Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2025-2026

General Information

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

El Sol Science and Arts Academy (El Sol) stands as a beacon of educational excellence, particularly renowned for its pioneering 90/10 dual immersion program in Santa Ana, California. Since its inception in 2001, El Sol has experienced remarkable growth, expanding from 110 students in kindergarten and 1st grade to a thriving community of over 1,000 students enrolled in preschool through 8th grade. Throughout this expansion, the school has maintained an unwavering commitment to outstanding instruction, innovative teaching methodologies, and exceptional student achievement. Serving a predominantly Latino community, with 56.4% of students qualifying for free and reduced lunch and 30% identified as English Language Learners (ELLs), El Sol has tailored its approach to meet the unique needs of its diverse student body.

El Sol's success is rooted in delivering a quality dual immersion program modeled after the fundamental guiding principles of dual language education. To realize its instructional vision, the school community rallies around four critical core values: biliteracy excellence, embracing learner diversity, critical thinking mastery, and community engagement. Through cultivating and nurturing advanced skills in both Spanish and English, students are empowered to navigate fluently across cultures. El Sol celebrates and responds to learner diversity, tailoring its approach to the needs of the students it serves and creating educational spaces that allow students to develop problem-solving and analytical abilities.

While these core values form the foundation of its instructional program, El Sol recognizes that true student success extends beyond the classroom. As a comprehensive community school, we understand that addressing the holistic needs of students and their families is crucial for creating an environment where learning can flourish. To this end, we have strategically forged partnerships with various organizations and institutions, including the UCI School of Nursing, Second Harvest, Unidos US, and other legal and social services support agencies. These collaborations form a network of resources to address health, nutrition, legal assistance, and overall social welfare, ensuring our students have the foundational support necessary for academic success and well-being. El Sol's commitment to student success extends beyond the traditional school day. El Sol Academy provides enrichment and support to over 350 students through the expanded learning program. This comprehensive after-school initiative ensures that our students receive continuous educational and developmental support, creating a seamless learning experience that bridges the gap between school and home. Students can also choose from various extracurriculars across disciplines, including music, creative writing, science, book clubs, dance, moot court, and sports.

Reflections: Annual Performance

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

El Sol fosters a culture of accountability, encouraging active participation from all partners, including students, teachers, administrators, parents, and the broader community. El Sol has consistently achieved outstanding results across all student demographics. The school prides itself on the dedication and hard work of its community. However, post-pandemic, the California Dashboard report continues to highlight the significant challenges faced by the school community in helping students get back on track. Despite these hurdles, the data underscores our unwavering commitment to improving outcomes, particularly for our most vulnerable populations, including English learners and students with disabilities. This focus on overcoming obstacles and enhancing student achievement highlights El Sol's resilience and determination to maintain excellence in education. An analysis of performance across state and local performance indicators, in addition to trimester content assessments, benchmarks, universal screeners, and progress monitoring metrics, shows a steady improvement in outcomes.

Overall Performance Trends

While gains were evident in English Language Arts, particularly for English Learners and students identified as socioeconomically disadvantaged, significant areas of concern remain among students with disabilities and long-term English learners. Addressing these persistent disparities, while continuing to strengthen overall student achievement, is essential to cultivating inclusive and supportive learning environments. Notably, chronic absenteeism rates have declined significantly (15.6% to 7.7%), almost mirroring pre-pandemic rates. Safeguarding attendance is a significant milestone in our goals towards improving academic outcomes.

Academic Performance

Overall, students demonstrated a 4.4-point increase in English Language Arts and a 7.1-point increase in mathematics state assessments. It is important to note that while the overall percentage of students who scored proficient or advanced remained steady at 47% and 40%, respectively, for English and Math, the percentage of students who jumped performance bands improved by an average of 5-7%, evidence that learning recovery is a gradual and possible process. Lastly, students continue to narrow the distance from standard measures, from 14.3 to 9.9 in English language arts and 29.1 to 22.0 in mathematics.

English Learner Progress

Since the COVID-19 pandemic in 2019, there has been a steady improvement in the percentage of students moving at least one performance band on the ELPAC, rising from 27.1% to 36.8%. Current English Learners are 105.4 points below the standard, maintaining their performance with a slight decrease of 1.6 points, across 121 classified students. Recently reclassified English Learners are performing well, scoring 13.6 points above the standard, with an improvement of 11 points, among 177 students. English-only students score 15.1 points below the standard but have shown progress with an increase of 8.8 points, involving 259 students. Most concerning, however, is the significant decline in performance of the 42 students identified as *Long-Term* English Learners, with an overall decrease of 47.7 performance points.

Students with Disabilities

Compared to overall state performance levels, students with disabilities at El Sol are demonstrating some progress. Although students with disabilities remained in the orange, or low-performance band, there was a 15.4 increase in points. Nevertheless, they remain at 104.5 points below standard. Actions and goals will reflect an intentional focus on supporting students in this subgroup.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Teachers, Instructional Assistants, and Leadership Staff	El Sol Academy used a comprehensive process to engage the teaching and learning staff, including site-based leadership, aimed at ensuring the inclusion and diverse perspectives and expertise of each partner. Staff members were actively involved through various channels, including surveys, focus groups, committee participation, and engagement in data analysis such as data dives throughout the school year. To allow participants enough time for thoughtful review and analysis, sessions were scheduled during times that were accessible and convenient for staff members, including release time and student-free days.
Families	El Sol Academy recognizes the immense value and contributions of its families. Including family engagement in this process was fundamental in the design of this year's LCAP. To ensure that all voices, perspectives, and aspirations were captured, we executed the following process: - Parent Surveys: Surveys were distributed using various platforms including Parent Square, newsletter, and in person during our family nights. - Parent Workshops: Participants of our on-site parent workshops had an opportunity to participate in targeted listening sessions where dialogue around school improvement efforts was facilitated. - Community meetings and PTO meetings: Participant feedback was documented around the efficacy of improvement initiatives and budget design. - Parent representatives: Parent representatives were invited via a committee quorum to ensure that all voices and perspectives not otherwise covered were included in the process.
Students	Student voice is crucial to this process, as they are the direct beneficiaries of any initiatives and strategies. El Sol Academy took the following actions to ensure that student voice was included. The following strategies were implemented: - Student surveys: The Dean of Culture and Climate worked closely with the teachers to find the most appropriate time to administer the Healthy Kids survey. - Student focus groups: Counselors, administrators, and teacher leaders took to facilitating student focus groups. Students were asked to provide feedback on programming and general school culture. These qualitative insights offered real-time data on the overall student experience. - Anonymous feedback channels via suggestion and comment boxes throughout campus - Classroom discussions: Administrators spoke with teachers to gain insights into the student experience from the classroom angle, offering valuable data points on how students perceived and experienced academic and SEL programming.

Insert or delete rows, as necessary.

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

Teachers, Instructional Assistants, and Leadership Staff

In partnership with the administrative leadership team, teachers and instructional assistants actively participated in the review and evaluation of goals and objectives for El Sol's 2025–2026 Local Control and Accountability Plan (LCAP). Through reflection sessions, data analysis, and stakeholder review sessions, the team collaboratively assessed progress toward current goals, identified areas for growth, and contributed recommendations to strengthen the alignment between instructional practices, student needs, and El Sol's broader mission of equity, biliteracy, and whole-child development. Educators highlighted the following as essential priorities for additional specialized training in serving students with disabilities, including the refinement of referral, evaluation, and intervention processes.

Families

Parent engagement is a critical component of student success. Through our recent surveys, we gathered valuable insights into how families perceive their involvement and support at our school:

- **57%** of parents feel welcome to participate in school activities.
- **67%** report being actively involved in school-related matters.
- **87%** believe that teachers are responsive to their child's social and emotional needs.
- **75%** agree that the school provides helpful advice and resources to support their child's social and emotional development.

These findings highlight areas of strength—especially in teacher responsiveness and resource support—as well as opportunities for improvement, particularly in making all families feel welcome and increasing overall parental involvement.

Students

El Sol's middle school students shared honest and varied reflections about their mental and emotional, daily life on campus and relationships with peers and others on campus. Many students expressed confidence and connection, the data also reveals areas where some students are still navigating uncertainty and emotional challenges.

Mental Health & Wellbeing:

26% *of students reported their current mental health as "Excellent"*

32% *rated it as "Very Good", and* ***23%*** *as "Good"*

14% *described their mental health as "Fair", while 4% said Not sure*

Daily Life & Resilience:

Over **75%** of students agreed or strongly agreed that they are handling daily life well.

Similarly, around **70%** expressed confidence in their ability to deal with unexpected events.

Some felt unsure on how to navigate, or needed assistance when time become tough

Peer Relationships:

85% of students reported that they get along well with others, with the majority selecting "Agree" or "Strongly Agree."

A small number of students expressed feeling disconnected or unsure about their social interactions.

These results suggest that most students are experiencing positive social relationships and a strong sense of resilience. However there is still room for improvement for student support and growth. We will continue to work closely to help students grow and build with ways to connect on a deeper level via strategies and supports These students may benefit from deeper social-emotional learning opportunities, peer connection strategies, and mental health supports. Student voice will remain central in shaping our approach to creating a campus climate where every student feels safe, heard, and supported.

Goals and Actions

Goal

Goal #	Academic Readiness – College and Career Readiness	Type of Goal
Goal 1	*All students will meet **grade-level** standards by demonstrating high levels of critical thinking and problem solving across content areas, allowing them to be productive and engaged citizens through college and career readiness at all levels of their academic journey.*	*Focus Goal*

State Priorities addressed by this goal.

(4) Student Achievement, (1) Basic Conditions for Learning

An explanation of why the LEA has developed this goal.

This goal was chosen to align with college and career readiness demands for an ever-changing world, promoting equity and access and fostering holistic development. Additionally, data from the school dashboard revealed performance gaps, further emphasizing the need to improve student outcomes. By prioritizing these skills, we aim to equip students with the tools they need to excel academically, engage in civic life, and positively impact their communities. More importantly, this goal will help us maintain focus and attention on developing strong foundational skills as a framework for more complex literacy and mathematical tasks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	*CAASPP English Summative Assessment Grades 3-8*	*By the end of the 2023-24 school year, **46.75%** of students met/exceeded standards, up from **44.84%** from the previous year.*	*By the end of the 2024-25 school year, **51.3 %** of students met/exceeded standard, up from **46.75** from the previous year*	*By the end of the 2025-26 school year*	*By the end of the 2026-27 school year, **55 %** of students will meet/exceed the standards.*	*[Insert current difference from baseline here]*
2	*CAASPP Math Summative Assessment Grades 3-8*	*By the end of the 2023-24 school year, **39.93%** of students met/exceeded standards up from **35.73%** the year prior.*	*By the end of the 2024-25 school year, **42.1** of students met/exceeded standard up from **39.9 %** the year prior.*	*By the end of the 2025-26 school year*	*By the end of the 2026-27 school year, **50 %** of students will meet/exceed standards.*	*[Insert current difference from baseline here]*
3	*mCLASS DIBELS 8 Foundational Literacy (3-5)*	*By the end of the 2023-24 school year, **65%** of students met/exceeded foundational literacy benchmarks*	*By the end of the 2024-25 school year, **58%** of students met/exceeded foundational literacy benchmarks*	*By the end of the 2025-26 school year*	*By the end of the 2026-27 school year, **75 %** of students will meet/exceeded foundational literacy benchmarks*	
4	*mCLASS Lectura Foundational Literacy (K-2)*	*By the end of the 2023-24 school year, **73%** of students met/exceeded foundational literacy benchmarks up from **67%** the year prior.*	*By the end of the 2024-25 school year, **77% of K-2** students met/exceeded foundational literacy benchmarks, up from **73%** the year prior.*	*By the end of the 2025-26 school year*	*By the end of the 2026-27 school year, **80%** of students will meet/exceeded foundational literacy benchmarks.*	

Insert or delete rows as necessary.

Goal Analysis for 2024-2025

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

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

Our implementation plan focused on key actions to enhance student outcomes, including professional learning, reallocation of intervention, enrichment supports toward critical grade levels and students, strategic high school planning, and intervention strategies. Initially, our plan outlined comprehensive professional learning opportunities for educators to enhance their instructional practices, with specific emphasis on fostering critical thinking and problem-solving skills across all subjects. We allocated resources strategically to support curriculum development, technology integration, and the procurement of instructional materials and assessments geared toward advancing academic achievement and college and career readiness.

While our planned actions aligned with our initial objectives, the implementation encountered several challenges and successes. The learning recovery phase is not over, requiring a heightened focus on identifying and addressing learning gaps through targeted interventions and differentiated instruction. This remains a moving target as achievement gaps are increasingly difficult to close. Despite these challenges, we celebrated small milestones, including gains in teacher confidence, professional learning opportunities, and increased student engagement. Through it all, there were no substantive differences between planned actions and actual implementation. We remain steadfast in our approach to meeting every student where they are and supporting their individual growth and milestones.

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.

Action 4: There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures, as a result of additional science-related field trips and materials.

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

The specific actions implemented thus far have demonstrated varying degrees of effectiveness in making progress toward our goal of ensuring that all students meet grade-level standards through high levels of critical thinking and problem-solving skills.

Professional Learning: *Investing in professional learning opportunities for educators has proven highly effective. Teachers have developed a deeper understanding of instructional strategies that foster critical thinking and problem-solving skills across content areas. This has translated into more engaging and rigorous instruction in the classroom, leading to improved student outcomes in foundational skills.*

Resource Allocation: *Strategic resource allocation has also contributed to progress toward our goal. By providing educators with the necessary tools and materials, such as updated curriculum resources and technology integration support, students have been better equipped to develop critical thinking skills and apply them to real-world problems. Resources are allocated using a more comprehensive process of articulation.*

High School Planning: *Efforts in high school planning have yielded positive results in aligning curriculum standards with graduation requirements. This has provided students with a clear pathway toward college and career readiness, ensuring they acquire the necessary skills and knowledge to succeed beyond high school. Students exiting 8th grade are leaving with a better understanding of things such as A-G requirements and course selection.*

Student Supports*: Expanded student support services have been instrumental in addressing the diverse needs of our student population. Targeted interventions, such as tutoring and counseling programs, have provided struggling students with the additional assistance they need to succeed academically and socio-emotionally.*

Intervention Strategies: *Intervention strategies aimed at addressing learning gaps have shown promise in supporting students who may be falling behind. Educators have identified and addressed specific areas of need through differentiated instruction and targeted support, leading to improved academic performance and overall progress toward our goal. Interventionists have worked closely with grade level teams to design shorter and more intentional intervention cycles.*

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.

We believe in our collective expertise around improvement strategies. Therefore, we have decided to remain committed to our original goals and metrics. However, our expectations around the rate at which we can achieve our targeted outcomes have been adjusted. Like many schools, we underestimated the extent of our students' learning gaps and other external compounding factors such as home environment and overall well-being.

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	Math and Literacy Intervention and Acceleration – Student Supports	● Continue to implement school-wide mathematics assessments to monitor student progress and make recommendations for acceleration and tiered supports. ● Train teachers on analyzing student work to adjust instructional planning and decision-making, specifically around identifying essential standards and strategic unit planning. ● Utilize assessments to ensure adequate tiered supports and intervention referrals and ensure that students are exiting from tiered supports as applicable. ● Work with curriculum directors and curriculum consultants to offer professional learning on bridging assessments with state assessments. ● Offer additional release time for math/language-focused lesson study ● Train support and intervention staff on aligned best practices to be used during support time as a way to strengthen the transfer of learning.	$1,022,048	Y
2	College and Career Planning	● Provide parents with resources and support identifying high schools that provide college preparatory courses. Offer parents additional resources, letters of recommendation, and support in understanding the application process for high schools that require it. Increase the number of school visits, virtual or in person. ● The Dean of Students will offer students and families individual high school planning sessions and work with neighboring high schools to increase access to high school counselors before the beginning of the new school year for improved class placements. ● Increase parent participation at high school visits to provide parents with opportunities to ascertain information about high school options. ● Increase access to the El Sol Alumni support network and strengthen connections beyond graduation to evaluate needs and pair resources as needed. ● Through partnerships with UCI and other local universities, increase both in and out-of-classroom opportunities for students to interact with university students to offer college-bound experiences	$147,386	Y

3	*Professional Learning*	● *Provide enhanced and differentiated opportunities for professional learning on strategies for integrating English Language Development across disciplines with increased opportunities for exposure to academic writing.* ● *Provide opportunities for administrators, teachers, and teacher leaders to attend conferences focused on research-based instructional practices for multilingual learners.* ● *Strengthen Professional Learning Communities (PLC) on campus by focusing on improved data visualization strategies around outcomes for English Learners.* ● *Work with on-site teacher trainers to offer new teachers training on the school-wide adopted GLAD instructional approach while offering a refresher to teachers who have been previously trained by offering release time.* ● *Expand resources for intervention services by purchasing supplemental (standards-aligned) resources for tiered support.*	*$83,326*	*N*
4	*Instructional Practices and Science Resources*	● *Monitor NGSS implementation and progress - review instructional objectives and create common assessments aligned with the state science assessment.* ● *Provide science leads additional professional learning opportunities to support content, best practices, and leadership development across TK – 8 science programming.* ● *Offer release time for elementary and middle school science teachers to create cross-grade NGSS standards-aligned units.* ● *Plan a schoolwide science fair providing students with opportunities to compete at the local, state, and national levels. Enlist university partners and community members in the evaluation process.* ● *Increase the number of science-based field trips across grades.*	*$268,334*	*Y*
5	*Data Visualization/Professional Learning Communities around Focused Improvement Strategy*	● *Provide administrators, teachers, and teacher leaders with training on specific data visualization software.* ● *Provide release time for teachers to participate in focused data dialogues with content and grade-level partners* ● *Provide teacher leaders with release time to plan, design, and implement trimester common assessments* ● *Provide site-based leadership with opportunities to work with consultants on redesigning the school's PLC process.*	*$8,102*	*N*

6	*Student Curriculum and Materials*	● *Purchasing yearly consumables and workbooks for students.* ● *Updating book sets and educational materials used to reflect up-to-date best practices.* ● *Subscribing and renewing educational software and online resources to support student learning.* ● *Purchasing and updating adaptive technologies and tools to support diverse learners.*	*$130,178*	*N*

Insert or delete rows, as necessary.

Goal

Goal #	Equitable Access	Type of Goal
Goal 2	*All students, including special education students, foster youth, and English learners, will have equitable access to high-quality curriculum and learning supports that are accessible both during the regular instructional day and beyond.*	*Broad Goal*

State Priorities addressed by this goal.

Conditions for Learning: (2) State Standards and (7) Course Access

An explanation of why the LEA has developed this goal.

Throughout our needs assessment process, we confronted the reality of evaluating curriculum adoptions encompassing math, language arts, and middle school social studies. While our confidence in the validity of these adoptions remained steadfast, we recognized the ongoing adaptation process undertaken by both educators and students. Acknowledging this dynamic, teachers naturally prioritized adherence to standards over curriculum components, a pragmatic approach during transitional phases. However, ensuring the seamless integration of our curriculum resources into our learning management system emerged as a significant challenge. As we continue to leverage technology in our educational approach, our focus remains steadfast on delivering high-quality curriculum and tailored intervention support to meet the needs of diverse learners. Through surveys conducted with teachers, it became evident that our commitment to delivering a comprehensive curriculum and targeted intervention support remained resolute, necessitating a reassessment of strategies to align with evolving educational landscapes. While anticipating a continued evolution of instructional methodologies, our overarching objective remains unchanged: to deliver uninterrupted high-quality curriculum and tailored intervention support to every student subgroup, reaffirming our dedication to academic excellence and equitable access while leveraging technology to enhance learning experiences.

Measuring and Reporting Results

Metric #	*Metric*	*Baseline*	*Year 1 Outcome*	*Year 2 Outcome*	*Target for Year 3 Outcome*	*Current Difference from Baseline*
1	*Maintenance and Sustainability of Designated and Integrated ELD Professional Learning Series*	*By the end of the 2023-24 school year, **50%** of staff attended at least one cycle of ELD professional learning.*	*By the end of the 2024-25 school year, **65%** of staff attended at least one cycle of ELD professional learning.*	*[Insert outcome here]*	*By the end of the 2026-27 school year, **75%** of staff will attend at least one cycle of ELD professional learning.*	*[Insert current difference from baseline here]*
2	*Engagement in Intervention and/or Extracurricular Activities across subgroups*	*By the end of the 2023-24 school year, at least **70%** of unduplicated pupils participated in at least one extracurricular activity.*	*By the end of the 2024-25 school year, at least **75%** of unduplicated pupils participated in at least one extracurricular activity*	*[Insert outcome here]*	*By the end of the 2026-27 school year, at least **80%** of unduplicated pupils will participate in at least one extracurricular activity*	*[Insert current difference from baseline here]*
3	*Expansion of UDL Professional Learning Series (Tiered Support and Training)*	*By the end of the 2023-24 school year, **40%** of staff received training in the UDL strategies.*	*By the end of the 2024-25 school year, **15%** of **new** staff received training in the UDL strategies.*	*[Insert outcome here]*	*By the end of the 2024-25 school year, **65%** of staff will receive training in the UDL strategies.*	*[Insert current difference from baseline here]*
4	*Professional Learning for Special Education Teachers and Support Staff on Best Practices and Monitoring of IEP goals – General Ed and SpED Integration*	*By the end of the 2023-24 school, **90%** of SpED teachers and support staff were trained in progress monitoring training in IEP goal setting and monitoring.*	*By the end of the 2024-25 school, **100%** of SpED teachers and support staff were trained in progress monitoring training in IEP goal setting and monitoring.*		*By the end of the 2024-25 school, **100%** of SpED teachers and support staff will be trained in progress monitoring training in IEP goal setting and monitoring.*	

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Our overall implementation strategy has been centered on the maintenance and sustainability of designated and integrated English Language Development (ELD) professional learning series, promoting engagement in intervention and extracurricular activities across subgroups, expanding the Universal Design for Learning (UDL) professional learning series, and providing targeted professional development for special education teachers and support staff.

Planned Actions vs. Actual Implementation:

(1) Designated and Integrated ELD Professional Learning Series: Planned actions included maintaining and sustaining professional learning opportunities focused on designated and integrated English Language Development. While the initial rollout of these sessions was successful, the actual implementation revealed a need for ongoing support and resources to ensure sustainability. Continuous evaluation and adjustment of the content and delivery methods were necessary to meet the evolving needs of educators.

(2) Engagement in Intervention and Extracurricular Activities: Initiatives to promote engagement in intervention and extracurricular activities across subgroups were largely successful. However, challenges arose in ensuring equitable access and participation for all student subgroups. Flexibility in scheduling and targeted outreach efforts were essential in overcoming these challenges and promoting inclusive participation.

(3) Expansion of UDL Professional Learning Series: Efforts to expand the UDL professional learning series were met with enthusiasm from educators. However, differences in readiness and familiarity with UDL principles among participants required a tiered approach to training and support. Tailoring the content and delivery methods to meet the diverse needs of educators proved to be instrumental in maximizing engagement and effectiveness.

(4) Professional Learning for Special Education Teachers: A priority was to provide targeted professional development for special education teachers and support staff on best practices and monitoring of Individualized Education Program (IEP) goals. While the initial implementation was successful, sustaining integration between general education and special education practices posed challenges. Ongoing collaboration and communication between educators were crucial in bridging this gap and promoting a unified approach to student support.

Challenges and Successes:

Overall, our implementation efforts have been met with both challenges and successes. Challenges included ensuring the sustainability of professional learning initiatives, promoting equitable access to intervention and extracurricular activities, addressing differences in readiness for UDL implementation, and fostering integration between general education and special education practices. However, we overcame these challenges through flexibility, collaboration, and targeted support and achieved notable successes in promoting professional growth and student support across all subgroups. As we progress, we remain committed to refining our implementation strategies based on lessons learned and stakeholder feedback. By prioritizing sustainability, equity, and collaboration, we are confident in our ability to build upon our successes and further enhance support for all students and educators.

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 Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Implementing the professional learning series focusing on designated and integrated English Language Development (ELD) has effectively enhanced educators' knowledge and instructional practices. Participants have reported increased confidence in supporting English Learners (ELs) and integrating ELD strategies into their lessons. Evidence of improved student outcomes, particularly among ELs, suggests that this initiative has successfully achieved our goal of ensuring language proficiency and academic success for all students.

Initiatives promoting engagement in intervention and extracurricular activities across student subgroups have yielded positive outcomes. Increased participation in these activities has improved academic performance, socio-emotional well-being, and overall student engagement. However, ongoing efforts are needed to ensure equitable access and participation for all student subgroups, particularly historically underrepresented or marginalized.

The expansion of the Universal Design for Learning (UDL) professional learning series has effectively equipped educators with the knowledge and skills needed to create inclusive and accessible learning environments. Participants have reported greater confidence in implementing UDL principles, resulting in more personalized and engaging instructional practices. Evidence of improved student engagement and academic achievement suggests that this initiative has successfully achieved our goal of meeting the diverse needs of all learners.

Targeted professional development for special education teachers and support staff on best practices and monitoring of Individualized Education Program (IEP) goals has effectively enhanced the quality of support and services provided to students with disabilities. Educators have reported increased competence in developing and monitoring IEP goals, improving outcomes for students with special needs. However, ongoing efforts are needed to ensure seamless integration between general and special education practices, particularly in implementing inclusive instructional strategies.

Overall, the specific actions implemented to date have been effective in making progress toward our goals of promoting equitable access to high-quality education and supporting the diverse needs of all learners. While there have been notable successes, ongoing evaluation and refinement of our strategies are essential to address any remaining challenges and ensure continuous improvement in achieving our objectives.

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.

Reflections on prior practice have prompted several changes to our planned goal, metrics, target outcomes, and actions for the coming year to enhance student support and educational outcomes further. While our overarching goal remains focused on student success and achievement, we have refined our approach to prioritize specific areas of improvement. This includes emphasizing social-emotional learning (SEL) to foster holistic student development and well-being. In response to reflections on prior practice, we have expanded our metrics to include more comprehensive measures of student success. This includes disaggregating data to offer student subgroups more strategic

support, enabling us to identify and address disparities in student outcomes effectively. Our target outcomes have been refined to align more closely with our revised goals and metrics. This includes setting specific targets for SEL competency development and academic achievement among all student subgroups, ensuring no student is left behind. Building on our continued investment in teacher capital and training, we are increasing collaboration among teachers to facilitate the implementation of evidence-based practices. This includes providing additional opportunities for peer-to-peer learning, lesson study groups, and cross-disciplinary collaboration to share best practices and support each other's professional growth.

Possible Changes for the Coming Year:

Given the growing recognition of the importance of social-emotional learning, we may further amplify our efforts in this area by implementing targeted SEL initiatives and integrating SEL competencies into the curriculum across all grade levels. We anticipate further refining our data disaggregation practices to provide more targeted and tailored support for student subgroups. This may involve implementing additional assessment tools or utilizing new data analysis techniques to identify areas for improvement more effectively. Recognizing the critical role of teachers in driving student success, we may explore additional opportunities for professional development and training, with a focus on equipping educators with the skills and knowledge needed to effectively support SEL and meet the diverse needs of all students Our reflections on prior practice have led to strategic changes in our approach to goal-setting, metrics, target outcomes, and actions for the coming year. By prioritizing social-emotional learning, enhancing data disaggregation practices, and increasing collaboration among teachers, we can further enhance student support and educational outcomes in the year ahead.

Strengthening Support for Students with Disabilities:

A key area of focus for the upcoming year is improving outcomes for students with disabilities. This includes deepening our partnership with the Special Education Local Plan Area (SELPA) to align services, compliance, and instructional practices. We also plan to strengthen vertical and horizontal articulation across and within grade levels to ensure a more coherent continuum of support for students with IEPs. These efforts aim to close achievement gaps, increase inclusive practices, and support all educators in delivering instruction that meets the individualized needs of students with disabilities. These enhancements reflect our ongoing commitment to equity and access for every learner.

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	Student Supports: Foster Care	• Enhance Access to a Comprehensive System of Services and Supports for Foster Youth: Broaden the scope of available services and supports tailored to the needs of foster youth, ensuring equitable access to opportunities. Monitor student participation in community events and assess the impact on academic performance to gauge effectiveness. • Facilitate Collaborative Network Meetings for Timely Identification and Support of Foster Youth: Engage in collaborative network meetings to facilitate the timely identification of students placed in foster care. These meetings serve as platforms to exchange information about available resources, services, and support for foster youth, fostering a coordinated approach to meeting their needs. • Provide Targeted Professional Development for Certificated and Support Staff: Offer certificated and support staff opportunities to participate in specialized training sessions and network meetings focused on effectively supporting foster care youth in the classroom. By equipping staff with the necessary knowledge and skills, we aim to enhance the academic and socio-emotional well-being of foster youth within our educational community.	$2,700	N

2	*Student Supports:* *Students with Special Needs*	● *Revamp the System of Services and Supports for Special Education Students: Overhaul the existing system of services and supports to guarantee that Special Education students have equitable access to essential resources and opportunities vital for their academic success.* ● *Enhance Collaboration Between Teachers and Special Education Personnel: Augment collaboration time between teachers and special education personnel, including the school psychologist. By fostering a cohesive team environment, we aim to better address the diverse needs of Special Education students and promote their holistic development.* ● *Facilitate Professional Learning Opportunities On/Off-Site: Provide teachers with opportunities to engage in off-site professional learning sessions focused specifically on supporting Special Education students. These sessions will equip educators with innovative strategies and best practices to effectively meet the unique needs of Special Education students in the classroom.* ● *Promote School-Wide Implementation of Universal Design for Learning (UDL) Best Practices: Roll out the adoption of Universal Design for Learning (UDL) best practices across all disciplines within the school. By embedding UDL principles into instructional approaches, we aim to create inclusive learning environments that accommodate the diverse needs and learning styles of all students, including those in Special Education programs.*	*$1,302,662*	*N*

3	*Professional Learning: Trauma-informed Practices and Training*	● *Facilitate Trauma-Informed Training for Dean of Students, Teachers, and School Counselor: Offer comprehensive trauma-informed best practices training opportunities for the Dean of Students, teachers, and the school counselor. Equipping key personnel with trauma-informed strategies will enhance their ability to support students who have experienced adversity.* ● *Allocate Release Time for Collaborative Curriculum Development: Increase opportunities for teachers to dedicate release time to collaboratively embed trauma-informed practices and Social-Emotional Learning (SEL) into their curriculum. This collaborative effort ensures a cohesive approach to addressing the needs of students affected by trauma and promoting SEL competencies.* ● *Provide Classified Staff with SEL Training: Offer both base-level and advanced training in SEL strategies for classified staff members. Empowering all staff members with SEL knowledge and skills fosters a supportive and nurturing environment conducive to the holistic well-being of students.* ● *Enhance Early Identification Procedures and Integrate Support Systems: Reevaluate and strengthen early identification procedures for students in need of mental health services. Integrate comprehensive systems of support within and beyond the classroom, including active involvement of the wellness team and family participation. By fostering a more coherent and collaborative approach, we ensure that students receive timely and appropriate support to address their mental health needs.*	*$9,500*	*N*

4	*High-Quality Teacher: Induction and Certification*	● *Enhance Professional Development with Job-Embedded Learning Opportunities: Increase training and opportunities for job-embedded professional learning, including regular professional learning walks, coaching cycles, and peer coaching sessions. These initiatives will provide educators with targeted support and opportunities for growth directly within their professional practice.* ● *Extend Teacher Mentorship Program with Minimum of 2 Additional Years: Implement an extended teacher mentor program that complements and extends beyond the existing 2-year state requirement for new teachers. This program will provide a minimum of 2 additional years of mentorship, ensuring ongoing support and guidance for novice educators as they continue to develop their teaching practice.* ● *Expand Participation in Professional Learning Communities for Teacher Leaders: Increase opportunities for teacher leaders to actively participate in Professional Learning Communities (PLCs). By leveraging the expertise of experienced educators, PLCs will foster collaboration, innovation, and the sharing of best practices to enhance instructional quality school-wide.* ● *Ensure Highly Qualified Teachers in Every Classroom: Ensure that every classroom is staffed with qualified and credentialed teachers who possess the necessary expertise and qualifications to deliver high-quality instruction. This commitment to excellence in teaching will promote positive student outcomes and academic achievement.* ● *Strengthen Partnerships with Local Universities and Credential Programs: Strengthen partnerships with local universities and credential programs to improve program articulation and capacity building for student teachers and interns. By enhancing collaboration with these institutions, we aim to provide enriching learning experiences and mentorship opportunities that prepare aspiring educators for successful careers in the classroom.*	*$5,568,609*	*Y*

5	*Arts and Music Staff Expenses*	● *Offer professional development opportunities for art and music staff* ● *Partner with local artists to enhance opportunities for community projects such as book publishing and art showcasing* ● *Supporting staff expenses for organizing school performances, exhibitions, and competitions* ● *Funding assistants to support specialized groups and large classes* ● *Funding release time for art and music teachers to develop and refine the curriculum* ● *Maintaining art and music tools in good condition, replenishing items and specialized materials as needed.* ● *Expand musical access and invest in middle school musical theatre, specialized arts and high school portfolio development*	*$102,688*	*N*
6	*Expanded Learning: Intervention and Enrichment*	● *Evaluate intervention programs by conducting a needs assessment to ensure all required services receive them and demonstrate measurable success. Purchase additional assessment tools where needed.* ● *Assess the effectiveness of tiered supports to ensure students exit at acceptable rates and reevaluate staffing assignments as needed.* ● *Broaden access to enrichment program options by offering additional clubs and community partners, including but not limited to book clubs, speech and debate, drama, robotics, dance, basketball, music, and art.* ● *Acquire additional research-based supplemental resources for tiered support. This process involves identifying the specific needs of the students, researching and selecting the most appropriate resources, and implementing them in the intervention programs. This strategy is aimed at enhancing the effectiveness of the tiered supports.* ● *Extend diagnostic assessments to include students in the expanded learning program.*	*$1,620,681*	*N*

Goal

Goal #	School Climate and Family Engagement	Type of Goal
Goal 3	*All students, staff, and parents will have a safe, welcoming, and accessible school environment that values difference and fosters learning.*	*Focus Goal*

State Priorities addressed by this goal.

Engagement: (3)Parental Involvement and (6) School Climate

An explanation of why the LEA has developed this goal.

Analysis of historical survey data reveals a consistent positive trend in perceptions of safety and inclusivity among students, staff, and parents within our school community. However, the ongoing trends in the needs of our community around wellness, attendance, and overall involvement remain apparent. The disruptive impact of post-COVID challenges underscores the critical need for ongoing support and resources for students, families, teachers, and administrators alike. El Sol Academy remains steadfast in its commitment to prioritizing wellness initiatives and fostering strong relationships among all stakeholders. By intentionally cultivating a supportive and nurturing environment, we aim to promote academic success and the holistic well-being of everyone within our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Surveys	By the end of the 2023-24 school year, 83% of students' factors such as climate, relationships, and attitudes toward school were reported as positive.	By the end of the 2024-25 school year, [TBD] of students' factors such as climate, relationships, and attitudes towards school were reported as positive.	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
2	Staff Surveys	By the end of the 2023-24 school year, 75% of staff reported a safe and positive working environment.	By the end of the 2024-25 school year, [TBD] of staff reported a safe and positive working environment.	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
3	Parent Surveys	By the end of the 2023-24 school year, 55% of parents reported that they feel welcome to participate in the school.	By the end of the 2024-25 school year, [TBD] of parents reported that they feel welcome to participate in the school.	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Our implementation strategy has been comprehensive, addressing the interconnected goals of promoting student and staff wellness, maintaining positive student discipline, and ensuring safe and clean facilities. While our planned actions closely aligned with these objectives, there were notable differences in the actual implementation process, shaped by various challenges and successes encountered along the way.

Our planned actions included implementing wellness initiatives such as mental health awareness campaigns, access to counseling services, and wellness workshops for both students and staff. Despite initial scheduling and resource allocation challenges, we successfully

implemented various wellness programs and initiatives. These efforts were bolstered by proactive engagement from students and staff, demonstrating a shared commitment to prioritizing mental health and well-being.

Planned actions in student discipline focused on implementing restorative practices, student support systems, and proactive interventions to address behavioral issues. While implementing restorative practices faced some initial resistance and logistical challenges, ongoing staff training and support helped overcome these obstacles. As a result, we observed a positive shift in the school culture, with reduced disciplinary incidents and improved student-staff relationships.

Planned actions included establishing regular cleaning schedules, providing adequate supplies and equipment, conducting routine inspections, and implementing reporting systems for maintenance issues. Despite logistical challenges and staffing, our custodial staff demonstrated commendable dedication and resourcefulness in maintaining safe and clean facilities. Ongoing communication and stakeholder collaboration ensured prompt resolution of maintenance issues, contributing to a safe and conducive learning environment.

As we reflect on our implementation efforts, we remain committed to ongoing evaluation and refinement of our strategies to address emerging challenges and build upon our successes. By fostering a culture of continuous improvement and collaboration, we are confident in our ability to sustain positive outcomes and further enhance the well-being and success of our school community.

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 Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Effectiveness of Specific Actions:

Student and Staff Wellness: Implementing wellness initiatives, including mental health awareness campaigns, counseling services, and wellness workshops, has been highly effective in promoting student and staff well-being. Surveys and feedback from stakeholders indicate increased awareness of mental health issues, improved access to support services, and enhanced coping skills among students and staff.

Student Discipline: Implementing restorative practices, student support systems, and proactive interventions has improved student discipline positively. Disciplinary incidents have decreased, and student behavior and engagement have seen a noticeable improvement. Feedback from staff indicates greater satisfaction with the effectiveness of restorative approaches in resolving conflicts and fostering a positive school culture.

Maintaining Safe and Clean Facilities: Specific actions aimed at maintaining safe and clean facilities, such as establishing regular cleaning schedules, providing adequate supplies, and implementing reporting systems, have effectively ensured a safe and conducive learning environment. Routine inspections have identified and addressed maintenance issues promptly, contributing to overall facility safety and cleanliness.

The specific actions implemented to date have been highly effective in making progress toward the goals of promoting student and staff wellness, improving student discipline, and maintaining safe and clean facilities. Positive outcomes include increased awareness of mental

health issues and improved student behavior. As we move forward, we remain committed to building upon our successes and addressing any remaining challenges to enhance student and staff well-being further, promote positive behavior, and maintain a safe and clean learning environment. By leveraging lessons learned and feedback received, we are confident in our ability to sustain positive outcomes and continue making progress toward our goals.

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.

Based on reflections on prior practice, we have made targeted changes to our planned goals, metrics, target outcomes, and actions for the coming year. Specifically, we have expanded our wellness initiatives to include comprehensive mental health support services, with proactive involvement and collaboration from the wellness team. Additionally, we are introducing new measures such as satisfaction surveys and focus groups to assess these programs' effectiveness better. In response to feedback and data analysis, we are refining our approach to restorative practices by providing additional training for staff and implementing a peer mediation program for students. To support all our students' social-emotional learning, we will implement a new socio-emotional curriculum this upcoming school year that will benefit all students in grades TK-8th grade. Our partnership with UCI and other agencies in the community will continue, allowing us to leverage resources and expertise to enhance student support. Furthermore, we are introducing case carriers to closely follow students' progress closely, ensuring personalized support and intervention. These changes aim to strengthen our support systems, promote positive behavior, and create a safer and more conducive learning environment for all members of our school community.

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	*Student Engagement and Wellness*	● *Expand Socio-Emotional Programming and Access: Strengthen and broaden socio-emotional programming to ensure equitable access for all students by fostering partnerships with mental health clinicians and community organizations. This collaborative effort will enhance the availability and effectiveness of socio-emotional supports tailored to the diverse needs of our student population.* ● *Enhance Targeted SEL Training: Intensify targeted Social-Emotional Learning (SEL) training initiatives for all students, with a focus on providing comprehensive and differentiated support for those identified as at-risk. By equipping students with essential SEL skills and strategies, we aim to promote resilience, well-being, and positive social-emotional development for every student.* ● *Integrate SEL Framework Across Key Settings. Implement a cohesive SEL framework across key settings including the classroom, home, and community. Through strategic training focused on self-awareness, self-management, relationship skills, and responsible decision-making, we aim to empower students with the tools and knowledge needed to navigate various social and emotional contexts successfully.*	*$1,112,640*	*N*
2	*Staff Engagement and Wellness*	● *Enhance Staff Engagement Monitoring: Implement a comprehensive approach to monitor staff engagement by increasing the frequency of surveys deployed to staff members. Additionally, provides more opportunities for staff to participate in focus groups aimed at gathering in-depth insights into their experiences and needs within the school community.* ● *Provide Regular Staff Check-Ins: In collaboration with the Director of Curriculum and Instruction and the Dean of Culture and Climate, conduct bi-weekly staff check-ins to foster open communication, address concerns, and provide ongoing support. Additionally, offer additional check-in sessions upon request to ensure that staff members feel supported and valued in their roles.*	*$397,081*	*N*

3	*Student Discipline*	● *Conduct Ongoing Analysis of Student Discipline Referrals: Continuously analyze student discipline referrals to assess the effectiveness of schoolwide restorative practices. This includes tracking the frequency, nature, and outcomes of referrals to identify trends and areas for improvement, ensuring that restorative practices are consistently implemented and yielding positive results.* ● *Establish Student-Teacher Advisory Groups for Targeted Populations: Introduce student-teacher advisory groups tailored to specific student populations to foster meaningful relationships and provide targeted support. These groups will offer a structured platform for students and teachers to engage in open dialogue, address individual needs, and collaboratively develop strategies for academic and personal growth.* ● *Provide Monthly Coaching Sessions on Restorative Practices: Offer all teachers monthly coaching sessions focused on restorative practices such as circles and morning meetings, particularly tailored for younger grades. These sessions will equip educators with practical strategies, resources, and guidance to effectively implement restorative approaches in their classrooms, promoting a positive and inclusive learning environment.* ● *Establish Student-Led Peer Support Group: Launch a student peer support group initiative, facilitated by the Dean of Culture in collaboration with the school's student council group. This group will provide a safe and supportive space for students to engage in peer-to-peer mentorship, share experiences, and offer mutual support in navigating challenges and promoting positive behavior and well-being.*	*$279,659*	*Y*

4	*Maintaining Safe and Clean Facilities*	● *Implement a regular cleaning schedule for all facilities, including classrooms, restrooms, common areas, and outdoor spaces, ensuring thorough sanitation and disinfection protocols are followed.* ● *Provide adequate cleaning supplies and personal protective equipment (PPE) for custodial staff to perform their duties safely and effectively.* ● *Conduct routine inspections of facilities to identify and address any maintenance issues, such as broken fixtures, leaks, or damaged equipment, promptly.* ● *Implement a system for reporting maintenance requests from staff and students, ensuring timely resolution of issues to maintain a safe and functional learning environment.* ● *Provide training for custodial staff on proper cleaning techniques, safety protocols, and the use of cleaning equipment and products to ensure compliance with health and safety standards.* ● *Collaborate with local health authorities and sanitation experts to stay updated on best practices and guidelines for maintaining safe and clean facilities, particularly during times of heightened health concerns such as outbreaks of contagious diseases.*	*$2,032,873*	*Y*

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,507,686	$64,486

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
14.32%	0%	$0	14.32%

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 school wide 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: Increase Intervention and Tutoring Support	Unduplicated students with identified academic gaps are performing below grade level in mathematics and English language arts. Compounding factors including but not limited to socio-economic challenges can make access to tutoring and after-school support challenging.	By offering strategic and consistent on-site intervention and tutoring support, the school ensures that students receive the necessary academic assistance to make gains. Providing these supports school-wide ensures that all students who need help have equitable access, addressing the broader needs of the unduplicated student population.	Diagnostic data, including STAR math and reading scores and DIBELS foundational literacy assessments, will be used to monitor progress and effectiveness.
2: Broaden Summer Bridge Program	Unduplicated students are at higher risk of learning loss during the summer, further contributing to existing math and literacy gaps.	Summer programs will offer targeted academic instruction and a variety of enrichment activities. Offered to provide continuity of learning it will help mitigate existing academic gaps. Offering this schoolwide will ensure that all groups have access to programming.	Summer bridge program enrollment by student subgroup. End-of-summer outcomes using locally determined assessments, rubrics, and surveys.
3: Socio-Emotional	Many unduplicated students are experiencing socio-emotional challenges that impact their overall well-being and academic performance. These students often lack appropriate coping skills and face difficult situations outside of school, which further hinders their ability to succeed academically.	Increase counseling services that provide mental health support and crisis intervention. These include the implementation of best practices via the adoption of a coherent and aligned schoolwide curriculum and attention to the CASEL standards. Maintain support offered by other mental health professionals (behavior aide, and coaches).	Track the number of referrals coming in via the school counselor. Monitor the number of students entering and exiting services, including frequency of services.

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

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.

To effectively utilize the additional concentration grant add-on funding, we will conduct a comprehensive needs assessment to ensure that the increased number of staff providing direct services is strategically aligned with the specific needs of our school's high concentration (above 55 percent) of foster youth, English learners, and low-income students. This assessment will involve collecting and analyzing data on academic performance, socio-emotional needs, attendance, behavior, and language proficiency, as well as engaging with stakeholders through focus groups, interviews, and advisory committees. By identifying gaps in current services, we will hire support staff, including but not limited to interventionists, instructional aides, and expanded learning staff, focusing on those with expertise in supporting these student groups, and providing targeted professional development. Enhanced academic and socio-emotional support services will be implemented, including expanded tutoring, intervention programs, and language development resources. Regular assessments, feedback mechanisms, and performance metrics will be used to monitor the effectiveness of the plan as necessary, ensuring a phased and collaborative approach that leverages community resources and sustains long-term support for our most vulnerable students.

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- ***Comprehensive Strategic Planning:*** *The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.*

- ***Meaningful Engagement of Educational Partners:*** *The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.*

- ***Accountability and Compliance:*** *The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:*

    - *Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).*

- *Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).*
    - ***NOTE:*** *As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.*
- *Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).*
- *Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).*

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- *Students*

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

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

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

- *For school districts, see Education Code Section 52062 (California Legislative Information);*
    - ***Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).*
- *For COEs, see Education Code Section 52068 (California Legislative Information); and*
- *For charter schools, see Education Code Section 47606.5 (California Legislative Information).*
- ***NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the Education Code sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.*

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- *A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.*

- *An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.*

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

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

- *A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.*

- *An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.*

- *For the purposes of this prompt, this may also include, but is not necessarily limited to:*

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

- *Analysis of challenges or successes in the implementation of actions*

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- *Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).*

- *This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.*

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

Broad Goal

Description

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

- *The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.*

- *The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.*

- *A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.*

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- *LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.*
- *The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.*
- *To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.*
- ***Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.*
    - *These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.*
- ***Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:*

- *The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or*
- *The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.*

Complete the table as follows:

Metric #

- *Enter the metric number.*

Metric

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

Baseline

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

- *Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.*

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- *Enter the action number.*

Title

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

Description

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

Total Funds

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

Contributing

- *Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.*
    - ***Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.*

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

Required Actions

- *LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:*
    - *Language acquisition programs, as defined in EC Section 306, provided to students, and*
    - *Professional development for teachers.*

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- ***LCAP Year**: Identify the applicable LCAP Year.*
- ***1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.*

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

- ***2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.*
- ***3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.*

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

- ***Total Percentage to Increase or Improve Services for the Coming School Year:*** *This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage.* ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- ***Goal #****: Enter the LCAP Goal number for the action.*

- ***Action #****: Enter the action's number as indicated in the LCAP Goal.*

- ***Action Title****: Provide a title of the action.*

- ***Student Group(s)****: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.*

- ***Contributing to Increased or Improved Services?:*** *Type "Yes" if the action* ***is*** *included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is* ***not*** *included as contributing to meeting the increased or improved services requirement.*

- *If "Yes" is entered into the Contributing column, then complete the following columns:*

    - ***Scope****: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.*

    - ***Unduplicated Student Group(s)****: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.*

    - ***Location****: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.*

- ***Time Span****: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."*

- ***Total Personnel****: Enter the total amount of personnel expenditures utilized to implement this action.*

- ***Total Non-Personnel****: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.*
- ***LCFF Funds****: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).*
    - ***Note:*** *For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.*
- ***Other State Funds****: Enter the total amount of Other State Funds utilized to implement this action, if any.*
    - ***Note:*** *Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.*
- ***Local Funds****: Enter the total amount of Local Funds utilized to implement this action, if any.*
- ***Federal Funds****: Enter the total amount of Federal Funds utilized to implement this action, if any.*
- ***Total Funds****: This amount is automatically calculated based on amounts entered in the previous four columns.*
- ***Planned Percentage of Improved Services****: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.*
    - *As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.*

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- ***9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.*

- ***10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.*

Calculations in the Action Tables

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

Contributing Actions Table

- ***4. Total Planned Contributing Expenditures (LCFF Funds)***
    - *This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.*
- ***5. Total Planned Percentage of Improved Services***
    - *This percentage is the total of the Planned Percentage of Improved Services column.*
- ***Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)***
    - *This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).*

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- ***6. Estimated Actual LCFF Supplemental and Concentration Grants***
    - *This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.*
- ***4. Total Planned Contributing Expenditures (LCFF Funds)***
    - *This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).*
- ***7. Total Estimated Actual Expenditures for Contributing Actions***
    - *This amoun*t 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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