data. 2. Social-Emotional Learning (SEL) and Behavioral Health Interventions • Objective: Enhance student support through SEL initiatives and behavioral health interventions at PCA's Wellness Centers. • Activities: ○ Provide professional development for staff on integrating SEL practices into daily instruction and interactions with students. ○ Equip Wellness Center staff with strategies and resources to address behavioral health needs effectively. Student Support and Academic Programs 1. Summer School Expansion and Additional High School Courses • Objective: Extend academic opportunities to middle school and high school students to enhance learning and prevent summer learning loss. • Activities: ○ Expand summer school programs to include middle school students, offering courses that reinforce core subjects and enrichment activities.	\$884,240	Y

		○ Introduce new high school courses based on student interest and academic needs. 2. Student Portfolios and Self-Directed Learning • Objective: Foster student engagement and ownership of learning through personalized portfolios and self-directed learning initiatives. • Activities: ○ Implement student portfolios to track individual progress across subjects. ○ Facilitate collaboration between core subject teachers and supervising teachers to provide targeted interventions and support as needed. 3. Credit Recovery Services and Virtual Program • Objective: Support academic success and graduation for students who need additional assistance or who may not thrive in a traditional school setting. • Activities: ○ Provide dedicated staff and resources for credit recovery services, ensuring students receive necessary support to complete coursework and earn credits. ○ Maintain a virtual program option to accommodate diverse learning preferences and circumstances, enabling students to access education remotely. Specific Support for Low-Income, English Learners, and Foster Youth in ELA and Math 1. Literacy Instructional Supports • Objective: Improve literacy skills among targeted student groups to enhance overall academic performance. • Activities: ○ Offer specialized literacy instruction tailored to the needs of Low-income, English Learners, and Foster Youth, incorporating evidence-based practices. ○ Provide ongoing professional development for teachers on effective literacy strategies and interventions		
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		2. After School Enrichment Programs • Objective: Provide supplementary academic support and enrichment opportunities outside of regular school hours. • Activities: ○ Offer tutoring sessions, academic support classes, and the AVID program to help students strengthen academic skills and prepare for higher education. 3. ESL Curriculum and Tutors • Objective: Support English Learners in developing language proficiency necessary for academic success. • Activities: ○ Develop and implement a comprehensive ESL curriculum that meets the language learning needs of English Learners. ○ Hire ESL tutors or provide training for existing staff to effectively support English Learners in language acquisition and academic content. Implementation Approach • Needs Assessment: Conduct regular assessments and gather feedback from teachers, students, and educational partners to tailor support services and professional development initiatives. • Monitoring and Evaluation: Utilize data-driven decision-making to monitor the effectiveness of interventions and adjust strategies as needed to achieve desired outcomes. • Collaboration: Foster collaboration among teachers, administrators, support staff, and community partners to ensure comprehensive support for students' academic and socio-emotional needs. • Sustainability: Develop long-term plans to sustain successful programs and initiatives, embedding best practices into school policies and culture. By focusing on these initiatives, PCA aims to enhance educational opportunities, improve academic outcomes, and promote holistic development for all students, particularly targeting the unique needs of Low-income, English Learners, and Foster Youth.		
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Action #	Title	Description	Total Funds	Contributing
1. 2	English Learner /Students with Disabilities Supports.	To enhance English Learner (EL) progress and reclassification rates, as well as support Special Education (SPED) students and literacy development, PCA has outlined several targeted actions: English Learners (EL) a) Provide Staff and Resources for Redesignation Goals: PCA will allocate bilingual para-professional aides and other staff to directly support ELs in their classrooms. These aides will assist with instruction, provide homework help, offer in-class support, and facilitate small group instruction. This direct support aims to address achievement disparities and assist ELs in achieving their academic goals. b) Professional Development in English Language Development (ELD) Strategies: PCA will conduct professional development sessions for all teaching staff focused on effective ELD strategies and strategic interventions tailored to ELs. This training will equip teachers with the skills and tools necessary to enhance language acquisition and fluency among ELs across designated and integrated classes. c) Curriculum and Instructional Supports: The Curriculum and Instruction department will provide: Instructional Materials: Ensure ELs have access to appropriate instructional materials aligned with ELD standards. Supplementary Resources: Offer additional resources to support ELs in both language acquisition and content mastery. Other Supports: Implement various supports, such as differentiated instruction strategies, to meet the diverse needs of ELs and facilitate their academic success. Special Education (SPED) a) Increased SPED Team and Monitoring: PCA will expand its SPED team to enhance monitoring and ensure that SPED students receive personalized services aligned with their Individualized Education Plans (IEPs). The team will actively track student progress toward IEP goals and provide necessary interventions and accommodations. b) Staff Training in Special Education and Section 504 Services: PCA will provide comprehensive training for staff involved in SPED and Section 504 processes. This training will focus on understanding the legal requirements, best practices, and effective strategies for supporting SPED students and those covered under Section 504 plans. Literacy Development (ELA and Math) a) Supplemental Resources for Literacy Development:	\$299,555	Y

		PCA will allocate additional resources to support literacy development in ELA and Math for ELs and students with IEPs. These resources may include: Literacy Intervention Programs: Implement targeted programs to improve reading, writing, and comprehension skills. Math Literacy Strategies: Provide strategies and resources specifically designed to enhance mathematical literacy among ELs and students with IEPs. b) Strategies for ELs and IEP Students: PCA will develop and implement specialized strategies tailored to the unique needs of ELs and students with IEPs. These strategies will aim to address language barriers, comprehension difficulties, and other challenges that may impact academic performance. Implementation Approach Needs Assessment: Conduct ongoing assessments and gather feedback from teachers, students, and families to identify specific needs and tailor support services accordingly. Collaboration: Foster collaboration among teachers, administrators, support staff, and families to ensure coordinated efforts in supporting ELs, SPED students, and promoting literacy development. Monitoring and Evaluation: Use data-driven approaches to monitor the effectiveness of interventions and adjust strategies as needed to achieve desired outcomes. Sustainability: Develop long-term plans to sustain successful programs and initiatives, embedding best practices into school policies and fostering a culture of continuous improvement. By implementing these actions, PCA aims to significantly enhance the academic success, language proficiency, and overall educational experience for English Learners, SPED students, and all students requiring additional literacy support.		
1.3	Expand Supplemental programs and services.	To effectively support the academic development of English Learners (ELs), Foster Youth, and low-income students at PCA, the following plan outlines specific actions and strategies: Tutoring Services 1. Continuous improvement of Tutoring Services: PCA will enhance tutoring services tailored specifically to the needs of ELs, Foster Youth, and low-income students. This includes providing additional tutoring sessions in core academic subjects such as English.	\$909,907	N

		Language Arts (ELA), Mathematics, Science, and other key subjects where students require support. 2. Targeted Academic Support: ○ Tutoring sessions will be structured to address the individual academic needs of ELs, Foster Youth, and low-income students. This may include: ▪ Homework assistance ▪ Clarification of lesson content ▪ Skill-building exercises ▪ Test preparation support ▪ Reinforcement of learning objectives LCFF and Title 1 Approved Supplemental Programs 1. Implementation of Approved Programs: ○ PCA will continue to implement programs approved under the Local Control Funding Formula (LCFF) and Title 1 to provide targeted services and resources for ELs, Foster Youth, and low-income students. ○ These programs include: ▪ After-school tutoring programs ▪ Enrichment activities ▪ Summer school programs ▪ Extended learning opportunities 2. Supplies and Resources: ○ Ensure that necessary supplies and resources are provided to support the effective implementation of these programs. This includes educational materials, technology resources, and other instructional aids. Professional Development for Enrichment Staff 1. Instructional Best Practices: ○ PCA will conduct professional development sessions for enrichment staff focused on instructional best practices. These sessions will equip staff with effective strategies to engage and support ELs, Foster Youth, and low-income students in their academic growth and development. ○ Topics may include differentiated instruction, culturally responsive teaching practices, assessment strategies, and classroom management techniques. Intensive Credit Recovery Program 1. Expansion of Credit Recovery Program: ○ PCA will increase staffing and resources dedicated to the Intensive Credit Recovery program. This program is designed to support	
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		○ students, including ELs, Foster Youth, and low-income students, who are credit-deficient or at risk of not graduating on time. ○ Additional staff will be hired to provide personalized support, monitor progress, and implement interventions to help students recover credits and stay on track towards graduation. Implementation Approach • Needs Assessment: Conduct a thorough needs assessment to identify specific academic challenges and gaps among ELs, Foster Youth, and low-income students. Use data from assessments, student performance metrics, and feedback from teachers and families to inform decision-making. • Collaborative Approach: Foster collaboration among teachers, administrators, support staff, and families to ensure coordinated efforts in delivering tutoring services, implementing supplemental programs, and providing professional development opportunities. • Monitoring and Evaluation: Regularly monitor the effectiveness of tutoring programs, supplemental services, and professional development initiatives through data analysis and stakeholder feedback. Adjust strategies as needed to meet the evolving needs of students. • Sustainability: Develop long-term sustainability plans to ensure that tutoring services, supplemental programs, and professional development efforts continue to support the academic success of ELs, Foster Youth, and low-income students at PCA. By implementing these actions, PCA aims to provide targeted academic support, improve educational outcomes, and promote equitable opportunities for all students, particularly those in need of additional support due to their socio-economic status or language proficiency.		
1.4	Increase College Readiness Supports	To enhance college and career readiness indicators and increase student participation in A-G courses and Career Technical Education (CTE) programs at PCA, the following strategies will be implemented: Increasing Participation in A-G Courses 1. Promotion and Awareness: ○ PCA will actively promote A-G courses among high school students, emphasizing their importance for college admission readiness. ○ Informational sessions, parent meetings, and individual student counseling will highlight the benefits of completing A-G requirements. 2. Course Offerings and Accessibility: ○ Expand the range of A-G courses offered at PCA	\$86,442	N

		○ Ensure equitable access to A-G courses for all students, including those from low-income backgrounds and English Learners. 3. Student Support Services: ○ Provide academic counseling and guidance to students on course selection, prerequisites, and planning to complete A-G requirements. ○ Implement interventions and support services to help students succeed in challenging A-G courses, including tutoring, study groups, and academic coaching. Increasing Completion of CTE Courses 1. Expansion of CTE Pathways: ○ Enhance and expand CTE pathways at PCA by introducing new courses aligned with industry standards and student career interests. ○ Collaborate with local businesses, industry partners, and higher education institutions to develop pre-apprenticeship programs and dual enrollment opportunities. 2. Dual Enrollment Programs: ○ Increase student participation in dual enrollment programs that offer college-level CTE courses. These programs allow students to earn both high school and college credits simultaneously, providing advanced skills and early exposure to college expectations. 3. Support for CTE Students: ○ Provide specialized support and resources for CTE students, including mentoring, internships, job shadowing opportunities, and career counseling. ○ Ensure that CTE courses and programs are inclusive and accessible to all students, including those with diverse learning needs and backgrounds. Implementation Strategies • Partnerships and Collaboration: Forge partnerships with local community colleges, vocational schools, industry partners, and relevant organizations to expand CTE offerings and dual enrollment opportunities. • Professional Development: Provide professional development opportunities for teachers and staff involved in delivering A-G courses and CTE programs. This includes training in instructional strategies, industry certifications, and updates on curriculum alignment with college and career readiness standards. • Data-Driven Approach: Utilize student data, feedback, and performance metrics to assess the effectiveness of A-G courses and CTE programs. Monitor participation rates, completion rates, and student outcomes to make data-informed decisions for program improvement. • Community Engagement: Engage parents, guardians, and the broader community in understanding the importance of A-G courses and CTE pathways		
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		in preparing students for future career success. Encourage community support and involvement in promoting college and career readiness initiatives. Evaluation and Continuous Improvement • Monitoring and Evaluation: Regularly evaluate the impact of increased A-G course offerings and CTE programs on college readiness indicators such as graduation rates, college enrollment, and career placement. • Feedback Mechanisms: Solicit feedback from students, parents, teachers, and industry partners to assess program effectiveness and identify areas for improvement. • Adjustment of Strategies: Based on evaluation findings and stakeholder input, adjust strategies, allocate resources effectively, and implement necessary improvements to ensure equitable access and success for all students. By implementing these strategies, PCA aims to strengthen its college and career readiness programs, increase student engagement and achievement, and prepare students for successful transitions to post-secondary education and careers in high-demand fields.		
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Action #	Title	Description	Total Funds	Contributing
1.5	Provide California State Standards- Textbook / Curriculum License Adoption(s).	To effectively implement these actions at PCA and ensure they meet the needs of students, especially focusing on college and career readiness, here's how each action will be approached: a) Continued Use of Edmentum Online Curriculum Purpose: • Alignment with Standards: Edmentum offers standards-aligned curriculum across various subjects, ensuring that all students at PCA have access to rigorous, A-G aligned courses necessary for college preparation. • Flexibility and Accessibility: The online format allows flexibility in pacing and access, catering to diverse student needs and schedules, including those of English Learners and low-income students who may benefit from additional support and flexibility. Implementation Steps: • Training and Support: Provide professional development to teachers on effectively utilizing Edmentum resources to enhance instructional delivery and support student learning outcomes. • Monitoring and Evaluation: Regularly assess student progress and performance through Edmentum's analytics and reporting tools. Use data to inform instructional adjustments and interventions as needed. • Equity Considerations: Ensure equitable access to technology and resources needed for online learning, particularly for students from low-income backgrounds and those with limited English proficiency. b) CTE - Licensing Agreement with Dream Catcher Career Exploration Purpose: • Career Exploration and Preparation: Dream Catcher Career Exploration provides interactive, career-focused curriculum and resources designed to engage middle and high school students in exploring various career pathways. • Alignment with CTE Goals: The licensing agreement will enhance PCA's CTE programs by offering structured career exploration experiences that align with industry standards and local workforce needs.	\$45,469	Y

		Implementation Steps: • Integration into Curriculum: Incorporate Dream Catcher Career Exploration modules into existing CTE courses to enrich student learning experiences and provide hands-on career exploration opportunities. • Teacher Training: Provide professional development to CTE teachers on effectively integrating Dream Catcher resources into their instructional practices. This includes training on facilitating career discussions, utilizing interactive modules, and connecting classroom learning to real-world career pathways. • Evaluation: Evaluate the impact of Dream Catcher Career Exploration on student engagement, career awareness, and readiness for future career opportunities. Use student feedback and performance data to assess effectiveness and make continuous improvements. c) Purchase of CTE Curriculum and Equipment for Career Pathway Apprenticeship Programs Purpose: • Enhanced Career Readiness: Investing in CTE curriculum and equipment supports PCA's commitment to preparing students for high-demand careers through hands-on learning experiences. • Alignment with Industry Standards: Ensure that CTE programs at PCA are aligned with current industry standards and equip students with the skills and knowledge necessary for success in their chosen career pathways. Implementation Steps: • Curriculum Development: Purchase or develop curriculum materials that align with industry-specific skills and competencies required for apprenticeship programs in various career pathways. • Equipment Acquisition: Procure necessary equipment and resources to support hands-on learning experiences in CTE labs and workshops. This includes tools, machinery, technology, and materials relevant to specific career pathways. • Teacher Training and Support: Provide professional development opportunities for CTE teachers to enhance their instructional practices, deepen their subject matter expertise, and effectively utilize new equipment and curriculum resources. • Evaluation and Improvement: Regularly assess the impact of the updated CTE curriculum and equipment on student learning outcomes, career		
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		readiness, and post-secondary transitions. Use feedback from teachers, industry partners, and students to refine and improve program offerings. Professional Learning and Coaching Based on California State Standards Purpose: • Instructional Effectiveness: Strengthen teacher expertise in delivering instruction that meets California State Standards, thereby improving student academic achievement across all subjects, including ELA and Math. • Continuous Improvement: Foster a culture of professional growth and collaboration among educators, ensuring that teaching practices are informed by research-based strategies and best practices. Implementation Steps: • Professional Development Programs: Offer targeted professional learning opportunities that address specific areas of need identified through data analysis and stakeholder feedback. This includes training on instructional strategies, assessment practices, differentiation techniques, and culturally responsive teaching methods. • Coaching and Mentoring: Provide ongoing coaching and mentoring support to teachers to help them implement new strategies effectively in their classrooms. This includes peer collaboration, classroom observations, and feedback sessions focused on improving instructional practices. • Alignment with Standards: Ensure that all professional learning activities are aligned with California State Standards and educational priorities, emphasizing the integration of academic content standards and 21st-century skills development. • Monitoring and Evaluation: Monitor the impact of professional learning and coaching initiatives on teacher practice and student outcomes. Use formative and summative assessment data to measure progress, identify areas for improvement, and guide future professional development priorities. By strategically implementing these actions, PCA aims to enhance educational outcomes for all students, particularly focusing on improving college and career readiness through rigorous academic programs, career exploration opportunities, and effective instructional practices aligned with state standards and student needs.		
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1.6	Education/ Instructional Technology	To ensure all students at PCA have access to necessary technology and support for improving achievement in ELA and Math, PCA will undertake the following actions: 1. Maintain Technology Accessibility and Support Purpose: • Equitable Access: Ensure all students, including those from low-income backgrounds and English Learners, have equitable access to online materials, programs, and services essential for academic success in ELA and Math. • Timely Support: Address technology challenges promptly through a contract with a dedicated technology vendor, ensuring minimal disruptions to learning and instructional activities. Implementation Steps: • Contract Maintenance: PCA will maintain its contract with a reliable technology vendor to provide ongoing support for hardware, software, and network infrastructure. This includes troubleshooting, repairs, and upgrades as necessary to keep technology running smoothly. • Help Desk Services: Establish or maintain a help desk service that provides technical support to students, teachers, and staff. This service will address issues related to hardware, software applications, and connectivity. • Training and Resources: Provide professional development opportunities for teachers and staff to enhance their proficiency in using educational technology tools effectively in instruction. This includes training on integrating technology into lessons, using online platforms, and leveraging digital resources for ELA and Math instruction. 2. Hardware Upgrades and Expansion Purpose: • Replace Outdated Equipment: Address the issue of outdated hardware and Chromebooks that are missing, lost, or not returned. Ensure all students have access to functional and up-to-date devices for learning. • Expand Inventory: Purchase additional Chromebooks, laptops, and other equipment to accommodate the growing enrollment and the needs of new staff members.	\$46,400	Y
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		• Hotspot Availability: Purchase hotspots or expand existing hotspot services to provide internet access to students who may not have reliable connectivity at home, thereby supporting their participation in online learning activities. Implementation Steps: • Inventory Management: Conduct regular audits of existing technology inventory to identify devices that need replacement or repair. Develop protocols for tracking and managing Chromebooks and other equipment to minimize loss and ensure accountability. • Procurement: Procure new Chromebooks and laptops that meet educational standards and are suitable for the demands of online learning. Consider devices with durability features suitable for student use. • Hotspot Distribution: Ensure equitable distribution of hotspots to students based on need, prioritizing those without reliable internet access at home. Provide training and support for students and families on using hotspots effectively for online learning. 3. Monitoring and Evaluation Purpose: • Effectiveness Assessment: Regularly monitor the impact of technology initiatives on student achievement in ELA and Math. Use data analytics and feedback from teachers and students to assess the usability, reliability, and effectiveness of technology resources. • Continuous Improvement: Use insights from monitoring and evaluation to refine technology implementation strategies, improve support services, and optimize the use of educational technology tools for academic gains. Implementation Steps: • Data Analysis: Analyze usage data, student performance data from online assessments, and feedback surveys to evaluate the impact of technology on learning outcomes. Identify trends, successes, and areas needing improvement. • Stakeholder Feedback: Solicit feedback from teachers, students, and parents on their experience with technology tools and services. Use feedback to inform decisions on resource allocation, training priorities, and policy adjustments. • Alignment with Goals: Ensure that technology investments and initiatives align with PCA's goals for improving student achievement in ELA and Math, as outlined in the LCAP and other strategic plans. By implementing these actions, PCA aims to ensure that all students have equitable		
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		access to technology resources necessary for academic success in ELA and Math. This		
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		comprehensive approach includes maintaining reliable technology infrastructure, expanding device availability, and leveraging data-driven insights to continuously improve support for teaching and learning.		
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Goal Analysis for 2025-2026

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

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

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 1.1, 1.2, 1.3, and 1.5 were due to lower-than-anticipated costs and reduced expenditures. For Action 1.4, expenditures exceeded the budgeted amount due to increased investments to expand Dual Enrollment opportunities and support additional Early College High School staffing.

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

The actions to increase academic readiness for students have been effective as graduation rates increased and ELA and Math CASSP scores also increased.

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

There were no major changes to the planned goal, metrics or desired outcomes. PCA staff will continue to monitor and refine each action as needed.

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 #	Description	Type of Goal
2	Increase the graduation rate for all students and increase the percentage of graduates and students prepared for college and careers.	Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) developed this goal to improve college and career readiness outcomes for all students and align with California’s statewide educational priorities. The goal was informed by self-study findings, student performance data, California School Dashboard indicators, and input from educational partners, including teachers, administrators, parents, and community members.

Data analysis continues to identify the need to strengthen student preparation for postsecondary education and workforce opportunities, particularly through expanded access to Career Technical Education (CTE) pathways, dual enrollment and college credit opportunities, A–G completion, and improved performance on academic assessments.

PCA remains committed to continuous improvement by monitoring progress, evaluating outcomes, and expanding programs and supports that help students graduate prepared for college, career, and lifelong success.

Measuring and Reporting Results

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
	Increase middle	2023 10% of student	2024 100 % of Middle school students in Grade 6-8 th grade participated in Career Awareness	2025 Goal Achieved as all (100%) of Middle school students participate in Life Skills and a career awareness activity	Increase student awareness and participation to 75% of student enrollment for both Middle School and High	0%-Goal achieved

1	and High School career awareness as shown by the percentage of students who participate in career Exploration and enroll in CTE pathways/pre-apprenticeship program	enrollment	Enrichment activities such as Life Skills and Arts and Media classes.		School.	
	2) Percentage of juniors/ seniors who enroll in a concurrent/dual enrollment community college course.	1% of enrolled students	PCA achieved its goal of increasing student enrollment in Dual enrollment classes with San Bernardino Valley College (SBVC). This goal is ongoing as PCA is partnering with SBVC to accelerate this goal by creating a Early College High School on Campus.	PCA implemented an Early College High School program (ECHS) on campus featuring Dual Enrollment approx.30 students were enrolled in the program for the 2025 -2026 school year. Also, PCA students participate in individual dual enrollment classes with SBVC.	Increase High School college access to 30% of enrolled students.	0% Goal achieved

	3) Student Participation rates in college and career awareness activities as evidenced by participation forms.	Number of scheduled events- 2021-2022 schedule 8 Field Trips 3 Internships 3 small group counseling on college and career information sessions 3 on campus senior events.	This goal was met for field trips and college and career events on campus. Internships are a goal in progress.	This goal was also met in the 2025-2026 school year through the ECHS, Upward Bound and general school fieldtrips and tours hosted by PCA. The Community Schools coordinator also scheduled over 10 workforce and CTE events to connect students with career pathways and the business community.	PCA will offer minimum of 7 events per semester. An average of 70% of all students will engage in at least 2 (1per semester) college and career readiness events yearly.	0- Goal completed
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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Middle school CTE programs	Expanding college and career learning to include middle school students and developing a robust program to cultivate a college-going and career mindset are pivotal steps for PCA. Here's a comprehensive plan to achieve these objectives: 1. Early College High School and Career Learning Expansion Objective: Introduce college and career readiness concepts and activities early in students' educational journeys to foster long-term preparation and planning. Actions: • Curriculum Integration: Integrate age-appropriate college and career exploration into middle school curriculum across various subjects. Incorporate activities that introduce students to different career pathways, colleges, and vocational options. • Guest Speakers and Field Trips: Organize guest speakers from diverse professions and arrange field trips to local businesses, colleges, and vocational training centers. These experiences expose middle school students to different career opportunities and educational paths. • Career Exploration Activities: Implement structured career exploration activities such as interest inventories, career fairs, and job shadowing opportunities. These activities help students identify their interests and strengths early on. 2. Program Development for College-Going and Career Mindset Objective: Establish a cohesive program that instills in students the knowledge, skills, and attitudes necessary for pursuing higher education and entering the workforce. Actions: • College and Career Counseling: Provide dedicated counseling services starting from middle school to guide students and their families through the college and career planning process. Offer individualized support for exploring college options, navigating application procedures, and understanding financial aid.	\$0 (budgeted in other actions)	N

		• Career Development Workshops: Conduct workshops focusing on resume writing, interview skills, and professional etiquette. These workshops equip students with essential career readiness competencies. • Personalized Learning Plans: Develop personalized learning plans for each student that outline academic goals aligned with college and career aspirations. Regularly review and update these plans based on students' interests and achievements. • Community Partnerships: Collaborate with local businesses, colleges, and community organizations to provide mentorship programs, internships, and apprenticeships. These partnerships offer real-world experiences that connect classroom learning to future career opportunities. 3. Qualified Staff and Resources Support Objective: Ensure that PCA has qualified staff and resources dedicated to supporting the college and career readiness program effectively. Actions: • Professional Development: Provide ongoing professional development opportunities for teachers, counselors, and administrators focused on college readiness strategies, career counseling techniques, and supporting diverse student populations. • Resource Allocation: Allocate sufficient resources for college and career exploration materials, software platforms for career assessments, and subscriptions to online resources related to college applications, scholarships, and career pathways. • Staffing: Hire additional qualified staff, such as college counselors, career advisors, and industry professionals, to expand support services and enrich program offerings. 4. Evaluation and Continuous Improvement Objective: Regularly assess the effectiveness of the college and career readiness program and make continuous improvements based on feedback and data analysis. Actions: • Data Collection: Collect data on student participation in college and career activities, achievement of learning milestones, and post-secondary outcomes. Analyze this data to identify trends, areas of strength, and areas needing enhancement. • Stakeholder Feedback: Gather feedback from students, parents, teachers, and community partners through surveys, focus groups, and advisory		
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		committees. Use feedback to refine program components and ensure alignment with student needs and aspirations. • Strategic Planning: Use insights from data analysis and stakeholder feedback to develop strategic plans for enhancing college and career readiness initiatives. Set measurable goals and timelines for implementation, monitoring progress, and evaluating outcomes. By implementing these strategies, PCA aims to create a supportive and enriching environment that prepares all students, including those from diverse backgrounds like Low-Income, English Learners, and Foster Youth, for success in both college and career pathways. This holistic approach ensures that students develop the skills, knowledge, and confidence necessary to achieve their academic and professional goals.		
2.2	Plan College and Career Student events.	To increase meaningful connections to school for Low-Income, English Learners, Foster Youth, and all students, PCA will implement a comprehensive plan focused on college and career awareness events and real-world learning experiences. Here's a detailed strategy: 1. College and Career Awareness Events Objective: Facilitate exposure to higher education and career opportunities through engaging events accessible to all student groups. Actions: • College Fairs: Organize annual or bi-annual college fairs where representatives from various colleges, universities, and vocational schools present information about programs, admissions criteria, and financial aid options. • Career Exploration Days: Host career exploration days where professionals from different industries conduct interactive sessions, showcasing career paths, job responsibilities, and skills required. These sessions can include hands-on activities or demonstrations. • Guest Speakers: Invite guest speakers from diverse professions to share their career journeys, challenges, and successes with students. Arrange Q&A sessions to encourage interaction and exploration of career interests. • Career Panels: Arrange panel discussions featuring alumni, local professionals, and community members to discuss different career pathways, educational requirements, and opportunities in specific fields.	\$10,000	Y

		2. Real-World Learning Experiences Objective: Connect classroom learning to real-world applications through academic and trades field trips, college tours, summer workshops/camps, and hands-on career experiences. Actions: • Academic Field Trips: Plan field trips to museums, research institutions, or historical sites that align with academic subjects such as science, history, or literature. These trips can enhance students' understanding of classroom concepts in a real-world context. • CTE and Trades Field Trips: Organize visits to local businesses, factories, or vocational training centers where students can observe and participate in activities related to career and technical education (CTE) pathways such as engineering, culinary arts, or healthcare. • College Tours: Schedule visits to nearby colleges and universities to familiarize students with campus facilities, academic programs, and campus life. Offer tours that include meetings with admissions officers and current students to provide insights into college preparation and application processes. • Summer Workshops/Camps: Offer summer workshops or camps focused on specific academic subjects, STEM (Science, Technology, Engineering, Mathematics) fields, arts, or career exploration. These programs can include hands-on projects, mentorship opportunities, and exposure to industry professionals. • Hands-On Career Experiences: Facilitate internships, apprenticeships, or job shadowing opportunities with local businesses and organizations. These experiences allow students to gain practical skills, industry insights, and professional networks. 3. Budget Allocation and Resource Management Objective: Allocate budgets strategically to ensure equitable access to college and career awareness events and real-world learning experiences for all student groups. Actions: • Budget Planning: Allocate funds specifically for organizing college and career events, field trips, workshops, and other experiential learning opportunities. Ensure that budgets are equitable and consider the needs of Low-Income, English Learners, and Foster Youth. • Resource Acquisition: Purchase necessary resources such as transportation services for field trips, materials for workshops/camps, and equipment for		
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		hands-on experiences. Consider investing in technology or tools that enhance learning and engagement during these activities. • Vendor and Partner Agreements: Establish agreements with vendors, educational institutions, and community partners to facilitate cost-effective arrangements for event venues, guest speakers, and program materials. 4. Evaluation and Impact Assessment Objective: Monitor the effectiveness of college and career awareness events and real-world learning experiences in enhancing student engagement and academic outcomes. Actions: • Feedback Mechanisms: Implement surveys, focus groups, or reflection activities to gather feedback from students, parents, teachers, and community partners about their experiences with these initiatives. • Data Analysis: Analyze attendance rates, participation levels, and student feedback to assess the impact of events and experiences on student engagement, career interest exploration, and academic motivation. • Continuous Improvement: Use insights from evaluation data to make informed adjustments and improvements to future events and programs. Consider expanding successful initiatives and addressing any challenges or gaps identified through feedback. By implementing these strategies, PCA aims to create a supportive and enriching environment where all students, including those from diverse backgrounds, can explore their academic interests, career aspirations, and potential pathways to success. This holistic approach fosters a sense of belonging, motivation for learning, and readiness for future educational and career opportunities.		
2.3	Pathways Expansion	To support equity in access to college and career opportunities, particularly for student groups who may not traditionally attend college, PCA will implement several strategies focused on providing supplementary instructional materials, expanding CTE pathways, and enhancing apprenticeship opportunities. Here's a detailed plan: Supplementary Instructional Materials Objective: Ensure all students have access to quality instructional materials that support college and career readiness. Actions:	\$191,374	N

		• Resource Allocation: Allocate funds to purchase supplementary instructional materials such as textbooks, workbooks, digital resources, and lab materials across all subject areas including Career Technical Education (CTE) programs. • Equitable Distribution: Ensure that materials are distributed equitably among all students, considering the diverse needs and backgrounds of the student population. • Access Enhancement: Provide access to online platforms or libraries where students can access additional resources beyond traditional classroom materials. This could include subscriptions to educational websites, e-books, or interactive learning tools. Expansion of CTE Pathways Objective: Expand Career Technical Education pathways to provide comprehensive training and certification opportunities aligned with industry standards. Actions: • Pathway Development: PCA has established new CTE pathways that align with local workforce needs and student interests. These include pathways in Healthcare, Automotive, Construction and Arts and Media. Other pathways that are to be developed include: Information Technology, Advanced Manufacturing, and Hospitality. • Apprenticeship Programs: Integrate apprenticeship opportunities into each CTE pathway to provide students with hands-on training, mentorship, and real-world experience. This involves partnerships with local businesses and industry professionals. • Instructor Recruitment: Hire qualified instructors with industry experience and expertise to lead each CTE pathway. Provide professional development (PD) to instructors to enhance their teaching skills and ensure alignment with industry standards. • Classroom Space and Equipment: Allocate appropriate classroom space and secure necessary equipment and tools to support hands-on learning and practical skills development within each CTE pathway. Professional Development (PD) Objective: Enhance the capabilities of pathway instructors to improve student engagement, learning outcomes, and completion rates.		
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		Actions: • PD Opportunities: Provide ongoing professional development opportunities for pathway instructors focused on instructional best practices, industry updates, curriculum alignment, and effective use of technology in teaching. • Collaborative Learning: Facilitate collaboration among pathway instructors to share best practices, discuss challenges, and explore innovative teaching strategies that enhance student learning and success. • Support and Mentorship: Offer mentoring programs or peer coaching initiatives where experienced instructors can support newer teachers within the CTE pathways. Budget Allocation and Resource Management Objective: Allocate sufficient budgets and resources to support the implementation and sustainability of expanded CTE pathways and apprenticeship programs. Actions: • Budget Planning: Allocate funds specifically for the development and expansion of CTE pathways, including the purchase of equipment, instructional materials, and professional development activities. • Resource Acquisition: Secure partnerships, grants, or funding opportunities to supplement budget allocations and enhance resources available for CTE programs and apprenticeships. • Equipment and Technology: Invest in state-of-the-art equipment and technology necessary for CTE instruction and apprenticeship training, ensuring students have access to industry-standard tools and resources. Evaluation and Continuous Improvement Objective: Monitor the effectiveness of CTE pathways, apprenticeship programs, and supplementary instructional materials in enhancing student engagement, achievement, and college/career readiness. Actions: • Data Collection: Gather data on student participation, completion rates, industry certifications, and post-secondary transitions to assess the impact of CTE pathways and apprenticeships.		
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		• Stakeholder Feedback: Solicit feedback from students, parents, instructors, and industry partners to evaluate program effectiveness, identify strengths, and pinpoint areas for improvement. • Adjustment and Expansion: Use evaluation findings to make data-driven adjustments to CTE pathways and programs. Consider expanding successful pathways, revising curriculum based on industry feedback, and enhancing support services for student success. By implementing these strategies, PCA aims to provide robust support for all students, particularly those from underserved backgrounds, to access high-quality CTE education, apprenticeship opportunities, and supplementary resources that prepare them for success in both college and careers. This comprehensive approach promotes equity, enhances student engagement, and strengthens pathways to post-secondary achievement.		
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Goal Analysis for 2025- 2026

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

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

PCA was able to implement the planned actions in the college and career events.

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

The increase in the difference between Budgeted Expenditures and Estimated Actual Expenditures was primarily due to approximately \$22,000 in additional costs associated with the implementation of two new Career Technical Education pathways: Cosmetology and Automotive. These expenditures supported the startup and program development needs required to launch the new pathways.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and activities were effective in engaging PCA's students with information that

provided students with greater exposure to career pathways, industry expectations, and workforce skills aligned with future employment opportunities. Student survey results demonstrated that students felt more prepared for college and career success as a result of these activities and supports. Additionally, benchmark data showed growth in the number of students meeting indicators associated with postsecondary readiness, including career pathway participation and college and career preparation measures. PCA's continued use of data, student feedback, and performance indicators has supported ongoing program refinement and helped ensure that actions remain aligned with the goal of increasing

graduation rates and preparing students for college and career success.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions.

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 #3	Description	Type of Goal
3	Engage parents and families to support student success in school. PCA will engage, educate, and involve parents and the community as partners to support student success, graduation and career goals.	Broad Goal

State Priorities addressed by this goal.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Explanation of Why the LEA Developed This Goal

Provisional Accelerated Learning Academy (PCA) developed this goal to strengthen parent and family engagement as a key component of student success. Research and school data continue to show that increased parental involvement positively impacts student achievement, attendance, behavior, graduation rates, and overall school engagement.

PCA is committed to improving communication and building strong partnerships between families, students, and school staff. To support this goal, PCA continues to expand communication strategies through parent meetings, conferences, newsletters, emails, phone calls, workshops, and digital communication platforms that keep families informed and involved in their child’s education. The school also recognizes the importance of engaging parents and community members as active partners in supporting students’ academic, social-emotional, graduation, and career goals. PCA regularly reviews feedback, participation data, and student outcomes to evaluate the effectiveness of its family engagement efforts and make continuous improvements.

Through ongoing collaboration with families and the community, PCA aims to create a supportive learning environment that promotes student achievement, well-being, and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
		2023	2024	2025		
Metric# 1	Self-Assessment-Local Performance Indicator for Parent and Family Engagement	5% of parents who received the survey completed the LCAP survey and gave input on school programs.	No significant change, goal is still in progress.	No significant change, goal is still in progress. Due to budget cuts the Survey was not implemented this school year	45% of parents will participate in Survey results to inform response to improving student and family engagement/services and lead to self - assessment of Standard met for each school year.	40%
2	Percent of parents engaged in PAL Parent/student Community School Support Services	10%.	No significant change, goal is still in progress.	No significant change, goal is still in progress. Due to budget cuts the Survey was not implemented this school year	PCA will increase parent engagement to maintain a goal of a minimum of 40% of parents participating in support services.	30%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 targeted Outcome	Current Difference from Baseline
3	Percent of parents participating in parent advisory groups/ open house/parent teacher meetings/ school activities/Aeries Grade Book portal check ins/ attendance at award assemblies and school informational sessions.	2023 10% Parent participation rate.	2024 No significant change, goal is still in progress.		PCA will increase parent engagement to maintain a goal of a minimum of 40% of parents participating in Parent Advisory Groups and attending school events.	30%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coordination of parent outreach and engagement activities.	The Parent Coordinator will play a key role in strengthening family engagement and increasing parent participation in school programs and decision-making processes. Responsibilities include conducting parent orientations, facilitating educational workshops throughout the school year, and providing presentations to families, leading to increased student participation, regarding PCA's academic programs, student support services, wellness initiatives, and comprehensive educational offerings. The Parent Coordinator will also oversee the administration of annual parent and student surveys in both English and Spanish. To increase participation rates and ensure diverse stakeholder input, multiple outreach strategies will be utilized, including electronic surveys, paper surveys, phone calls, text messaging, school events, parent meetings, and community outreach activities. Survey results will be analyzed and shared with school leadership to support continuous improvement efforts, LCAP development, and data-driven decision-making.	\$113,366	Y

		Through these efforts, PCA seeks to increase meaningful family engagement, strengthen school-home partnerships, and provide parents with opportunities to actively participate in the planning, evaluation, and decision-making processes that impact student success and school improvement.		
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Action #	Title	Description	Total Funds	Contributing
3.2	School and Community programs to support PCA parents.	PCA will Improve services by building parent and community partnerships to provide community-based support to parents Expand use of current methods of communications to increase effectiveness and frequency of outreach to parents.	\$0	N
3.3	Parent engagement and collaboration through advisory groups and Communications through websites and social media	Increase parent/community engagement, communication, and collaborative partnerships to expand the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Host informational meetings Town Hall, Coffee with the Principal and focus groups to inform parents/community of school plans (LCAP, ICR) and other student programs like tutoring, Tact, AVID and CIF sports. Provide interpreters and translation services to effectively communicate with parents who do not speak English. Continue to develop engaging, social media communications to engage parents and families.	\$50,000	N

Goal Analysis for 2025-2026

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

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

There were some substantive differences in planned actions and goals. PCA was able to implement the actions for each of the goals but increased the budget for parent engagement.

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

The material difference for this goal was primarily due to increased spending of approximately \$23,000 under Goal 3.3 to strengthen parent engagement efforts. Additional expenditures supported the use of multiple communication channels to improve outreach, communication, and engagement with families.

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

The school consistently shares school information on Parent Square, parent meetings, open houses, phone calls and through social media. The actions have proven effective as shown by the increased participation of parents and students in PCA events.

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.

No changes have been made to the planned goals, metrics and actions for the coming year.

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

Goals and Actions

Goal #4	Description	Type of Goal
4	PCA will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement and where students feel connected to school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) has identified and prioritized a broad goal focused on addressing state priorities related to Family Involvement, Student Engagement, and School Climate. This goal is integral to PCA's commitment to continuous improvement, ensuring positive school conditions and climates for both students and staff. Here's an expanded overview of PCA's approach and rationale:

1. Goal Prioritization:

- PCA has chosen to prioritize state priorities such as Family Involvement, Student Engagement, and School Climate based on self-study findings, stakeholder input, and best practices research.
- These priorities are essential for maintaining a supportive and conducive learning environment that fosters academic and personal success among students and enhances satisfaction and effectiveness among staff.

2. Continuous Improvement Focus:

- The goal is driven by a commitment to ongoing improvement, recognizing that positive school conditions and climates are foundational to student achievement and well-being.
- PCA aims to enhance wellness activities for both students and staff, implement positive interventions that support academic and personal growth, and promote a nurturing campus environment.

3. Research and Best Practices Validation:

- PCA's research on Best Practices underscores the importance of school and home connectedness in enhancing educational outcomes.
- Resources aimed at supporting families with training related to understanding educational initiatives and supporting their children's academic and social-emotional experiences are identified as crucial.

4. **Creating a Positive Learning Environment:**
 - The overarching goal is to ensure that every member of the PCA community—students and staff alike—feels knowledgeable, cared for, valued, safe, connected, and equipped with all necessary resources.
 - PCA recognizes that a positive school climate and supportive campus environment are pivotal in fostering academic achievement, overall student well-being, and the success of all who are part of the school community.
5. **Implementation Strategy:**
 - PCA will implement strategies focused on enhancing family involvement through educational initiatives, promoting student engagement through meaningful activities and interventions, and cultivating a positive school climate through wellness activities and supportive interventions.
 - Continuous monitoring, stakeholder feedback, and data-driven decision-making will guide the ongoing refinement and adjustment of strategies to ensure alignment with the overarching goal and state priorities.

By prioritizing these critical areas, PCA aims to strengthen its educational framework, enhance student outcomes, and create a nurturing environment where every student can thrive academically, socially, and emotionally.

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
1	CA Dashboard Chronic Absenteeism	2023 0% chronically absent Declined 21.7%	For the 2024 school year the chronically absent rate increased to 19%.	2025 Decreased by 19.3%	Maintain 0% chronically absent	0%

2	Percent of students and staff feeling safe and connected to their school site as measured by Student survey, Student Advisory Team feedback and student focus feedback.	77% of PCA students indicated feeling safe at “my” school, 72% of students also felt that the adults at the school “cared about me.”	Goal met based on December /January Student Surveys.	Goal met based on data on student attendance (averaging 97%) and the drop in chronic absent students (19.3%) added to increase student participation in campus activities (sports, field trips etc.)	Increase all students feeling of a positive student connection to the school to 85%	0%
3	Rate of campuses meeting or exceeding a "Good" ranking on the yearly facilities inspection form.	95% of Facilities in good repair	Goal met based on repair and maintenance schedules and logs of the PCA facilities. Overall Facility Rate: GOOD Year and month of the most recent FIT report: January 2024	Goal met based on repair and maintenance schedules and logs of the PCA facilities. Overall Facility Rate: GOOD Year and month of the most recent FIT report: January 2025	PCA will maintain 100 % of facilities in good repair.	0%

Metric#	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Targeted Outcome	Current Difference from Baseline
4	Percentage of students participating in on campus student-centered events including sports as documented on sign in/signup forms.	2023 30% of students participated in student events	Student participation increased 15% in school events such as field trips, mentoring, visits to the wellness center and sports. Goal in progress.	Student participation increased to 55% in school events such as field trips, mentoring, visits to the wellness center and sports. Goal in progress.	PCA will increase sport participation yearly to a goal 55% of students participating in a sport.	Plus 25%
5	Overall Suspension rate	0% of students suspended	Goal Met.	Goal met	Maintain 0% suspension rate.	None

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance and absenteeism Improvements	To address student attendance and reduce absenteeism at PCA, the following resources and strategies will be implemented: Resources Provided: Transportation: - Ensure reliable transportation options for students, including bus passes or other transportation services as needed. Schedule Changes: - Accommodate schedule changes where possible to better align with students' needs and family schedules, promoting better attendance. Parent Meetings and Support: - Conduct regular parent meetings to discuss attendance issues and provide support and resources to families. Strategies to Address Absenteeism: Daily Phone Calls by Supervising Teachers: - Implement a system where supervising teachers make daily phone calls to parents or guardians of absent students to inquire about reasons for absence and provide support to encourage regular attendance.	\$39,309	Y

		2. Home Visits by Care Teams: ○ Establish Care Teams dedicated to making home visits for chronically absent students. These visits aim to understand underlying issues contributing to absenteeism, provide support, and collaborate with families to improve attendance. Implementation Plan: • Coordination and Communication: Ensure clear communication among teachers, administrators, and support staff regarding attendance policies, interventions, and follow-up actions. • Data Monitoring: Continuously monitor attendance data to identify trends, patterns, and specific students who require targeted interventions. • Supportive Environment: Foster a supportive and nurturing school environment where students feel valued, supported, and motivated to attend regularly. Evaluation and Adjustment: • Regular Review: Conduct regular reviews of attendance data to assess the effectiveness of interventions and make necessary adjustments. • Feedback and Collaboration: Seek feedback from students, parents, and staff to continuously improve strategies aimed at enhancing attendance and reducing absenteeism. By providing comprehensive resources and implementing proactive strategies such as daily phone calls and home visits, PCA aims to create a supportive environment conducive to improved attendance and overall student success. These efforts not only address immediate attendance challenges but also contribute to a positive school culture where every student feels engaged and supported in their educational journey.		
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Action #	Title	Description	Total Funds	Contributing
4. 2	Social Emotional activities to support engagement.	To address the social-emotional and mental health needs of students at PCA, the following strategies and programs will be implemented: Social-Emotional and Mental Health Needs Identification: Assessment and Screening: - Conduct regular assessments and screenings to identify students' social-emotional and mental health needs. This may include surveys, check-ins with counselors, and collaboration with external mental health professionals. Data Analysis: - Analyze attendance patterns, academic performance, and behavioral indicators to identify students who may be at risk and in need of additional support. Implementation of Life Skills Training and Case Management: Life Skills Training: - Continue to implement life skills training programs aimed at developing leadership skills, goal planning, and self-responsibility among students. These skills are essential for students' personal growth and academic success. Focus Learning Center: - Utilize the Focus Learning Center as a hub for case management and intervention strategies for students at risk of dropping out. This includes: Case Management: Provide personalized support plans tailored to students' specific needs, focusing on addressing attendance patterns and other risk factors. Interventions: Implement targeted interventions to support students' social-emotional well-being, including counseling, mentoring, and referrals to external support services as needed. Collaboration and Support: Multi-Disciplinary Team Approach: Foster collaboration among teachers, counselors, administrators, and external agencies to ensure comprehensive support for students. Parent and Family Engagement: Involve parents and guardians in the support process through regular communication, workshops, and resources aimed at enhancing their ability to support their child's social-emotional development	\$0 (Budgeted fully in other actions)	N

		Evaluation and Continuous Improvement: • Monitoring and Evaluation: Regularly monitor the effectiveness of life skills training, case management efforts, and overall support programs through data analysis and feedback from students, staff, and families. • Professional Development: Provide ongoing training and professional development for staff to enhance their skills in supporting students' social-emotional and mental health needs effectively. By implementing these strategies, PCA aims to create a nurturing and supportive environment where students feel valued, supported, and equipped with the necessary skills to overcome challenges and achieve academic success. Addressing social-emotional and mental health needs proactively contributes to a positive school climate and enhances overall student well-being.		
4.3	School Facility Conditions.	To ensure that all students at PCA are educated in clean, safe, maintained, drug-free, and conducive learning environments, the following actions and strategies will be implemented: Grounds Maintenance: 1. Regular Maintenance Schedule: ○ Implement a regular schedule for grounds maintenance to ensure that outdoor areas, including fields, playgrounds, and landscaping, are well-maintained and safe for student use. 2. Cleaning and Sanitation: ○ Ensure regular cleaning and sanitation of all campus areas, including classrooms, restrooms, common areas, and high-touch surfaces, to promote a clean and hygienic environment. Facilities Maintenance and Repair: 1. Operational Support: ○ Provide operational support to address daily facility needs, such as heating, ventilation, and air conditioning (HVAC) systems, plumbing, electrical systems, and general maintenance tasks. 2. Repair Services: ○ Conduct ongoing inspections and promptly address repair needs to ensure that all buildings, classrooms, and facilities are in good repair and meet safety standards.	\$279,806	N

		Safety and Security: 1. Drug-Free Environment: ○ Implement and enforce policies and practices that promote a drug-free campus environment. This includes education programs for students, staff, and families about the dangers of substance abuse. 2. Security Measures: ○ Enhance security measures to ensure the safety of students and staff. This may include surveillance systems, controlled access to campus facilities, and collaboration with law enforcement and security personnel as needed. Learning Environment: 1. Conducive Learning Spaces: ○ Create and maintain learning environments that are conducive to student learning and engagement. This includes comfortable classrooms, adequate lighting, appropriate classroom furniture, and access to instructional materials. Community Engagement and Feedback: • Stakeholder Input: Seek input from students, parents, staff, and community members on facility needs and satisfaction with the cleanliness, safety, and maintenance of campus environments. • Feedback Mechanisms: Establish feedback mechanisms, such as surveys or suggestion boxes, to continuously assess and improve campus conditions based on stakeholder input. Compliance and Oversight: • Regulatory Compliance: Ensure compliance with local, state, and federal regulations related to school facilities, safety, and cleanliness. • Ongoing Monitoring: Regularly monitor and evaluate the effectiveness of maintenance and cleaning protocols to address any emerging issues and maintain high standards of cleanliness and safety. By implementing these measures, PCA aims to provide a supportive and nurturing learning environment where students can thrive academically, socially, and emotionally. A well-maintained and safe campus environment contributes significantly to the overall well-being and success of students and staff alike.		
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4.4	High school and Middle school athletics.	To enhance the extracurricular athletic programs at PCA and leverage them to improve school climate, increase parent/community engagement, and strengthen student connection with the school, the following actions and strategies will be implemented: Expansion of Athletic Programs: CIF Sports and Beyond: - Offer a diverse range of CIF sports programs for both Middle and High school students. This includes traditional sports such as basketball, football, soccer, volleyball, track and field, as well as potentially expanding to other sports based on student interest and participation. Middle School Participation: - Extend athletic opportunities to Middle school students to foster early engagement and interest in sports. This may include modified versions of CIF sports or age-appropriate leagues and tournaments. Support for Athletic Programs: Financial Support: - Allocate budgetary resources to support athletic programs, including funding for equipment, uniforms, facility rentals, transportation, and competition fees. Coaching Staff: - Recruit and retain qualified coaching staff who are dedicated to the development of student athletes both on and off the field. Provide professional development opportunities for coaches to enhance their skills and coaching effectiveness. Facilities and Equipment: - Ensure that athletic facilities, fields, and equipment are well-maintained and safe for use by student athletes. Address any facility maintenance or improvement needs to support the quality of athletic programs. School Climate and Engagement: Promote School Spirit: - Organize pep rallies, spirit weeks, and other events to build enthusiasm and support for athletic teams among students, staff, parents, and the broader community. Parent and Community Engagement: - Encourage parent and community involvement in athletic events through attendance at games, volunteer opportunities, and fundraising efforts to support the athletic program.	\$70,000	Y
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		3. Student Connection: ○ Foster a sense of belonging and school pride among student athletes through team-building activities, leadership development programs, and recognition of athletic achievements. Evaluation and Improvement: • Assessment of Impact: Regularly assess the impact of athletic programs on school climate, student engagement, and overall well-being. Use feedback from stakeholders, including athletes, parents, coaches, and school staff, to make continuous improvements. • Integration with School Goals: Ensure that athletic programs align with PCA's broader goals for student success, including academic achievement, social-emotional development, and college and career readiness. By expanding and supporting extracurricular athletic programs at PCA, the school aims to create a positive and inclusive school environment where all students have opportunities to develop teamwork, leadership skills, and a healthy lifestyle. These programs not only contribute to physical fitness and skill development but also play a crucial role in enhancing school culture and fostering meaningful connections within the PCA community.		
4.5	Transportation Services.	PAL will continue to maintain student transportation services charter wide.	\$0 (budgeted in other actions)	Y
4.6	Charter wide Campus Safety/Security Staff.	To enhance campus safety and security for both staff and students across all PAL campuses, the following measures and strategies will be implemented: Campus Safety and Security Staff: 1. Deployment of Safety Personnel: ○ PAL will allocate resources to hire dedicated campus safety/security staff members who are trained in maintaining a secure environment. These staff members will be stationed strategically across all PAL campuses to oversee safety protocols and respond promptly to any safety concerns. 2. Roles and Responsibilities: ○ Safety/security staff will be responsible for monitoring campus grounds, entrances and exits, parking areas, and other key locations to ensure unauthorized individuals do not enter the premises.	\$223,578	Y

		○ They will enforce safety policies and procedures, including visitor check-ins, campus access controls, and emergency response protocols. Safety Measures and Procedures: 1. Emergency Response Planning: ○ Develop and regularly update comprehensive emergency response plans (ERPs) tailored to each campus. Conduct drills and training sessions for staff and students to prepare them for various emergency scenarios, including lockdowns, evacuations, and medical emergencies. 2. Surveillance and Monitoring: ○ Install and maintain surveillance cameras and monitoring systems throughout campus facilities to enhance visibility and deter potential security threats. Ensure proper functioning of these systems to capture incidents and provide evidence if needed. 3. Safety Audits and Assessments: ○ Conduct regular safety audits and assessments of campus facilities to identify potential hazards, vulnerabilities, or areas needing improvement. Address findings promptly to maintain a safe learning and working environment. Collaboration and Communication: 1. Collaboration with Law Enforcement: ○ Foster partnerships with local law enforcement agencies to coordinate responses to incidents and receive support for ongoing campus security initiatives. 2. Communication Protocols: ○ Establish clear communication channels and protocols for reporting safety concerns, incidents, or suspicious activities. Encourage students, staff, and parents to actively participate in promoting a safe campus environment by reporting any concerns promptly. Training and Professional Development: 1. Training for Safety Staff: ○ Provide ongoing training and professional development opportunities for campus safety/security staff to enhance their skills in crisis management, conflict resolution, first aid, and other relevant areas. 2. Safety Awareness Programs: ○ Implement safety awareness programs for students and staff to educate them about personal safety practices, recognizing potential threats, and responding appropriately in emergency situations.		
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		Evaluation and Continuous Improvement: • Regular Review and Feedback: Conduct regular evaluations and seek feedback from stakeholders, including staff, students, parents, and community members, to assess the effectiveness of campus safety measures. Use feedback and data to make informed decisions and continuously improve safety protocols. By implementing comprehensive campus safety and security measures, PCA will create a secure and supportive learning environment where staff and students feel safe, valued, and empowered to focus on academic and personal growth. These efforts are essential in fostering a positive school climate and ensuring the well-being of the entire PAL community.		
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Goal Analysis for 2025-2026

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

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

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

There were significant differences between Budgeted Expenditures and Estimated Actual Expenditures in several areas. Under Goal 4.1 (Attendance), a decline in student enrollment resulted in lower transportation costs than originally budgeted. For Goal 4.2 (Social-Emotional Supports), expenditures were approximately \$100,000 lower than planned because services were funded through other grant sources. Under Goal 4.3 (School Facility Conditions), expenditures increased by approximately \$100,000 due to additional facility-related needs. For Goal 4.5 (School Safety and Security), costs exceeded the budget due to increased expenditures for security personnel and safety resources.

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

The actions taken to date have proven to be effective in creating a safe and welcoming campus based on student, parent and staff satisfaction surveys.

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

There are no changes to the planned goal, metrics and outcomes for the coming year.

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

Goals and Actions

Goal # 5	Description	Type of Goal
5	Recruit and retain high quality staff for long term employment at PCA and provide the resources needed to support Latino and African American student academic achievement by participating in a career and college going culture.	Focus Goal

State Priorities addressed by this goal.

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Provisional Accelerated Learning Academy (PCA) developed this goal through analysis of student performance data, successful instructional practices, and feedback from educational partners, including teachers, administrators, parents, and community members. Data identified the need to strengthen instructional support and improve outcomes for students who enter PCA credit deficient, particularly Latino and African American students.

PCA recognizes that recruiting, developing, and retaining highly qualified staff is essential to improving student achievement, engagement, and college and career readiness. The school is committed to hiring and supporting educators who foster positive student relationships, maintain supportive classroom environments, and deliver rigorous, culturally responsive instruction aligned with high expectations for all students.

Professional development remains a key component of this goal. PCA continues to provide targeted training and instructional support to improve teaching effectiveness, student engagement, and equitable access to academic opportunities.

Through ongoing monitoring, stakeholder input, and data analysis, PCA will continue refining strategies and allocating resources that support student success and strengthen a college and career-going culture across the school community.

Measuring and Reporting Results

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2026–27
1	Percentage of teachers fully credentialed and appropriately assigned.	2023 Total Teaching Full-Time Equivalent (FTE) 15.61% Clear (% of teaching FTE) 46.5%	2024 60% of FTE teachers fully credentialed.	2025 57.4% teachers had a Clear designation	Total Teaching Full-Time Equivalent (FTE) 35.61% Clear (% of teaching FTE) 90%	30% 44.4%
2	Percentage of teachers who feel safe and connected to their school based on the LCAP Teacher Survey	85% staff satisfaction survey.	Goal maintained but still in progress based on December/January Staff survey		97% Staff Satisfaction Survey.	12%
3	Number of teachers who complete the School Induction Program.	80% of inductees completed program.	In progress.		100% participants complete induction program and are retained at PAL	20%

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4	Number of PD opportunities provided and teachers who participate in Professional Development.	2023 80% Participation in all Professional Development activities	2024 Goal maintained. In progress towards final goal of 97%		97% Participation in all Professional Development activities	17%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Fully credentialed and appropriately assigned teachers.	To effectively hire teachers based on a 1-25 student-to-teacher ratio and ensure all PCA teachers are fully credentialed and appropriately assigned, the following steps and strategies will be implemented: Hiring and Credentialing Process: Recruitment Strategy: - Develop a robust recruitment plan to attract qualified teachers who are committed to supporting the diverse needs of PCA students, particularly English Learners, Foster Youth, and Low-Income Students. - Utilize multiple recruitment channels, including online job boards, education networks, career fairs, and partnerships with local universities and teaching programs. Selection Criteria: - Establish clear criteria for selecting teachers based on their credentials, experience, cultural competency, and alignment with PCA's educational philosophy and goals.	\$769,965	N

		○ Prioritize candidates who have experience or training in differentiated instruction, English Language Development (ELD) strategies, special education, and/or teaching in diverse socio-economic backgrounds. 3. Credential Verification: ○ Ensure that all prospective teachers undergo rigorous credential verification processes to confirm they hold valid teaching credentials issued by the state education authority. ○ Verify that credentials match the subject areas and grade levels they will be assigned to teach, ensuring compliance with state regulations and PCA's educational standards. Staffing Ratios and Assignment: 1. Maintaining Small Class Ratios: ○ Allocate resources to maintain small class sizes, adhering to a 1-25 student-to-teacher ratio as feasible based on enrollment and available resources. ○ Monitor class sizes regularly and adjust staffing as needed to ensure optimal learning environments for English Learners, Foster Youth, and Low-Income Students. 2. Teacher Professional Development: ○ Provide ongoing professional development opportunities focused on effective instructional strategies, differentiation techniques, trauma-informed teaching practices, and culturally responsive pedagogy. ○ Support teachers in obtaining additional certifications or endorsements that enhance their ability to support diverse student populations effectively. Monitoring and Evaluation: 1. Regular Evaluation of Teacher Effectiveness: ○ Implement a comprehensive evaluation system to assess teacher performance based on student outcomes, classroom observations, and adherence to professional standards. ○ Provide constructive feedback and support to teachers to help them continuously improve their instructional practices and support for students. 2. Alignment with PCA Goals: ○ Ensure that teacher assignments align with PCA's educational goals and initiatives, including specific strategies to improve outcomes for English Learners, Foster Youth, and Low-Income Students. ○ Collaborate with instructional leaders and administrators to align teacher assignments with student needs and academic priorities identified in PCA's LCAP and other improvement plans.		
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		Support and Collaboration: Collaborative Teaching Practices: - Foster a collaborative culture among teachers, encouraging them to share best practices, collaborate on curriculum development, and support each other in meeting the needs of diverse learners. - Promote interdisciplinary collaboration and team-teaching approaches where applicable to enhance student engagement and learning outcomes. Parent and Community Engagement: - Involve parents/guardians and community stakeholders in the teacher hiring and evaluation processes, seeking their input on the qualities and skills they value in teachers who serve their children. - Maintain open lines of communication with families to ensure they are informed about teacher qualifications, classroom practices, and opportunities for parental involvement in supporting student learning. By adhering to these strategies, PCA aims to maintain high standards of teaching excellence, ensure equitable access to quality education for all students, and foster a supportive learning environment that promotes academic success and personal growth.		
5.2	Teacher connection and Technology Support Staff.	PCA teachers are responsible for creating the classroom environment to support our students. PCA 's goal is to support our teachers with a campus climate that in turn cultivates genuine, trusting, committed relationships between Administration and each teacher allowing for the transparency, safety and collaboration needed to accomplish the school's mission.	\$0 (Budgeted fully in other actions)	N

Action #	Title	Description	Total Funds	Contributing
5.3	Beginning Teacher Induction Program.	To effectively support new teachers through the Teacher Induction Program at PAL, the following strategies and components will be implemented: Components of the Teacher Induction Program: 1. Structured Mentoring Program: ○ Pair each new teacher with an experienced mentor teacher who provides guidance, support, and feedback throughout the induction period. ○ Mentors should be selected based on their experience, expertise in the subject area or grade level, and their commitment to supporting new teachers. 2. Orientation and Onboarding: ○ Conduct a comprehensive orientation program for new teachers to familiarize them with PAL's mission, vision, policies, curriculum, instructional practices, and resources. ○ Provide training on classroom management strategies, technology use, assessment practices, and other essential skills necessary for success in the classroom. 3. Professional Development: ○ Offer targeted professional development opportunities tailored to the needs of new teachers, focusing on areas such as differentiated instruction, English Language Development (ELD) strategies, special education accommodations, and culturally responsive teaching practices. ○ Provide ongoing training sessions throughout the year to support continuous growth and improvement in teaching effectiveness. 4. Collaborative Learning Communities: ○ Facilitate regular meetings or workshops where new teachers can collaborate with colleagues, share best practices, discuss challenges, and receive support from peers and instructional leaders. ○ Encourage participation in PLCs (Professional Learning Communities) or subject/grade-level teams to foster collaboration and collective problem-solving. 5. Reflective Practice and Feedback: ○ Promote a culture of reflective practice among new teachers, encouraging them to analyze their teaching practices, assess student learning outcomes, and set goals for professional growth.	\$30,238	N

		○ Conduct regular observations and provide constructive feedback from mentors, instructional coaches, or administrators to support continuous improvement. 6. Support from Head of Schools Administrator: ○ Designate the Head of Schools Administrator or a designated instructional leader to oversee and coordinate the Teacher Induction Program. ○ Provide ongoing support, mentorship, and professional development specific to the needs of new teachers, addressing individual strengths and areas for growth. 7. Evaluation and Progress Monitoring: ○ Establish clear expectations and criteria for evaluating the progress of new teachers in meeting professional standards and student learning objectives. ○ Conduct regular assessments or checkpoints to monitor growth, adjust support strategies as needed, and celebrate successes. Program Implementation and Continuous Improvement: 1. Program Coordination: ○ Ensure seamless coordination between the Teacher Induction Program components, instructional leadership team, and administrative support to maintain program effectiveness. ○ Regularly review and refine program structures, resources, and support mechanisms based on feedback from new teachers, mentors, and program evaluations. 2. Alignment with PAL's Mission and Goals: ○ Align the Teacher Induction Program with PAL's mission, vision, and educational goals, emphasizing the importance of equity, student-centered learning, and fostering a positive school culture. ○ Integrate induction program outcomes with PAL's LCAP goals and improvement plans to ensure alignment with broader educational initiatives. 3. Community and Stakeholder Engagement: ○ Engage parents/guardians, community members, and educational stakeholders in supporting new teachers and understanding the importance of their role in student success. ○ Foster partnerships with local universities, educational organizations, and professional associations to enhance professional learning opportunities and resources for new teachers.	
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		By implementing a comprehensive Teacher Induction Program supported by the Head of Schools Administrator and aligned with PAL's educational priorities, PAL aims to empower new teachers, enhance instructional effectiveness, and ultimately improve student outcomes across the school community.		
5.4	Teacher /staff Professional Development.	Enhancing learning across all subjects for Low Income students, English Language Learners (ELL), and Foster Youth at PCA involves comprehensive professional development initiatives for both teachers and classified instructional support staff. Here are the detailed components of the professional development plan: Social Emotional Learning (SEL): • Objective: Enhance teachers' skills in social emotional learning to create a supportive and inclusive classroom environment. • Activities: ○ Training sessions focused on understanding SEL principles and practices. ○ Workshops on integrating SEL into daily classroom routines and curriculum. ○ Strategies for fostering positive relationships and emotional regulation among students. Instructional Leadership and Management: • Objective: Strengthen site administrators' instructional leadership and management skills to support effective educational programs. • Activities: ○ Leadership workshops addressing instructional leadership strategies. ○ Training on managing curriculum implementation and instructional support. ○ Techniques for fostering a collaborative and supportive school culture among staff. AVID Strategies: • Objective: Equip teachers with AVID strategies to support Low Income students in developing academic and college-readiness skills. • Activities: ○ Workshops on implementing AVID methodologies in various subject areas. ○ Training on using AVID resources to promote critical thinking and organization skills.	\$8,390	N

- Strategies for scaffolding instruction and supporting student inquiry.

English Language Development (ELD) Strategies:

- **Objective:** Provide teachers with effective strategies for supporting English Language Learners (ELL) in language proficiency and academic achievement.
- **Activities:**
 - Professional development sessions focused on ELD methodologies and best practices.
 - Techniques for differentiated instruction to meet the diverse needs of ELL students.
 - Integration of language development strategies into content-area instruction.

Intervention and Curriculum Use:

- **Objective:** Train staff on strategies for intervention and effective use of curriculum materials to meet the needs of diverse student populations.
- **Activities:**
 - Workshops on data-driven decision making for targeted interventions.
 - Training sessions on adapting curriculum to address learning gaps.
 - Strategies for utilizing assessment data to inform instructional planning.

Career Technical Education (CTE):

- **Objective:** Provide professional development on CTE resources and strategies to enhance educational outcomes aligned with career pathways.
- **Activities:**
 - Training workshops on integrating CTE into core subject areas.
 - Hands-on sessions for implementing project-based learning in CTE programs.
 - Collaboration opportunities with industry partners to enhance CTE pathways.

Content Standards and Common Core Implementation:

- **Objective:** Ensure staff alignment with state content standards and Common Core State Standards (CCSS) in instructional practices.
- **Activities:**
 - Professional development on understanding and implementing CCSS in curriculum and instruction.
 - Training sessions on aligning assessments with CCSS benchmarks.
 - Strategies for developing rigorous and coherent instructional units based on CCSS.

		Cultural Proficiency, Diversity, Equity, and Inclusion: • Objective: Enhance staff understanding of cultural proficiency, diversity, equity, and inclusion to create a supportive and respectful learning environment. • Activities: ○ Workshops on cultural competence and implicit bias awareness. ○ Training sessions on fostering inclusivity and addressing cultural diversity in curriculum and classroom practices. ○ Strategies for promoting equity in student access to resources and opportunities. Implementation Approach: • Structured Sessions: Offer structured sessions throughout the school year, including workshops, seminars, and ongoing professional learning communities (PLCs). • Needs Assessment: Conduct needs assessments periodically to tailor professional development offerings to staff needs and student outcomes. • Monitoring and Support: Provide ongoing coaching, feedback, and mentoring to ensure effective implementation of new strategies and continuous improvement. By focusing on these comprehensive professional development components, PCA aims to strengthen instructional practices, support diverse student populations, and foster an inclusive and equitable learning environment conducive to academic success for all students.		
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Goal Analysis for 2025-2026

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

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

There were no substantive differences in planned actions and goals. PCA was able to implement the planned actions for each of the goals.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures were primarily due to increased costs in Actions 5.1 and 5.3. Expenditures for Action 5.1 increased by approximately \$187,622 as a result of higher teacher salaries and benefits. For Actions 5.3, expenditures exceeded the budget by approximately \$20,000 due to an increase in the number of beginning teachers participating in the Teacher Induction Program.

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

The actions are being implemented and continue to help the school make progress towards this goal.

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

There are no current changes made to the planned goal, actions and outcomes.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,022,618	\$121,264

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.53 %	0.000%	\$0	33.533%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Enhanced Academic Support Services

1. Consideration of Needs:
- Foster Youth:

Recognizing that foster youth often face disruptions in their education and may enter PCA with academic gaps, enhanced academic support services are tailored to provide individualized interventions and counseling to foster youth. This includes targeted tutoring, mentoring programs, and academic planning to help them catch up and stay on track academically.

English Learners:

English learners at PCA require specialized support to improve language proficiency while mastering academic content. The action plan includes additional English language development resources, bilingual instructional materials, and professional development for teachers to effectively support language acquisition alongside content learning.

Low-Income Students:

Many low-income students at PCA start with credit deficiencies and may lack resources outside of school that impact their academic performance. Enhanced academic support services encompass after-school tutoring, access to technology for homework, and partnerships with community organizations to provide supplementary educational resources.
2. Effectiveness in Meeting Goals:
- Improving Academic Achievement:

By addressing the specific needs of foster youth, English learners, and low-income students through enhanced academic support services, PCA aims to improve their overall academic performance. This includes increasing proficiency in core subjects such as ELA and Math, as measured by assessments like CAASPP.

- **Closing Achievement Gaps:** The targeted interventions and individualized support offered through these services are effective in closing achievement gaps that exist between these student groups and their peers. By providing equitable access to resources and support, PCA enhances educational opportunities for all students.
- **Increasing Credit Attainment:** The ultimate goal of these actions is to increase credit attainment rates among low-income students, English learners, and foster youth. This supports PCA's broader objective of improving graduation rates and ensuring that all students are prepared for post-secondary education

Family Engagement Initiatives

1. Consideration of Needs:

- **Foster Youth:** Family engagement initiatives recognize the importance of stable and supportive family environments for foster youth. PCA provides targeted outreach and resources to foster families, including workshops on educational advocacy, access to social services, and fostering a positive home-school connection.
- **English Learners:** Engaging families of English learners is crucial for supporting language development and academic success. In 2025-2026 PCA will continue to offer bilingual parent workshops along with current translated communications, and opportunities for parents to participate in their child's language acquisition journey and academic progress.
- **Low-Income Students:** Many low-income families face barriers to active involvement in their child's education due to economic challenges. PCA ensures accessibility through flexible meeting times, transportation support for school events, and incentives to encourage parental participation in school activities and decision-making processes.

2. Effectiveness in Meeting Goals:

- **Enhancing Student Support:** Family engagement initiatives strengthen the support network around foster youth, English learners, and low-income students. By involving families in their child's educational journey, PCA fosters a collaborative approach that enhances student well-being and academic outcomes.
- **Improving School Culture:** Engaged families contribute to a positive school culture where students feel supported, valued, and motivated to succeed. This inclusive environment promotes academic engagement and reduces dropout rates among vulnerable student populations.
- **Sustaining Long-Term Success:** Achieving ongoing collaboration between PCA and families ensures continuity in supporting students' educational and social-emotional needs. By building trust and rapport, PCA establishes a foundation for sustained academic growth and holistic development.

PCA's actions are grounded in a deep understanding of the unique challenges faced by foster youth, English learners, and low-income students. By prioritizing these student groups in program development and implementation, PCA aims to foster an equitable learning environment where all students can thrive academically and beyond.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Provisional Accelerated Learning Academy (PCA) is diligently increasing and improving services for foster youth, English learners, and low-income students through targeted initiatives and budget allocations. Here's a detailed description of how these efforts are being implemented:

1. **Utilization of Funding:**

- PCA is utilizing a combined funding amount of \$1,022,618 in supplemental and concentration funding specifically earmarked for the needs of students from low-income backgrounds, English learners, and foster youth. This funding is crucial for implementing targeted interventions and support services.

2. **Increased Services for Foster Youth:**

- **Direct Mental and Behavioral Health Services:** PCA is providing direct mental and behavioral health services to foster youth to address their unique emotional and psychological needs.
- **Increased Instructional Services and Resources:** Foster youth are receiving enhanced instructional services and supplemental resources tailored to their academic needs.
- **College and Career Readiness Activities:** PCA is offering additional activities and programs aimed at preparing foster youth for post-secondary education and career opportunities.
- **Additional Support Staff:** The school has increased support staff dedicated to foster youth, including counselors and a foster youth liaison, who monitor academic progress and connect students and guardians with necessary resources both within the school and the broader community.

3. **Increased Services for English Learners:**

- **Expanded Professional Development:** PCA is expanding professional development opportunities to equip all teachers with the skills and understanding needed to support English learners effectively. This includes strategies for integrating language skills with content learning.
- **Additional Support Staff:** The school continues to hire additional support staff specifically for the English Learner (ELL) department, ensuring that these students receive targeted academic and language support.

4. **Increased Services for Low-Income Students:**

- **Academic Interventions:** PCA is implementing targeted academic interventions in subjects such as math, reading, and language arts to support low-income students in mastering essential skills.
- **Social-Emotional Support:** The school is addressing the social and emotional needs of low-income students through dedicated programs and services.
- **College and Career Readiness:** PCA is expanding activities that enhance college and career readiness among low-income students, providing them with opportunities to explore future educational and professional pathways.
- **Community-Based Programs:** The school is expanding community-based programs aimed at supporting families in overcoming barriers related to student attendance and performance.

5. Compliance and Budget Allocations:

- PCA's actions and services, as outlined in the LCAP (Local Control and Accountability Plan), are developed to meet the required proportionality percentage for the 2026-2027 school year. This ensures that resources are allocated in accordance with the needs of each student group, as mandated by funding regulations.

By focusing resources and efforts on these specific student populations, PCA aims to mitigate barriers to academic success and foster a supportive learning environment that promotes equitable opportunities for all students, regardless of their socio-economic or language background. These targeted interventions are essential in enhancing student outcomes and ensuring that every student has access to the necessary support to thrive academically and socially.

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.

Provisional Accelerated Learning Academy (PCA) has developed a plan to effectively utilize the additional concentration grant add-on funding to enhance direct services for students, particularly those from high concentrations of foster youth, English learners, and low-income backgrounds. Here's an outline of how PCA intends to allocate these resources:

1. Targeted Hiring of Key Staff:

- PCA continues to prioritize the hiring of credentialed teachers, support staff and paraprofessionals who will directly support English learners and low-income students within their core classes.
- Paraprofessionals play a crucial role in addressing achievement disparities by providing various forms of support, including homework assistance, in-class instructional support, translation services as needed, and conducting small group instruction.
- The goal is to ensure that students receive personalized attention and targeted interventions that cater to their specific academic needs.

2. Roles and Responsibilities:

- Paraprofessionals work closely with classroom teachers to implement strategies that enhance learning outcomes for English learners and low-income students.
- They collaborate with teachers to facilitate differentiated instruction, monitor student progress, and provide feedback to both students and teachers.
- By supporting students directly in core classes, paraprofessionals help to improve academic engagement, comprehension, and mastery of subject content among targeted student groups.

3. Expansion of Services:

- PCA plans to continue utilizing the number of paraprofessionals /support staff/experienced teachers hired based on the identified needs of foster youth, English learners, and low-income students.
- This expansion ensures that more students benefit from additional academic support and interventions, thereby promoting equity and addressing achievement gaps.

4. Alignment with LCAP Goals:

- The utilization of concentration grant add-on funding for hiring paraprofessionals aligns with PCA's LCAP goals of improving academic achievement and providing equitable educational opportunities for all students.
- These efforts contribute to PCA's commitment to meeting state educational standards and ensuring that students from diverse backgrounds receive the support they need to succeed academically.

By strategically deploying additional resources to hire credentialed teachers, support staff and paraprofessionals, PCA has strengthened its support infrastructure to create better educational outcomes for foster youth, English learners, and low-income students. This approach underscores PCA's dedication to fostering an inclusive and supportive learning environment where every student can thrive.

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	NA	11.95 to 1
Staff-to-student ratio of certificated staff providing direct services to students	NA	10.75 to 1

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,022,618	\$121,264

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.53 %	0%	\$0	33.533%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1 #s1,2,5,6	PD for Effective Instruction/BH supports English Learner Supports Curriculum Instructional Technology	Based on the assessment of identified needs for EL (English Learner), FY (Foster Youth), and LI (Low-Income) students, PCA is implementing LEA-wide actions to provide differentiated instruction, comprehensive services, and enrichment activities to meet academic needs effectively. Here's how PCA plans to support staff and students: Addressing Identified Needs Differentiated Instruction and Essential Standards Objective: Provide staff with instructional strategies tailored to diverse student needs, including EL, FY, and LI students. Approach: PCA will offer professional development to equip teachers with differentiated instructional strategies. This includes understanding and implementing essential performance standards aligned with state and district requirements. Rationale: Data analysis indicates that all student subgroups, particularly ELs, require targeted support to achieve academic standards. By focusing LEA-wide efforts, PCA aims to improve overall student outcomes across diverse populations. Supporting Literacy and Performance Standards	Pre and Post Diagnostic assessment rates and CAASPP testing scale scores, Dashboard, results, Teacher PD attendance, credit recovery rates, % of passing grades.

		○ Objective: Enhance literacy skills and proficiency among EL, FY, and LI students. ○ Approach: Implement comprehensive literacy programs and interventions. Provide ongoing support for staff to effectively implement performance standards in their instructional practices. ○ Rationale: EL, FY, and LI students often face barriers to academic achievement related to literacy and comprehension. By reinforcing literacy initiatives and ensuring staff are well-equipped with performance standards, PCA seeks to bridge these achievement gaps. LEA-Wide Implementation Strategy • Professional Development: Offer workshops, training sessions, and mentoring opportunities focused on differentiated instruction and performance standards. • Curriculum Alignment: Align curriculum frameworks with essential standards to ensure consistency and clarity in educational goals. • Data-Driven Decision Making: Continuously analyze student performance data to refine instructional strategies and interventions. • Community and Parental Engagement: Foster partnerships with families and the community to support student learning outside of school hours. Expected Outcomes • Improved Academic Achievement: By tailoring instruction to meet the needs of EL, FY, and LI students, PCA anticipates increased proficiency and academic success. • Enhanced Teacher Capacity: Empowering staff with effective instructional strategies and support to implement performance standards will strengthen overall teaching effectiveness. • Closing Achievement Gaps: Addressing disparities among student subgroups through targeted interventions and comprehensive services	
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		aims to narrow achievement gaps across PCA schools. Conclusion PCA's LEA-wide actions aim to provide equitable educational opportunities for all students, particularly EL, FY, and LI populations. By focusing on differentiated instruction, essential standards development, and literacy support, PCA is committed to fostering a supportive learning environment where every student can thrive academically. Ongoing assessment and refinement of these actions will be crucial to achieving sustained improvement in student outcomes.	
2 # 2	College and Career Student events. Need: Motivate students to participate in career pathways to incentivize learning and prepare students for postsecondary options.	Based on the assessment of identified needs for EL (English Learner), FY (Foster Youth), and LI (Low-Income) students, PCA recognizes the importance of providing enriching experiences beyond their communities to support their educational journey. Here's how PCA plans to address this need through targeted actions: Action Plan 1. Access to CTE Career Pathways ○ Objective: Provide EL, FY, and LI students with access to Career Technical Education (CTE) pathways. ○ Approach: PCA will expand CTE programs that offer hands-on learning opportunities aligned with career pathways. This includes enhancing curriculum and resources to support student success in CTE fields. ○ Rationale: Many EL, FY, and LI students may not have exposure to diverse career options. By offering CTE pathways, PCA aims to broaden students' career perspectives and enhance their readiness for future employment opportunities. 2. Support for Dual Enrollment Courses ○ Objective: Increase college readiness among EL, FY, and LI students through Dual Enrollment courses.	Number of pathways implemented, Student Enrollment in CTE Pathways, # of CTE completers, Dashboard Career and College Readiness metrics.

		○ Approach: PCA will provide support systems such as tutoring, academic advising, and financial assistance to facilitate participation in Dual Enrollment programs. ○ Rationale: Dual Enrollment courses allow high school students to earn college credits, fostering a smoother transition to higher education. This initiative aims to empower students who traditionally may not consider attending college. 3. Funding for Student Events and Study Trips ○ Objective: Provide EL, FY, and LI students with real-world experiences through funded student events and study trips. ○ Approach: Allocate resources to organize educational field trips, cultural experiences, and extracurricular activities that enhance students' learning outside the classroom. ○ Rationale: These experiences expose students to diverse cultures, industries, and academic opportunities, enriching their educational experience and broadening their perspectives. Implementation Strategy • Collaboration with Community Partners: Forge partnerships with local businesses, colleges, and community organizations to enhance CTE pathways and facilitate Dual Enrollment opportunities. • Resource Allocation: Allocate budgetary resources specifically earmarked for student events, study trips, and CTE program development. • Monitoring and Evaluation: Regularly assess the impact of these initiatives through student feedback, academic performance data, and college readiness indicators. Expected Outcomes • Increased College Readiness: EL, FY, and LI students will be better prepared for college through	
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		exposure to rigorous Dual Enrollment courses and career-focused CTE pathways. • Enhanced Career Preparedness: Participation in CTE pathways will equip students with practical skills and industry certifications, enhancing their employability. • Broadened Horizons: Real-world experiences through funded events and trips will enrich students' educational journey and foster a sense of exploration and ambition. Conclusion By implementing these targeted actions, PCA aims to bridge the gap for EL, FY, and LI students by providing them with equitable access to educational experiences that support their college and career readiness. Through proactive engagement and support, PCA strives to empower all students to achieve academic success and thrive beyond their educational communities. Regular assessment and adaptation of these initiatives will ensure ongoing improvement and alignment with student needs and aspirations.	
3 # 1	Annual Student and Parent Surveys. Need: PCA continues to struggle with increasing participation rates	Conducting activities with families and facilitating parent workshops are integral components of PCA's strategy to create a welcoming environment on campus and enhance parental engagement. Here's how PCA plans to implement these actions effectively: Action Plan 1. Conducting Activities with Families • Objective: Create a welcoming environment by organizing inclusive activities that involve families. • Approach: PCA will host events such as family nights, cultural celebrations, community gatherings, and educational workshops. • Rationale: These activities foster a sense of community, improve communication between home and school, and enhance overall family engagement in school life.	Survey participation metrics, Parent participation data at meetings and events, Parent participation in SAC and ELAC meetings.

		2. Facilitating Parent Workshops • Objective: Provide parents with knowledge, skills, and resources to support their children’s educational journey. • Approach: PCA will offer workshops on various topics such as understanding academic standards, navigating school systems, accessing community resources, and promoting student well-being. • Rationale: Empowering parents through workshops strengthens their ability to advocate for their children’s education and fosters collaboration with school staff. 3. Supporting Parent Volunteers • Objective: Provide support and resources to parent volunteers who contribute to school activities. • Approach: PCA will establish mechanisms for recruiting, training, and recognizing parent volunteers. This includes providing orientation sessions, offering ongoing support, and acknowledging volunteer efforts through awards or recognition programs. • Rationale: Engaged parent volunteers play a crucial role in enhancing school events, fostering a positive school culture, and supporting student success. Implementation Strategy • Communication and Outreach: Utilize diverse communication channels such as newsletters, social media, and the school website to inform families about upcoming activities, workshops, and volunteer opportunities. • Collaboration with Community Partners: Forge partnerships with local organizations, businesses, and community leaders to enrich workshop content and provide additional resources for families. • Feedback and Evaluation: Gather feedback from families and volunteers to assess the effectiveness of activities and workshops. Use this input to	
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		continuously improve and tailor future programming to meet the needs of the community. Expected Outcomes • Enhanced Family Engagement: Increased participation of families, including those of EL, FY, and LI students, in school activities and workshops, contributing to a more inclusive and supportive school environment. • Empowered Parents: Equipped with knowledge and skills from workshops, parents will better support their children's academic, emotional, and social development. • Stronger School Community: Building positive relationships between families and school staff will create a cohesive and supportive school community, benefiting all students. Conclusion PCA's commitment to conducting activities with families, facilitating informative workshops, and supporting parent volunteers demonstrates its dedication to fostering a welcoming and supportive school environment. By actively engaging families and empowering parents, PCA aims to strengthen the partnership between home and school, ultimately enhancing student success and overall school achievement. Regular assessment and adaptation of these initiatives will ensure they continue to meet the evolving needs of PCA's diverse community.	
4 # 1,4,5,6	Attendance and absenteeism Improvements Need: Maintain high attendance rates to improve individual student academic performance High school and Middle school athletics. Need: Enrichment activities to incentivize attendance and academic improvement Charter wide Campus Safety/Security Staff. Need: Maintain a safe and welcoming campus.	Here's how PCA plans to implement this initiative: Action Plan 1. Academic and Social-Emotional Support • Objective: Enhance the overall climate by supporting students academically and emotionally. • Approach: PCA will implement strategies such as: ○ Academic Support: Providing tutoring sessions, academic counseling, and interventions to help students succeed academically.	Dashboard indicators Attendance records Incident reports Student surveys Needs assessments Building safety assessments

		○ Social-Emotional Support: Offering counseling services, peer support groups, and social-emotional learning programs to address students' emotional well-being and interpersonal skills. • Rationale: By addressing both academic and social-emotional needs, PCA aims to create a supportive environment where students feel valued and motivated to succeed. 2. Mental Health Support • Objective: Ensure students have access to mental health resources and support. • Approach: PCA will: ○ Partner with mental health professionals and community organizations to provide counseling services, crisis intervention, and workshops on mental health awareness. ○ Train staff to recognize signs of distress and provide appropriate support to students. • Rationale: Promoting mental health awareness and providing timely support can improve attendance, engagement, and overall well-being among students. 3. Safe and Welcoming Environment • Objective: Maintain a safe, inclusive, and welcoming environment where all students feel comfortable and supported. • Approach: PCA will: ○ Implement proactive measures to prevent bullying, discrimination, and harassment. ○ Foster positive relationships among students and between students and staff through community-building activities and inclusive practices. • Rationale: A safe and welcoming environment is crucial for promoting attendance and engagement, as well as fostering a sense of belonging among students.	
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		Implementation Strategy • Resource Allocation: Allocate resources to hire qualified counselors, psychologists, and social workers to support students' mental health needs. • Collaboration with Stakeholders: Collaborate with parents, community organizations, and mental health professionals to ensure comprehensive support for students. • Professional Development: Provide ongoing training for staff on trauma-informed practices, social-emotional learning strategies, and mental health awareness. Expected Outcomes • Improved Student Attendance and Engagement: Providing academic and social-emotional support, along with mental health resources, is expected to improve student attendance and increase engagement in school activities. • Enhanced Well-Being: Students' emotional well-being and mental health are expected to improve, leading to better overall academic performance and behavior. • Positive School Climate: Creating a safe and welcoming environment will contribute to a positive school climate, where students feel supported and motivated to learn. Conclusion By focusing on creating a positive climate through comprehensive academic and social-emotional support, along with ensuring access to mental health resources in a safe environment, PCA aims to enhance student well-being and success. This proactive approach not only supports students' immediate needs but also contributes to long-term positive outcomes for the entire school community. Regular evaluation and adjustment of these strategies will ensure they continue to meet the evolving needs of PCA's diverse student population.	
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Limited Actions

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

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

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	(\$ 3,049,542)	(\$ 1,022,618)	33.533%	0.000%	33.533%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	(\$ 2,432,983)	(\$ 417,567)	(\$ 218,829)	(\$ 988,660)	(\$ 4,058,039.00)	(\$ 3,574,556)	(\$ 483,483)

[illegible]

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
(\$ 3,049,542)	(\$ 1,022,618)	33.533%	0.000%	33.533%	(\$ 1,333,212)	43.718%	87.437%	Total:	(\$ 1,333,212)
								LEA-wide Total:	(\$ 1,222,750)
								Limited Total:	(\$ 110,462)
								Schoolwide Total:	(\$ -)

[illegible]

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	(\$ 4,269,921.00)	(\$ 4,633,149.00)

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	Effective Instruction Supported by Integrated Academic and Social Emotional Support	Yes	(\$ 987,468)	(\$ 1,038,005)
1	2	English Learner Supports/Students with Disabilities Supports	Yes	(\$ 330,216)	(\$ 289,414)
1	3	Supplemental Programs and Services	No	(\$ 609,625)	(\$ 534,100)
1	4	College Readiness Supports	No	(\$ 196,866)	(\$ 250,987)
1	5	CA State Standards - Textbook / Curriculum License Adoption	Yes	(\$ 50,869)	(\$ 45,288)
1	6	Education/Instructional Technology	Yes	(\$ 46,188)	(\$ 54,729)
2	1	Middle School CTE	No	(\$ -)	(\$ -)
2	2	College and Career Student Events	Yes	(\$ 10,000)	(\$ 194)
2	3	Pathways Expansion	No	(\$ 250,000)	(\$ 272,103)
3	1	Annual Student and Parent Survey	Yes	(\$ 6,000)	(\$ -)
3	2	School and Community Programs to Support PCA Parents	No	(\$ -)	(\$ -)
3	3	Parent Engagement and Collaboration Through Advisory Groups and Communication Through Social Media	No	(\$ 63,000)	(\$ 85,180)
4	1	Attendance and Absenteeism Interventions	Yes	(\$ 56,764)	(\$ 22,864)
4	2	Social Emotional Activities to Support Engagement	No	(\$ 333,204)	(\$ 233,100)
4	3	School Facility Conditions	No	(\$ 320,500)	(\$ 438,723)
4	4	High School and Middle School Athletics	Yes	(\$ 60,000)	(\$ 77,000)

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
(\$ 1,023,624)	(\$ 1,326,013)	(\$ 1,037,380)	(\$ 288,633)	78.607%	35.483%	-43.12%

[illegible]

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
(\$ 2,923,596)	(\$ 1,023,624)	0.000%	35.012%	(\$ 1,037,380)	35.483%	70.966%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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 school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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).