LCFF Budget Overview for Parents

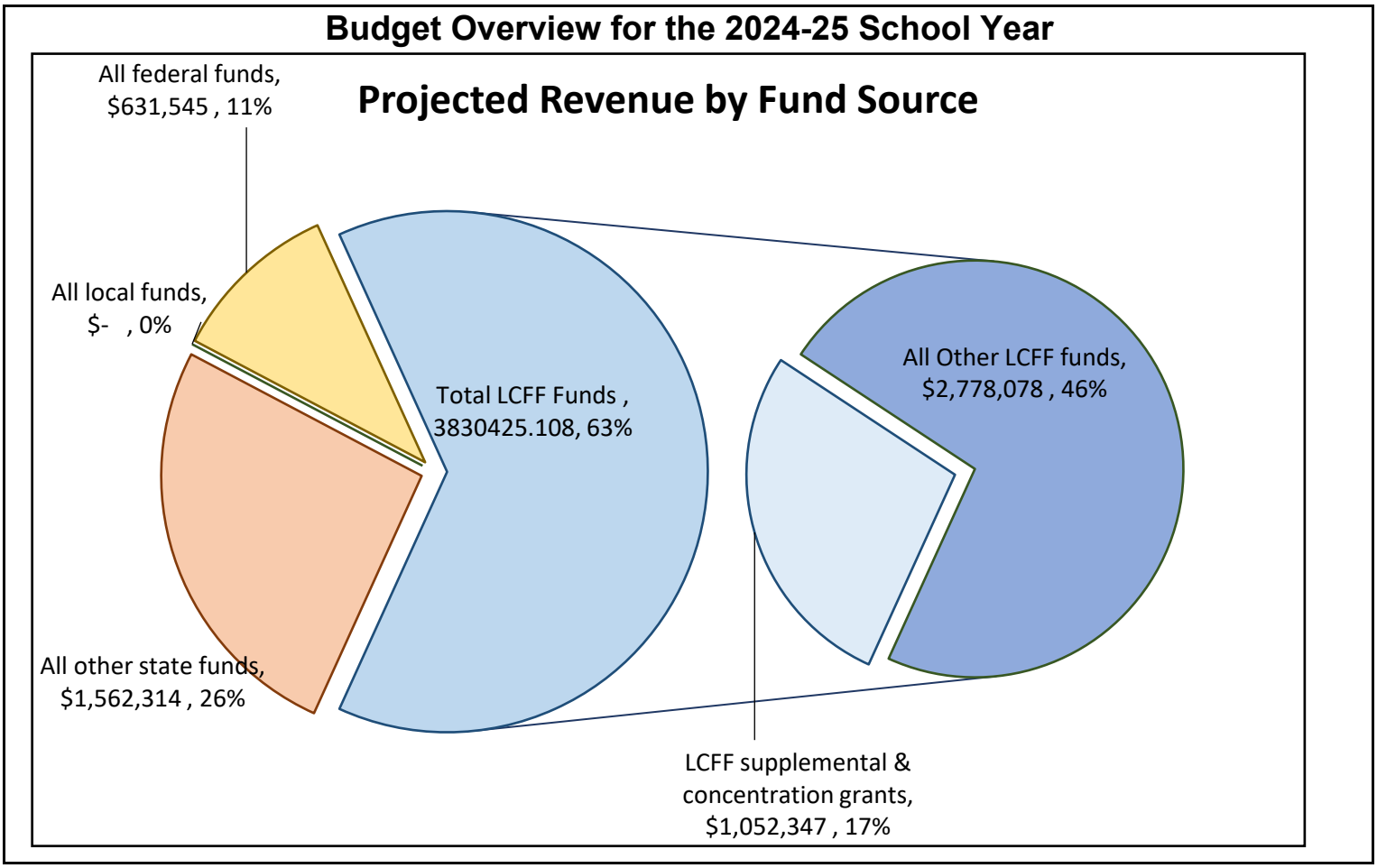
Local Educational Agency (LEA) Name: Los Angeles Leadership Primary Academy

CDS Code: 19 64733 0124818

School Year: 2024-25

LEA contact information: Arina Goldring- Ravin CEO/ Superintendent; agoldring@laleadership.org; 818-605

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).

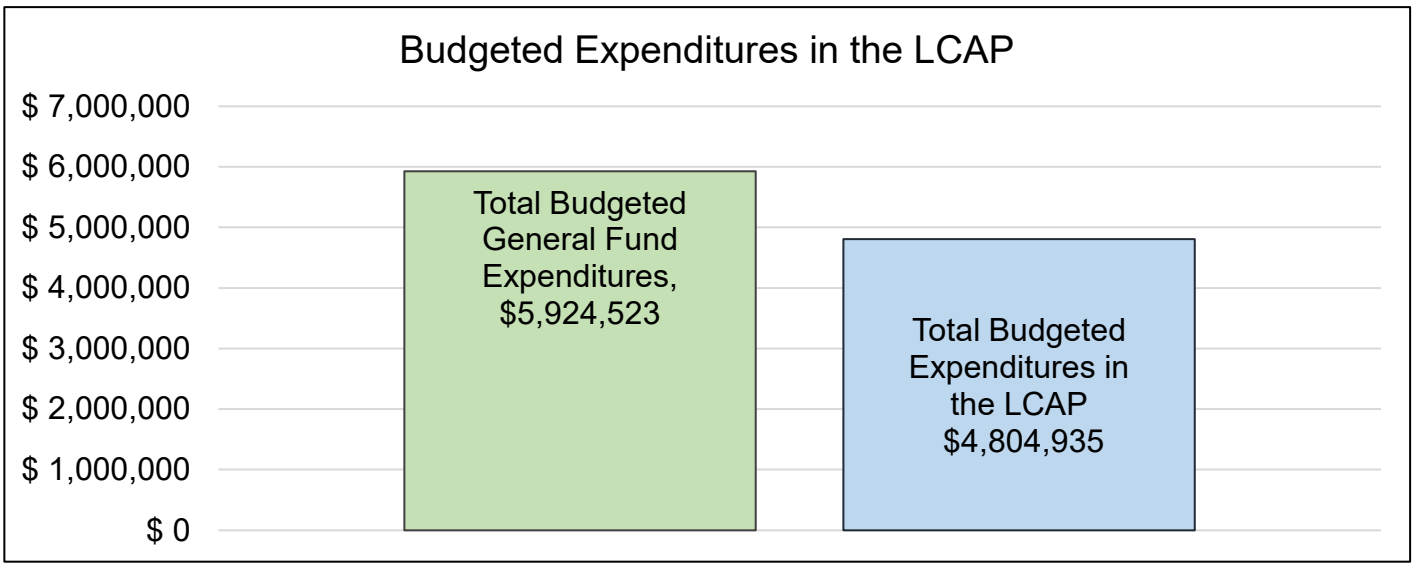


This chart shows the total general purpose revenue Los Angeles Leadership Primary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Leadership Primary Academy is $6,024,284.03, of which $3,830,425.11 is Local Control Funding Formula (LCFF), $1,562,314.29 is other state funds, $0.00 is local funds, and $631,544.64 is federal funds. Of the $3,830,425.11 in LCFF Funds, $1,052,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Angeles Leadership Primary Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles Leadership Primary Academy plans to spend $5,924,522.55 for the 2024-25 school year. Of that amount, $4,804,935.00 is tied to actions/services in the LCAP and $1,119,587.55 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

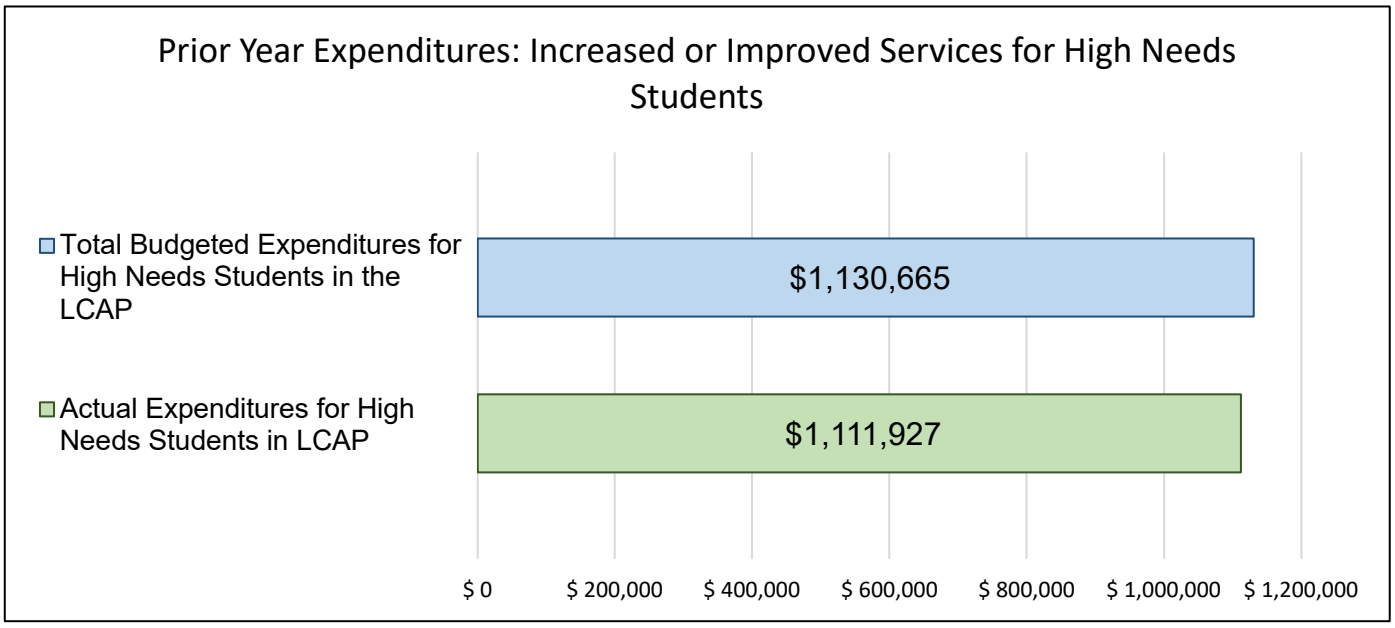
depreciation, district oversight fee, home office expenses (administrative salaries, non-instructional consulting fees, business services, legal fees)

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

In 2024-25, Los Angeles Leadership Primary Academy is projecting it will receive $1,052,347.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Leadership Primary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Leadership Primary Academy plans to spend $1 ,086,941 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Los Angeles Leadership Primary Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles Leadership Primary 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 2023-24, Los Angeles Leadership Primary Academy's LCAP budgeted $1,130,665.00 for planned actions to increase or improve services for high needs students. Los Angeles Leadership Primary Academy actually spent $1,111,927.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $18,738.00 had the following impact on Los Angeles Leadership Primary Academy's ability to increase or improve services for high needs students:

All services were provided to high needs students as planned. The difference is the result in variation in staffing costs this year.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Leadership Primary Academy	Arina Goldring- Ravin CEO/ Superintendent	agoldring@laleadership.org 818-605-6964

Goals and Actions

Goal 1

Goal #	Description
1	Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to state-adopted instructional materials for use at both school and home	100% Data Year: 2020-21 Source: SARC	100% Data Year: 2021-22 Source: SARC	100% Data Year: 2022-23 Source: SARC	100% Data Year 2023-24 Source: SARC	100% Data Year: 2023-24 Source: SARC

Grade level quarterly plans reflect implementation of curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards for Dual-language Program	Quarterly plans align to State adopted standards in English Data Year: 2020-21 Source: Local	Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2021-22 Source: Local	Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2022-23	Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2023-24	Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2023-24 Source: Local
% of students enrolled in a broad course of study including unduplicated students and students with disabilities	100% Data Year: 2020-21 Source: Local	100% Data Year: 2021-22 Source: Local	100% Data Year 2022-23	100% Data Year 2023-24 Source: Local	100% Data Year: 2023-24 Source: Local
CAASPP ELA Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups	All Students: 37.5% SED: 38.4% EL: 18.4% SWD: 22.2% Hispanic/Latino: 38.8% White: 15.4% Data Year: 2018-19 Data Source: Dataquest	All Students: 27% SED: 26.7% EL: 12.7% Hispanic/Latino: 26.8% Data Year: 2020-21 Data Source: Dataquest	All Students: 33.77% SED: 30.3% EL: 21.34% SWD: 28% Hispanic/Latino: 34% Data Year 2021-22 Data Source: Dataquest	All Students: 26% SED: 24% EL: 16% SWD: 19% Hispanic/Latino: 24% Data Year 2022-23 Data Source: Dataquest	All Students: 40% SED: 36% EL: 26% SWD: 34% Hispanic/Latino: 40% Data Year: 2022-23 Data Source: Dataquest

CAASPP Math Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups	All Students: 25% SED: 24% EL: 9.2% SWD: 11.1% Hispanic/Latino: 25.9% White: 7.7% Data Year: 2018-19 Data Source: Dataquest	All Students: 12.1% SED: 11.6% EL: 3.9% Hispanic/Latino: 12.3% Data Year: 2020-21 Data Source: Dataquest	All Students: 16.24% SED: 14.39% EL: 10.67% SWD: 28% Hispanic/Latino: 15.33% Data Year: 2021-22 Data Source: Dataquest	All Students: 24% SED: 21% EL: 18% SWD: 29% Hispanic/Latino: 23% Data Year 2022-23 Data Source: Dataquest	All Students: 23% SED: 21% EL: 17% SWD: 35% Hispanic/Latino: 22% Data Year: 2022-23 Data Source: CA Dataquest
CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups	All Students: -24.2 SED: -25.6 EL: -31 SWD: -37.8 Hispanic/Latino: -23.7 White: -54.8 Data Year: 2018-19 Data Source: CA Dashboard	All Students: -51.1 SED: -45.1 EL: -71.3 SWD: -62.3 Data Year: 2020-21 Source: Estimate from CAASPP file	All Students: -37.4 SED: -42.4 EL: -37.1 Hispanic/Latino: -38.1 Data Year: 2021-22 Data Source: CA Dashboard	All Students: -52.1 SED: -54.3 EL: -55.3 Hispanic/Latino: -55.6 Data Year: 2022-23 Data Source: CA Dashboard	All Students: -27 SED: -32 EL: -27 SWD: -33 Hispanic/Latino: -28 Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Math: Distance from Standard (DFS) for all students and all numerically significant subgroups	All Students: -43.2 SED: -44.8 EL: -52.4 SWD: -52.4 Hispanic/Latino: -43.8 White: -68.6 Data Year: 2018-19 Data Source: CA Dashboard	All Students: -92.4 SED: -82.6 EL: -100.6 SWD: -81.0 Data Year: 2020-21 Source: Estimate from CAASPP file	All Students: -65.7 SED: -70.9 EL: -67.7 Hispanic/Latino: -67 Data Year: 2021-22 Data Source: CA Dashboard	All Students: -57.6 SED: -57.1 EL: -55.6 Hispanic/Latino: -60 SWD -47.8 Data Year: 2022-23 Data Source: CA Dashboard	All Students: -56 SED: -61 EL: -58 SWD: -58 Hispanic/Latino: -57 Data Year: 2022-23 Data Source: CA Dashboard
NWEA MAP: % of students meeting growth targets in Reading and Math	40% Students Meeting Projected Fall to Spring Growth in Math 50% Students Meeting Projected Fall to Spring Growth in Reading Data Year: 2021-22 Data Source: NWEA MAP	N/A Added in 2022	33% students meeting projected Fall to Spring growth in Math 32% students meeting projected Fall to Spring growth in Reading Data Year: 2022-23 Data Source: NWEA MAP	Data not yet available at the time of LCAP publication	50% Data Year: 2023-24 Data Source: NWEA MAP
% of English Learners making progress on the ELPAC (ELPI)	44.2% Data Year: 2018-19	ELPI not calculated for 2021	56.9% Data Year: 2021-22	52.1% Data Year: 2022-23	55% Data Year: 2022-23

	Data Source: CA Dashboard	ELPAC Summative Level 3 or 4: 41.7% (Proficient: 5%) Data Year: 2020-21 Data Source: DataQuest Summative ELPAC	Data Source: CA Dashboard	Data Source: CA Dashboard	Data Source: CA Dashboard
English Learner Reclassification Rate	9.1% Data Year: 2019-20 Data Source: Dataquest	11.6% Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22	Data release delayed by the CDE Data Year: 2022-23	15% Data Year: 2022-23 Data Source: Dataquest
% of teachers properly credentialed and appropriately assigned	72.2% properly credentialed Data Year: 2021-22 Data Source: Local	N/A Added in 2022	90% properly credentialed 2 misassignments Data Year: 2020-21 Data Source: SARC	63% properly credentialed 7 misassignments Data Year 2021-22 Data Source: SARC	100% properly credentialed 0 misassigned Data Year: 2021-22 Data Source: SARC

Goal Analysis for 2023-24

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

In grades 3-8, the McGraw-Hill Reveal math curriculum has been adopted and implemented in all classrooms to better meet the needs of our students. The curriculum was designed to deepen conceptual understanding, promote a growth mindset, and create opportunities for student collaboration. The McGraw Hill Impacto Spanish language Social Science curriculum has been adopted for use in grades K-5.

Tutoring and intervention services are being provided to students as planned. The school has been able to resume in-person tutoring based on feedback from families and students. We have seen increased attendance and engagement with the return to in-person tutoring. Four tutors provide after-school tutoring either 2 or 4 times a week depending on student need. The Learning Center continues to provide reading intervention services to students during the school day with these same four tutors providing one-on-one tutoring under the direction of the reading intervention teacher. Small groups of students rotate through the Learning Center on 10-week cycles based on local assessment data.

Professional development has been very strategic this year guided by data analysis and specific topics for professional development based on the data. Workshops have been provided on topics such as supporting students with disabilities and English Language Learner supports.

At the start of the school year, the school had filled all teaching positions, but after the school year started one teacher resigned and that position was not able to be filled immediately. Finding highly qualified teachers continues to be an area of challenge.

English Learners are supported by a paraprofessional during their regular classes each day. After school, newcomers (students in the country for less than 18 months) in grades 3-5 participate in additional language development instruction with these same paraprofessionals who support them during the school day. Additionally, our newcomers have access to all curricular resources online in Spanish. This year we provided teacher professional development on the use of GLAD strategies to support English learners, instead of the SIOP model as planned.

This year, the school has provided additional support for students with special needs with the addition of Academic Support Providers who have more experience and education than traditional paraprofessionals. These individuals provide students with tutoring in their regular classes.

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 difference between Budgeted Expenditures and Estimated Actual Expenditures for Action 5 Professional Development was due to budgeting to provide professional development for the Universal PreKindergarten program, but it was not required.

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

The Curriculum and Instructional Materials action has been successful as evidenced by 100% of students with access to state-adopted instructional materials for use at both school and home. The Professional Development action has been successful as evidenced by quarterly plans for all grade levels reflecting 100% implementation of State adopted standards in all core subjects. The Technology and Digital Resources action has been successful as evidenced by the school being able to provide new devices to teachers and purchase enough devices so that students have access to them at home and during the after-school tutoring program.

The High-Quality Instruction action has been partially effective as it has been very difficult to hire qualified staff during the staffing shortage. The 2021-22 data shows that 63% of LALPA teachers were properly credentialed and assigned. However, the school's high-quality

instruction action in combination with Goal 2's Enrichment Activities action has ensured that 100% of students have access to a broad course of study.

The high-quality instruction, tutoring services, intervention, and academic progress monitoring demonstrated some effectiveness overall in 2022-23. These actions are proving effective for remediating learning loss in math with an improvement to 57.6 points below standard in 2023, compared with 65.7 points below standard the previous year (2021-22). This is a huge improvement from the 2020-21 (distance learning) school year where students scored on average 92.4 points below standard. LALPA students are on a trajectory to match their pre-pandemic average of 24.2 points below standard in 2023-24 in mathematics. LALPA students have received math-specific tutoring during the school day since the return to in-person instruction in 2021-22. The implementation of the tutoring program has shown effectiveness based on improvements in student grades, and we are pleased that the improvement in CAASPP achievement further confirms the effectiveness of this service. We also attribute the success in math achievement to the professional development work of the principal, teachers, and staff through their partnership with West Ed to improve math instruction.

These actions are not showing effectiveness with regard to English Language Arts achievement. CAASPP ELA data had improved with the return of students to in-person instruction in 2021-22 with students scoring 37.4 points on average below standard compared to 51.1 points below standard the previous year (2020-21). During the last school year 2022-23, CAASPP ELA achievement decreased with students scoring on average 52.1 points below standard.

The English Learner Support and Reclassification action has been effective with 52.1% of English learners progressing a level or maintaining at the highest level on the ELPAC in 2023.

The Special Education action is showing strong effectiveness with regard to mathematics achievement in 2023 based on CAASPP distance from standard -47.8 for Math, an improvement of more than 30 points from 2021. Most remarkably, this also represents an improvement from the pre-pandemic 2019 math distance from standard of -52.4.

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.

The metric "CA Science Test (CAST) % meeting/exceeding standards for all students and all numerically significant subgroups" has been added to ensure student progress in Science is monitored.

Action 1.3 has been renamed Student Supports and specific information added about the Learning Center's services and the use of adaptive technology to meet students' varied needs. These additional supports will result in increased student achievement in English and Math, especially for English Learners.

Action 1.5 Professional Development has been updated to provide more specific information about the professional development plans for the coming year based on School Site Council feedback that some teachers need support in developing effective teaching strategies.

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.

Goal 2

Goal #	Description
2	Work collaboratively with students, staff, families, and community to increase resources in order to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School social media and two-way communication outlets: -ParentSquare -Facebook -Instagram -ClassDojo	132 followers on Instagram 85% of families are connected to Class Dojo 90% of families connected to parent square 290 followers on Facebook	95% connected on ClassDojo, Parent Square 98%, 166 IG Followers, 62 FB followers Data Year: 2021-22 Source: Local	220 followers on Instagram 97% of families are connected to Class Dojo 98% of families connected to parent square 75 followers on Facebook Data Year: 2022-23	Data not yet available at the time of LCAP publication.	Increase followers and connected families by 5% each year from baseline Data Year: 2023-24 Source: Local
Parent Survey	40% maximum participation in parent surveys	51% Data Year: 2021-22 Source: Local	86% parent participation in home surveys Data Year: 2022-23	Data not yet available at the time of LCAP publication.	85% parent participation in home surveys Data Year: 2023-24 Source: Local

% Participation Teacher-Parent Conferences	80% Parent participation	90% Parent participation Data Year: 2021-22 Source: Local	90% Parent Participation Data Year: 2022-23	Data not yet available at the time of LCAP publication.	100% parent participation Data Year: 2023-24 Source: Local

Goal Analysis for 2023-24

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Los Angeles Leadership Primary Academy provides multiple opportunities to build partnerships with families and guardians. Due to parent feedback, most of the workshops this year have been provided during the Coffee with Principal. Sessions have been provided focused on health and wellness, college preparedness, as well as other topics. Additionally, each grade level hosts a workshop for parents. This year the workshops have focused primarily on literacy development.

LALPA has hosted our regular family event and added some additional offerings such as a Coffee with a Cop breakfast and a Literacy in Music family workshop in the fall.

Parents have been happy to be able to attend in-person events at school this year. Parents are also appreciative of the availability of hybrid options for attending IEP, DELAC, and SSC meetings. It is still challenging to get parent participation at on-campus events back to pre-pandemic levels. We have been experimenting with hosting events/meetings at different times of the day/week to see if that increases attendance, but so far have not found a solution that is consistently getting parents to campus.

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

There were no material differences between the estimated actuals and the budgeted expenditures.

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

The Parent and Community Outreach action was effective as evidenced by the positive feedback the school has received from families about the variety of events that have been hosted on-campus this year.

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.

There are no changes to the 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.

Goal 3

Goal #	Description
3	Ensure the school site has a safe, inclusive, and welcoming climate for all students and their families, so that all students are in their classes ready to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism for all students and all numerically significant subgroups	12.7%	All Students: 15.7% EL: 14.7% SED: 15.7% SWD: 20.5% Hispanic/Latinx: 15.7% Data Year: 2020-21 (distance learning) Data Source: DataQuest	All Students: 33% EL: 33.3% SED: 34.1% SWD: 40.4% Hispanic/Latino: 32.8% Data Year: 2021-22 Data Source: DataQuest Chronic Absenteeism	All Students: 42% EL: 44% SED: 42% SWD: 48% Hispanic/Latino: 42% Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism	20% chronic absenteeism Data Year: 2022-23 Data Source: DataQuest

Average Daily Attendance	95%	93.35% Data Year: 2020-21 Data Source: SIS Attendance Reports 89.26% Data Year: 2021-22 Data Source: P2 Report	89.8% Data Year: 2022-23 Data Source: P2 Report	91.83% Data Year: 2023-24 Data Source: P2 Report	Increase Average Daily attendance to 96.5% Data Year: 2023-24 Data Source: P2 Report
Suspension Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest	All students: 0.3% EL: 0% SED: 0.4% SWD: 0% Hispanic/Latino: 0.3% Data Year: 2021-22 Data Source: CA Dashboard	0% Data Year: 2022-23	<3% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22	0% Data Year: 2022-23	0% Data Year: 2022-23 Data Source: DataQuest
% of Parents and students that feel that the school is safe	N/A during pandemic	Student survey not administered in 2022	95% Data Year: 2022-23	Data not yet available at the time of LCAP publication.	90%

% of students that feel a sense of connectedness to the school	Met	Student survey not administered in 2022	91% Data Year: 2022-23	Data not yet available at the time of LCAP publication.	90%
Facilities in Good Repair?	Overall Good Data Year: 2021-22 Source: SARC	N/A (added in 2022)	Overall Good Data Year: 2022-23 Source: SARC	Overall Good Data Year: 2023-24 Source: SARC	Overall Good Data Year: 2023-24 Source: SARC

Goal Analysis for 2023-24

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

There has been a lot of success with PBIS implementation this year as evidenced by students showing strong motivation to earn the available incentives, such as field trips and in-school activities. Teachers, staff, and students all provided input on classroom expectations and everyone understands the common expectations that are in place. The PBIS Coordinator has participated in PBIS training through the Los Angeles County Office of Education. The anti-bullying initiative that has included schoolwide assemblies, classroom presentations, an Anti-bullying Week, and students signing an anti-bullying pledge, has been very effective at increasing the reporting of issues by students. Often the issues are the result of misunderstandings and we have the opportunity to mediate the issue before it becomes a bigger problem.

Uniform polos are provided to all new students who enroll at the school and all Foster and Homeless Youth receive free polos. Parents can also request up to 2 additional polos by completing a form and submitting it to the school. Laundry facilities are also available if a student needs clean clothes. Enrichment activities have been expanded with elementary students also now participating in Leadership activities and athletics. Athletics are offered through partnerships with The Boys and Girls Club and LA Parks and Recreation and each season there are at least two sports available for middle school students.

Due to the high need for mental health supports, we have added additional partners to support students with mental health needs. Didi Hirsh, VIP, PESA, and Row educational services all provide counseling services to our students. Additionally, our school counselor does regular SEL check-ins with individual students.

We were unable to staff the parent coordinator to provide attendance support this year. Instead, our office staff ensures attendance is correctly entered each day and an automated service calls parents to inform them of daily absences and also generates a letter to parents when their child is absent 3,6, or 9 times informing them of the number of absences and asking them to call the school to set up a meeting to determine how the school can best support the family in getting their child to school each day. The school has increased communication to parents about excused versus unexcused absences and the need to communicate with the school the reason for the absence. This has allowed the school to gather more information about the reasons for student absences so that appropriate interventions can be implemented. Attendance has continued to be a challenge this year, in part because the long, rainy season has made it more difficult for families to travel to school. The school has held meetings for students who were habitually absent at the beginning of the school year and the Dean has had additional meetings with parents of children who continued to be habitually absent after the SARC meetings.

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

There were no material differences between the estimated actuals and the budgeted expenditures.

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

The safe and clean campus action was effective as evidenced by the facility meeting the good repair standard as indicated on the SARC and in monthly walkthroughs.

The PBIS, Enrichment activities, student uniforms, and mental health actions have been highly successful as evidenced by a very low 0.3% suspension rate and 0% expulsion rate in 2023. Additionally, the positive school culture is evident across the middle school campus now. Students are in their classrooms during class and classrooms are inviting environments. Students enjoy the additional classes like cooking, robotics, and the Spanish elective class. The same culture and language now extend from the elementary to the middle school and the continuous enrollment rate between campuses is high.

The Attendance Support and Nutrition program actions were not successful in 2022-23, as evidenced by lower-than-average daily attendance rates and the high rate of chronic absenteeism for all students and all numerically significant subgroups. Attendance has continued to be a challenge in 2023-24.

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.

The Attendance Support action has been updated based on the continued high rate of chronic absenteeism. The school has created a plan to address the high levels of chronic absenteeism that exist after returning to in-person instruction during the pandemic. The school will communicate the importance of regular attendance to families throughout the year. Students will be required to meet specific attendance thresholds in order to be able to participate in promotion/graduation activities. The school has implemented a Tiered system with attendance tracked every ten days to identify students quickly and intervene before they become chronically absent. Also, when the student

is absent 3,6, or 9 times, the Parents receive an attendance postcard with up-to-date attendance information and a request to contact the school for a meeting.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Leadership Primary Academy	Arina Goldring-Ravin Chief Executive Officer/ Superintendent	agoldring@laleadership.org 818-605-6964

Plan Summary 2024-25

General Information

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

Los Angeles Leadership Primary Academy (hereafter “LALPA”) is a small TK-5 dual immersion (Spanish/English) charter school located in Lincoln Heights, a community north of downtown Los Angeles. LALPA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Academy charter school, a 6-12 secondary school originally founded in 2002. LALPA opened in 2011 and serves approximately 302 students in TK-5. From our student population, 85% of students are socioeconomically disadvantaged, 51% are English Learners (EL), 13% are Students with Disabilities (SWD), 1% are Foster/Homeless Youth (F/HY), 96% are Hispanic/Latino, 1% are White, and 1% are Asian.

As part of LALPA’s vision, students participate in a dual language program, which promotes the development of bilingual and multicultural competencies for all students. The charter school’s environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment. LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program. Research notes that high-poverty, high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles drive many of the school’s programs including the data and assessment, advisory, and extracurricular programs as well as LALPA’s multi-tiered system of supports, the Student Assistance Program.

Across all grades, LALPA and LALA focus on engaging students through student-centered, constructivist problem-based learning approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators who demonstrate commitment to our values of social justice and leadership.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Los Angeles Leadership Primary Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School plans to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs. The plans included in the LCAP address these requirements by focusing on three broad goals. The Charter School completed a comprehensive needs assessment of the

entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies that will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the District English Learner Advisory Council (DELAC). The DELAC will meet at least four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Los Angeles Leadership Primary Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2023 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. LALPA did not have a numerically significant number of students enrolled in the grades that take the ELA and Math CAASPP assessments, so the Additional Targeted Support and Improvement designation was based only on the high chronic absence rate for Students with Disabilities during the 2023-24 school year. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

Based on our review of the 2023 CA Dashboard we are proud of our success in the following areas:

Overall achievement in **Mathematics** continues to be lower than desired, but we are proud of the continued growth of our students in Mathematics. Over the last 5 years, LALPA has made a significant investment in professional development and coaching around math instruction. The pandemic-related school closures resulted in a sharp decrease in math achievement, but over the past two school years, LALPA students have demonstrated growth on the CA Dashboard and local assessments. We will continue to emphasize teacher utilization of effective math instructional strategies to ensure students continue this progress.

Suspension Rate is at the Blue level with 0% of students suspended in 2022-23. We attribute this success to the strong Social Emotional Learning and Positive Behavior Interventions and Supports (PBIS) that were implemented when students returned to full in-person instruction. There has been a lot of success with PBIS implementation this year as evidenced by students showing strong motivation to earn the available incentives, such as field trips and in-school activities. We will continue these practices next year to ensure students receive the support they need.

English Learner Progress is at the medium status level with 52.1% of English learners making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2022-23 ELPAC. This is a 5% decrease from the previous year, resulting in the Orange level on the CA Dashboard, but still an overall success with so many English learners demonstrating progress. We attribute this success to the additional support we provide for all students with small class sizes and high-quality curriculum, as well as the additional support provided to English Learners through ELD instruction and paraprofessional support in the classroom. These supports will be continued next year.

Local Indicators were met in all areas.

Based on our review of the 2023 CA Dashboard, we have identified needs in the following areas:

English Language Arts achievement is an identified need with an overall Orange status on the CA Dashboard. Prior to the pandemic, LALPA students were making steady progress in ELA, and now that we are back to full in-person instruction and student absences level off, the school's actions to support ELA achievement will put students back on their previous growth trajectory. LALPA will continue to focus on monitoring the use of board-approved curriculum across grade levels, increasing teacher growth on performance levels of targeted indicators from the 5 Dimensions of Teaching and Learning Rubric for Instructional Growth, using rubrics and aligned school-wide strategies across disciplines, as well as providing small group tutoring for struggling students. The school has been able to resume in-person tutoring based on feedback from families and students. We have seen increased attendance and engagement with the return to in-person tutoring. Four tutors provide after-school tutoring either 2 or 4 times a week depending on student need. The Learning Center continues to provide reading intervention services to students during the school day with these same four tutors providing one-on-one tutoring under the direction of the reading intervention teacher. Small groups of students rotate through the Learning Center on 10-week cycles based on local assessment data. In addition, the use of adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations will continue to be a focus.

Chronic Absenteeism is an identified need with the CA Dashboard showing an overall red status with 42.1% of students being absent for 10% or more of the days they were enrolled at the school. The English Learner, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups were also all at the Red level on the CA Dashboard. We anticipated this high level of chronic absenteeism to improve as pandemic circumstances improved and students were not required to quarantine for close contact with COVID-19. Despite the improvement of COVID-19 circumstances, the school has not regained the pre-pandemic attendance rate due to a large number of other illnesses, such as RSV and influenza circulating in the community that kept students home from school in 2022-23. Attendance has continued to be a challenge this year, in part because the long, rainy season has made it more difficult for families to travel to school. The school planned to address chronic absenteeism in 2023-24 with the hiring of a new parent coordinator but was unable to staff the position. Instead, our office staff ensures attendance is correctly entered each day and an automated service calls parents to inform them of daily absences and also generates a letter to parents when their child is absent 3,6, or 9 times informing them of the number of absences and asking them to call the school to set up a meeting to determine how the school can best support the family in getting their child to school

each day. The school has increased communication with parents about excused versus unexcused absences and the need to communicate with the school the reason for the absence. This has allowed the school to gather more information about the reasons for student absences so that appropriate interventions can be implemented. The school has held meetings for students who were habitually absent at the beginning of the school year and the Dean has had additional meetings with parents of children who continued to be habitually absent after the meetings. These practices will continue next year.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Los Angeles Leadership Primary Academy is a single-school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents are the primary members of the School Site Council which meets monthly. On 11/30/23 the School Site Council reviewed the LCAP goals and actions. On 1/25/24 the School Site Council reviewed the same Mid-Year LCAP update that was presented to the LALPA governing board. On 4/25/24 the School Site Council reviewed/approved the 23-24 LCAP Annual Update and the 24-25 LCAP. Parents also provide feedback through participation in the DELAC, the Parent Teacher Council (PTC), and annual surveys.
Teachers, administrators, and other school personnel	Teachers, administrators and other school personnel participate as members of the School Site Council (see details above). Each of these groups also provides feedback at regular staff meetings and individual meetings with their supervisor/coach.
Students	A high school student is the current president of the School Site Council and several other high school students in each grade also attend the meetings regularly and provide feedback. See details of School Site Council LCAP engagement above. Students also provide feedback through the annual survey.

Insert or delete rows, as necessary.

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

Parents are very pleased with the high English learner reclassification rates and the additional supports that are being provided to English learners this year. Due to this positive feedback, the school will continue to provide increased English learner support through Action 1.8.

Parents also think that providing additional paraprofessional support in all math classes is helping students progress in Math and as a result, we will continue to provide that additional support and include the description in Action 1.3 Student Supports.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and the general population based on the California Dashboard.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Pupil Outcomes, Priority 7 Broad Course of Study, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS, and other California-adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they can complete the requirements necessary for acceptance to a college or university.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with access to state-adopted instructional materials for use at both school and home *Source: SARC*	100% Data Year: 2023-24			100%	N/A for 2024
1.2	% of teachers properly credentialed and appropriately assigned *Source: SARC*	63% properly credentialed 7 misassignments Data Year 2021-22			75%	N/A for 2024

1.3	Level of implementation of state-adopted content standards, including ELD standards *Source: CA Dashboard Local Ind*	Full Implementation Data Year: 2023-24			Full Implementation	N/A for 2024
1.4	CAASPP ELA: % met/exceeded standards for all students and all numerically significant subgroups *Source: Dataquest*	All Students: 26% SED: 24% EL: 16% SWD: 19% Hispanic/Latino: 24% Data Year 2022-23			Increase of 9 percentage points	N/A for 2024
1.5	CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -52.1 SED: -54.3 EL: -55.3 Hispanic/Latino: -55.6 Data Year: 2022-23			Increase of 15 points	N/A for 2024
1.6	CAASPP Math: % met/exceeded standards for all students and all numerically significant subgroups *Source: Dataquest*	All Students: 24% SED: 21% EL: 18% SWD: 29% Hispanic/Latino: 23% Data Year 2022-23			Increase of 9 percentage points	N/A for 2024

1.5	CAASPP Math: Distance from Standard (DFS) for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -57.6 SED: -57.1 EL: -55.6 Hispanic/Latino: -60 SWD -47.8 Data Year: 2022-23			Increase of 15 points	N/A for 2024
1.6	% of English Learners making progress on the ELPAC (ELPI) *Source: CA Dashboard*	52.1% Data Year: 2022-23			55%	N/A for 2024
1.7	English Learner Reclassification Rate *Source: Dataquest*	Data release delayed by CDE			>10%	N/A for 2024
1.9	CA Science Test (CAST) % meeting/exceeding standards for all students and all numerically significant subgroups *Source: Dataquest*	All: 14.28% SED: 14.28% EL: 11.54% Hispanic: 12.96%			Increase of 9 percentage points	N/A for 2024

1.10	% of students enrolled in a broad course of study including unduplicated students and students with exceptional needs *Source: Local*	100% Data Year: 2023-24			100%	N/A for 2024

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	Provide standards-aligned curriculum and instructional materials for all students for use at home and at school to promote dual language acquisition and content knowledge development.	$ 107,637	Yes
1.2	Tutoring Services	LALPA will provide students with additional tutoring to support growth on the state academic assessments. LALPA will also provide additional in-person tutoring services to students during the school day and after school.	$ 650,202	No
1.3	Student Supports	LALPA provides additional support to students during the school day with Learning Center teachers and paraprofessionals that support small group and individual instruction during the school day. LALPA also maintains small class sizes to ensure students receive the support needed for academic growth. - Student Assistance Program - Small class sizes averaging 21 students with small group instruction and individual support provided to students. (All with over 21 have TA) - Learning Center/ RTI program provides reading intervention services to students during the school day with these same four tutors providing one-on-one tutoring under the direction of the reading intervention teacher. Small groups of students rotate through the Learning Center on 10-week cycles based on local assessment data. - adaptive digital content and other resources provide differentiated instruction and intervention to students from significant subpopulations.	$ 406,806	Yes

1.4	Academic Progress Monitoring	LALPA will monitor the academic progress of significant subpopulations (including RFEPs) by providing additional staffing and assessment resources to do the following: - Implement internal benchmarks (STAR Literacy and NWEA) - Analyze student data from internal benchmarks and digital programs - Analyze data for tutoring program effectiveness - Review assessment data with teachers, students, and parents - Every 5 weeks Student Success Team meets with parents who aren't making adequate progress - Instructional faculty will participate in periodic school-wide, grade-level, and classroom data analysis to guide instruction	$ 26,934	Yes
1.5	Professional Development	LALPA will continue to engage teachers in professional learning with an emphasis on increasing capacity, familiarity, and expertise with supporting classroom discourse, and student-centered classroom environments that focus on equity. The school has partnered with WestEd to provide comprehensive research- and evidence-based professional development that will improve math instruction by providing teachers access to effective mathematics teaching practices such as orchestrating productive mathematics discussions and posing purposeful questions, and the Standards for Mathematical Practice as outlined in California's Common Core State Standards for Mathematics. Site Administrators and teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model to positively impact student achievement.	$ 98,834	Yes
1.6	Technology and Digital Resources	Maintain the technology and digital resources that will allow LALPA to differentiate instruction, develop students' 21st-century skills, and meet state standards.	$ 135,024	No
1.7	High-Quality Instruction	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff, and contracted services to support students with special needs.	$ 1,393,113	No

1.8	English Learner Support	LALPA provides students with a Spanish English dual immersion language acquisition program. LALPA provides intervention, designated and integrated ELD instruction, and similar academic support during the school day for English Learners. This will include (but not be limited to): - Continuation of an RTI Tier II pullout program for ELA - An in-class instructional aide to support English Learners - Monitor ELPAC summative assessments and review with teachers, parents, and students - Host annual reclassification ceremony for students meeting criteria - Professional Development for teachers on designated and integrated ELD strategies	$ 42,038	Yes
1.9	Special Education	LALPA will coordinate special education services by a director, caseload managers, instructional aides, and external service providers to provide all of the services required in each student's IEP.	$ 419,087	Yes

Goal 2

Goal #	Description	Type of Goal
2	Provide a safe and supportive schooling experience that attends to the social and emotional development of students and their growth as agents of social justice.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Research indicates that students' social and emotional well-being are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. Chronic absenteeism has been a growing concern and identified as a need within our school community. Being at school is the most important factor to drive student achievement so as an organization, LALPA must strive to increase its student attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Condition *Source: SARC*	Overall Good Data Year: 2023-24			Overall Good	N/A for 2024
2.2	Chronic Absence rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 42% EL: 44% SED: 42% SWD: 48% Hispanic/Latino: 42% Data Year: 2022-23			27%	N/A for 2024
2.3	Attendance Rate *Source: CALPADS P-2*	91.83% Data Year: 2023-24			95%	N/A for 2024
2.4	Suspension Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	0% Data Year: 2022-23			<3%	N/A for 2024
2.5	Expulsion Rate for all students and all numerically significant subgroups *Source: Dataquest*	0% Data Year: 2022-23			0%	N/A for 2024

2.6	% of students who respond positively to questions about school safety *Source: Survey*	Data not yet available at the time of LCAP publication			85%	N/A for 2024
2.7	% of parents who respond positively to questions about school safety *Source: Survey*	95% Data Year: 2022-23			85%	N/A for 2024
2.8	% of students that feel a sense of connectedness to the school *Source: Survey*	91% Data Year: 2022-23			85%	N/A for 2024

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe and Clean Campus	Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to): - leasing the school's campus - evaluating the school's comprehensive safety plan - conducting monthly safety drills - conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities - contract additional cleaning and disinfecting cleaning services - COVID Prevention Measures - Armed Security guards K-12 - Cameras at the front and back of both campuses	$ 600,618	No
2.2	PBIS	Refine LALPA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans - attend PBIS training provided by LACOE - establish and communicate school-wide expectations - a program of PBIS rewards and recognitions for meeting expectations - a program of school events and activities promoting school culture through the school's mandala and expectations - activities of the student leadership group - activities (like standards-aligned field trips) that build enthusiasm for learning	$ 241,673	Yes

2.3	Enrichment Activities	LALPA will provide enrichment opportunities for all students including but not limited to: - Schoolwide STEM program provided weekly for 15 weeks of robotics, coding, engineering - Student educational enrichment field trips - Weekly Music and Visual Arts Education Program - After School Program - Enrichment classes including cooking, robotics, legos, STEM (subject to change by vendor)	$ 240,876	Yes
2.4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	$ 332,562	No
2.5	Student Resources	Provide students and their families with uniforms, mental health supports, and community resources to address needs as they arise.	$ 1,500	Yes
2.6	Attendance Support	The school has created a plan to address the high levels of chronic absenteeism that exist after returning to in-person instruction during the pandemic. The school will communicate the importance of regular attendance to families throughout the year. Students will be required to meet specific attendance thresholds in order to be able to participate in promotion/graduation activities. The school has implemented a Tiered system with attendance tracked every ten days to identify students quickly and intervene before they become chronically absent. - Tier 1- Robocall home to Parent or Guardian when a student is absent (phone call, e-mail, or text in their primary language that the student is absent at 9:30 am daily) - Tier 2 - The attendance clerk will phone to inquire about the absences after 2 absences. - Tier 3- The Assistant Principal or Dean of Students will meet with parents and provide appropriate interventions after 5 absences. - Tier 4- The SART process will be followed and an attendance contract created after 8 absences Also, when the student is absent 3,6, or 9 times, the Parents receive an attendance postcard with up-to-date attendance information and a request to contact the school for a meeting.	$ 60,531	Yes

Goal 3

Goal #	Description	Type of Goal
3	Work collaboratively with students, staff, families, and the community to increase resources to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.	Broad

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

To achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of parents connected to family communication services	220 followers on Instagram 97% of families are connected to Class Dojo 98% of families connected to parent square 75 followers on Facebook Data Year: 2022-23			95%	N/A for 2024
3.2	% of parents participating in the parent survey *Source: Survey*	86% Data Year: 2022-23			70%	N/A for 2024
3.3	% of parents participating in school events *Source: Sign-in sheets*	90% Data Year: 2022-23			90%	N/A for 2024

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Events	Host family events that provide opportunities for families to come to campus and build community with the school and other LALPA families. Some events that we have held in the past and hope to be able to continue to host in the future include our Fall Festival, Winter Performance, Halloween Parade, Fiesta Night, as well as the traditional Back to School Night and Open House events.	$ 0	No
3.2	Family Workshops	Provide families with workshops about topics that will help them support their child's learning such as: - supporting their children in learning - learning in a dual language immersion program - developing a growth mindset - social-emotional learning; mental health - inclusivity; diversity - resources in the community Specific workshop topics vary each year depending on parent feedback.	$ 0	No
3.3	Family and Community Outreach	Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training, and information. This will include (but not be limited to): - use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) - conducting annual educational partner surveys - hosting regular educational partner meetings and forums (e.g. "Coffee with the Principal") - providing family services through community partners - hosting community service, outreach, and recruiting events - increasing ways families and educational partners can provide feedback - recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC)	$ 47,500	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,052,347	$ 128,094

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
38%	0%	$0	38%

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

1.1, 1.3, 1.4. 1.5, 1.9	In 2022-23 Socioeconomically disadvantaged students and English learners performed at the Orange level in ELA and the Yellow level in Math. Students in both subgroups need targeted instruction using standards-aligned instructional materials based on high-quality assessment data.	We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. We have planned for extensive professional development in support of our goals. This is coupled with a comprehensive assessment system that monitors student progress toward meeting grade-level standards and informs our comprehensive system of intervention. The intervention begins with smaller class sizes to ensure additional student support and expands to include instructional assistants providing small group instruction in the classroom and tutoring services. We also provide intervention services to students through the Learning Center with intervention teachers. We have also designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and can reclassify at high rates. We provide additional staffing and services to meet the needs of our students with disabilities, most of whom are either Low Income or English learners. The actions are provided on an LEA-wide basis as they benefit all students but are designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	1.5 CAASPP ELA: Distance from Standard (DFS) for EL and SED subgroups 1.7 CAASPP Math: Distance from Standard (DFS) for EL and SED subgroups
2.2, 2.3, 2.5, 2.6	In 2022-23, English Learners had a 44% chronic absence rate and Socioeconomically Disadvantaged students had a 42% chronic absence rate. Both groups of students benefit from a positive school campus that incentivizes attendance and good behavior while providing fun events and activities that encourage students to attend school. Both groups benefit from having laundry facilities, extra uniforms, and mental health supports available. Both groups of students benefit from additional communication to parents about attendance policies and outreach when the child is habitually absent.	The Positive Behavior Intervention Supports (PBIS) and Enrichment Activities actions provide additional staffing and resources to ensure students experience a positive school campus with fun events and activities that incentivize attendance. The Student Support action provides additional material resources to ensure students have clean uniforms to attend school in each day, as well as mental and physical health resources. The Attendance Support action provides additional staffing and attendance tracking resources to ensure parents receive communication about attendance. Positive Behavior Intervention Supports (PBIS), Enrichment Activities, Student Supports, and Attendance Support are provided on an LEA-wide basis as they benefit all students but are designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	2.2 Chronic Absence rate for EL and SED subgroups

3.3	In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	The Family and Community Outreach action provides increased staffing to support parents in the use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) to ensure parents receive information about school events. Also, the action ensures parents have opportunities to participate in family engagement events, family advisory councils, and surveys. Participation in decision-making will ensure that parent workshops are designed to meet the needs of Socioeconomically Disadvantaged and English learner families. The action is provided on an LEA-wide basis as it benefits all students but is designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	3.3 # of parents connected to family communication services

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
1.8	English Learner Progress is Orange on the 2023 CA Dashboard with 52.1% of English learners making progress or maintaining at the highest level on the ELPAC.	This action provides additional staffing to provide professional development to all teachers on designated and integrated ELD, as well as ELD standards implementation strategies. The action also provides additional staffing to provide designated ELD and intervention to support English language acquisition and growth toward proficiency in ELA standards.	1.6 % of English Learners making progress on the ELPAC (ELPI)

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.

Not applicable

Additional Concentration Grant Funding

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

LALPA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through Goal 1, Action 3 Intervention.

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

2024-25 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 %)
2024-25	$2,757,402	$ 1,052,347	38.164%	0.000%	38.164%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,080,672	$ 1,165,370	$ 135,024	$ 423,869	$ 4,804,935	$ 2,368,856	$ 2,435,079

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum and Instructional materials	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 107,637	$ 107,637	$ -	$ -	$ -	$ 107,637	0.000%
1	2	Tutoring Services	ALL	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 650,202	$ -	$ 650,202	$ -	$ -	$ 650,202	0.000%
1	3	Student Academic Supports	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 406,806	$ 0	$ 406,806	$ -	$ -	$ -	$ 406,806	0.000%
1	4	Academic Progress Monitoring	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 26,934	$ 26,934	$ -	$ -	$ -	$ 26,934	0.000%
1	5	Profesional Development	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 46,500	$ 52,334	$ 75,600	$ -	$ -	$ 23,234	$ 98,834	0.000%
1	6	Technology and Digital Resources	ALL	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 135,024	$ -	$ -	$ 135,024	$ -	$ 135,024	0.000%
1	7	High-Quality Instruction	ALL	No	LEA-wide	N/A	Elementary	Ongoing	$ 1,393,113	$ (0)	$ 1,393,113	$ -	$ -	$ -	$ 1,393,113	0.000%
1	8	English Learner Support and Reclassification	ALL	Yes	Limited	English Learners	Elementary	Ongoing	$ 42,038	$ (0)	$ 42,038	$ -	$ -	$ -	$ 42,038	0.000%
1	9	Special Education	SPED	Yes	LEA-wide	N/A	Elementary	Ongoing	$ 126,846	$ 292,241	$ 34,851	$ 316,163		$ 68,073	$ 419,087	0.000%
2	1	Safe and Clean Campus	ALL	No	LEA-wide	N/A	Elementary	Ongoing	$ -	$ 600,618	$ 600,618	$ -	$ -	$ -	$ 600,618	0.000%
2	2	PBIS Program	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 241,673	$ 0	$ 241,673	$ -	$ -	$ -	$ 241,673	0.000%
2	3	Enrichment Activities	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 23,265	$ 217,611	$ 41,871	$ 199,005	$ -	$ -	$ 240,876	0.000%
2	4	Nutrition Program	ALL	No	LEA-wide	N/A	Elementary	Ongoing	$ -	$ 332,562	$ -	$ -	$ -	$ 332,562	$ 332,562	0.000%
2	5	Student Resources	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
2	6	Attendance Support	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 42,115	$ 18,416	$ 60,531	$ -	$ -	$ -	$ 60,531	0.000%
3	1	Family Events	ALL	No	LEA-wide	N/A	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	2	Workshops	ALL	No	LEA-wide	N/A	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Family and Community Outreach	ALL	Yes	LEA-wide	All	Elementary	Ongoing	$ 46,500	$ -	$ 47,500	$ -	$ -	$ -	$ 47,500	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,757,402	$ 1,052,347	38.164%	0.000%	38.16%	$ 1,086,941	0.000%	39.42%	**Total:**	$ 1,086,941
								LEA-wide Total:	$ 1,044,903
								Limited Total:	$ 42,038
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum and Instructional materials	Yes	LEA-wide	All	Elementary	$ 107,637	0.000%
1	3	Student Academic Supports	Yes	LEA-wide	All	Elementary	$ 406,806	0.000%
1	4	Academic Progress Monitoring	Yes	LEA-wide	All	Elementary	$ 26,934	0.000%
1	5	Profesional Development	Yes	LEA-wide	All	Elementary	$ 75,600	0.000%
1	8	English Learner Support and Reclassification	Yes	Limited	English Learners	Elementary	$ 42,038	0.000%
1	9	Special Education	Yes	LEA-wide	N/A	Elementary	$ 34,851	0.000%
2	2	PBIS Program	Yes	LEA-wide	All	Elementary	$ 241,673	0.000%
2	3	Enrichment Activities	Yes	LEA-wide	All	Elementary	$ 41,871	0.000%
2	5	Student Resources	Yes	LEA-wide	All	Elementary	$ 1,500	0.000%
2	6	Attendance Support	Yes	LEA-wide	All	Elementary	$ 60,531	0.000%
3	3	Family and Community Outreach	Yes	LEA-wide	All	Elementary	$ 47,500	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,112,698	$ 5,080,982.00

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	Curriculum and Instructional materials	Yes	$ 39,000	$ 39,000
1	2	Tutoring Services	No	$ 653,634	$ 653,634
1	3	Intervention	Yes	$ 314,464	$ 314,464
1	4	Academic Progress Monitoring	Yes	$ 71,630	$ 71,630
1	5	Profesional Development	Yes	$ 48,734	$ 17,019
1	6	Technology and Digital Resources	Yes	$ 130,975	$ 130,975
1	7	High-Quality Instruction	No	$ 1,970,478	$ 1,970,478
1	8	English Learner Support and Reclassification	Yes	$ 46,037	$ 46,037
1	9	Special Education	Yes	$ 644,330	$ 644,330
2	1	Family Events	No	$ -	$ -
2	2	Workshops	No	$ -	$ -
2	3	Family and Community Outreach	Yes	$ 29,451	$ 29,451
3	1	Safe and Clean Campus	No	$ 627,261	$ 627,261
3	2	PBIS Program	Yes	$ 49,826	$ 49,826
3	3	Enrichment Activities	Yes	$ 56,500	$ 56,500
3	4	Nutrition Program	No	$ 359,099	$ 359,099
3	5	Student Uniforms	Yes	$ 1,500	$ 1,500
3	6	Mental Health	No	$ -	$ -
3	7	Attendance Support	Yes	$ 69,778	$ 69,778
				$ -	$ -

2023-24 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)
$ 995,394	$ 1,130,665	$ 1,111,927	$ 18,738	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Curriculum and Instructional materials	Yes	$ 39,000	$ 39,000.00	0.00%	0.00%
1	3	Intervention	Yes	$ 314,464	$ 314,464.00	0.00%	0.00%
1	4	Academic Progress Monitoring	Yes	$ 71,630	$ 71,630.00	0.00%	0.00%
1	5	Profesional Development	Yes	$ 35,757	$ 17,019.00	0.00%	0.00%
1	6	Technology and Digital Resources	Yes	$ 130,975	$ 130,975.00	0.00%	0.00%
1	8	English Learner Support and Reclassification	Yes	$ 24,896	$ 24,896.00	0.00%	0.00%
1	9	Special Education	Yes	$ 306,888	$ 306,888.00	0.00%	0.00%
2	3	Family and Community Outreach	Yes	$ 29,451	$ 29,451.00	0.00%	0.00%
3	2	PBIS Program	Yes	$ 49,826	$ 49,826.00	0.00%	0.00%
3	3	Enrichment Activities	Yes	$ 56,500	$ 56,500.00	0.00%	0.00%
3	5	Student Uniforms	Yes	$ 1,500	$ 1,500.00	0.00%	0.00%
3	7	Attendance Support	Yes	$ 69,778	$ 69,778.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,619,424	$ 995,394	0.00%	38.00%	$ 1,111,927	0.00%	42.45%	$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.

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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