LCFF Budget Overview for Parents

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

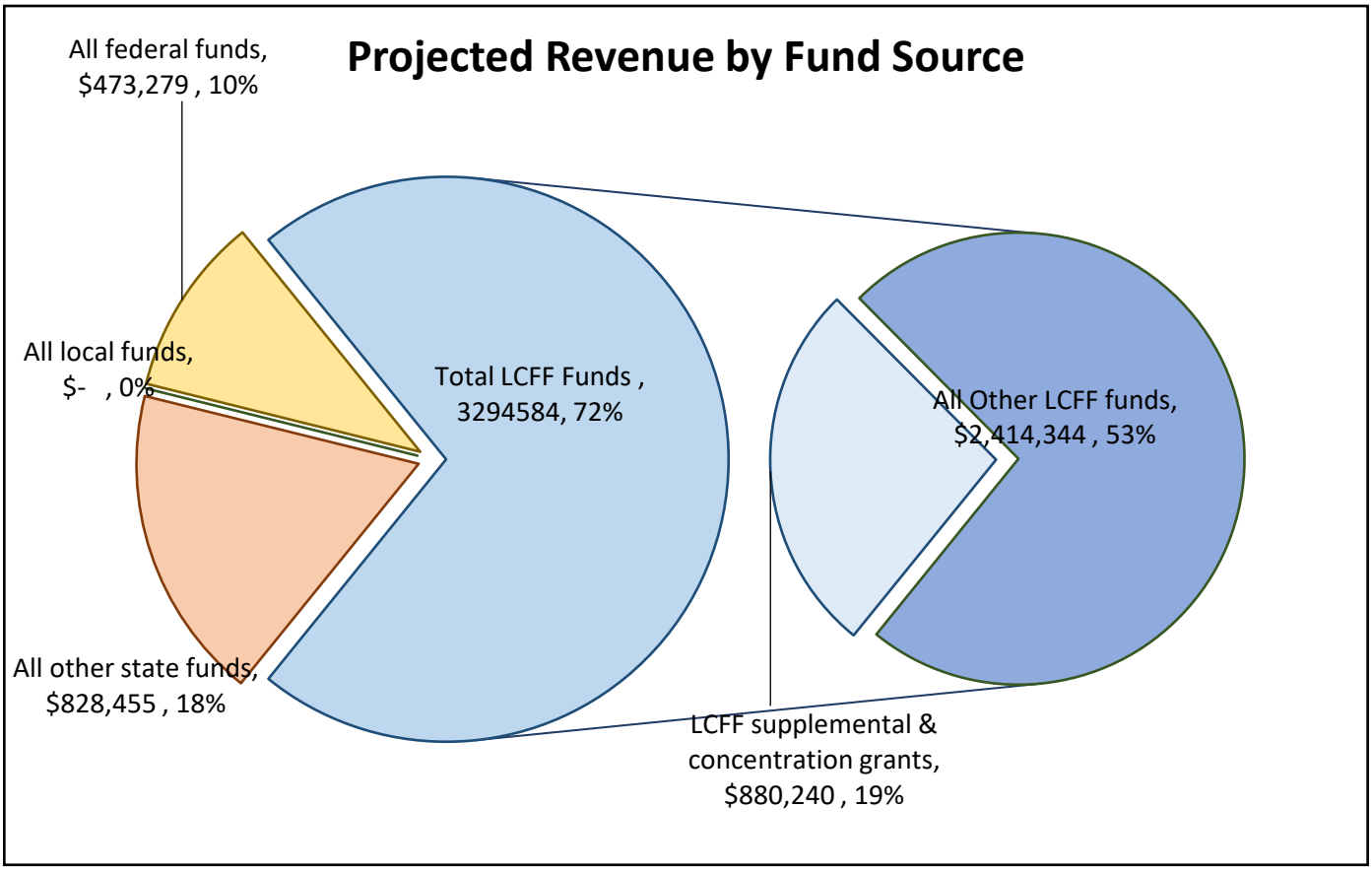
CDS Code: 19 64733 1996610

School Year: 2025-26

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

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

Budget Overview for the 2025-26 School Year

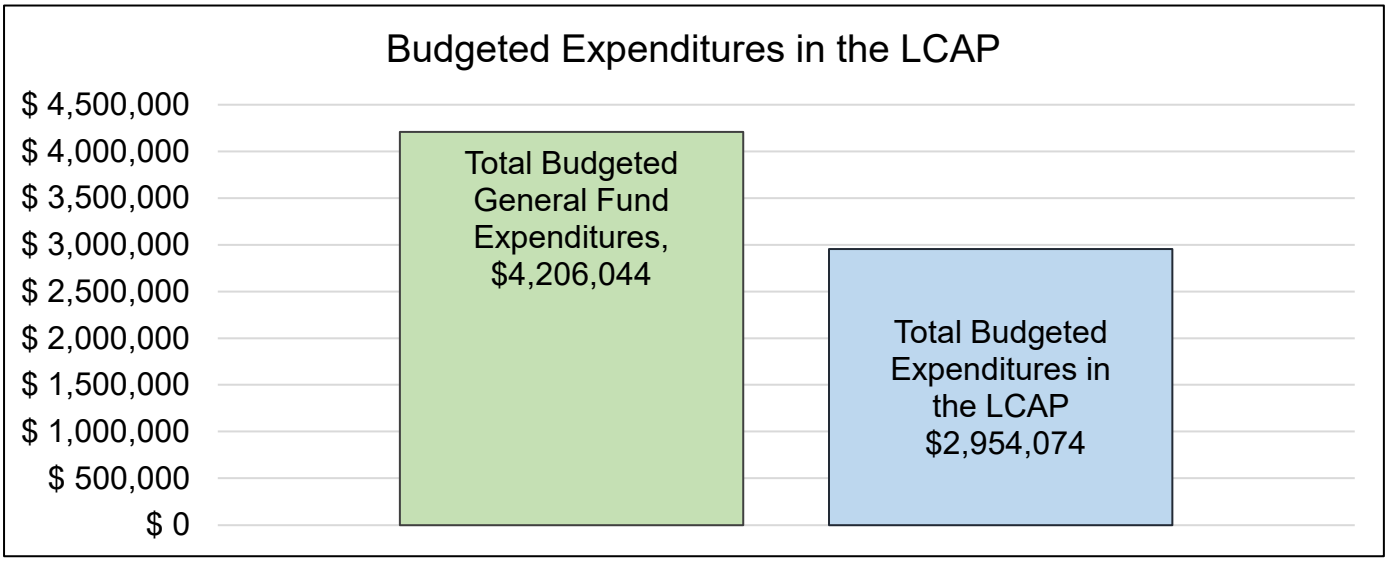


This chart shows the total general purpose revenue Los Angeles Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles Leadership Academy is $4,596,317.47, of which $3,294,584.00 is Local Control Funding Formula (LCFF), $828,454.92 is other state funds, $0.00 is local funds, and $473,278.55 is federal funds. Of the $3,294,584.00 in LCFF Funds, $880,240.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Los Angeles Leadership Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Angeles Leadership Academy plans to spend $4,206,043.61 for the 2025-26 school year. Of that amount, $2,954,074.00 is tied to actions/services in the LCAP and $1,251,969.61 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

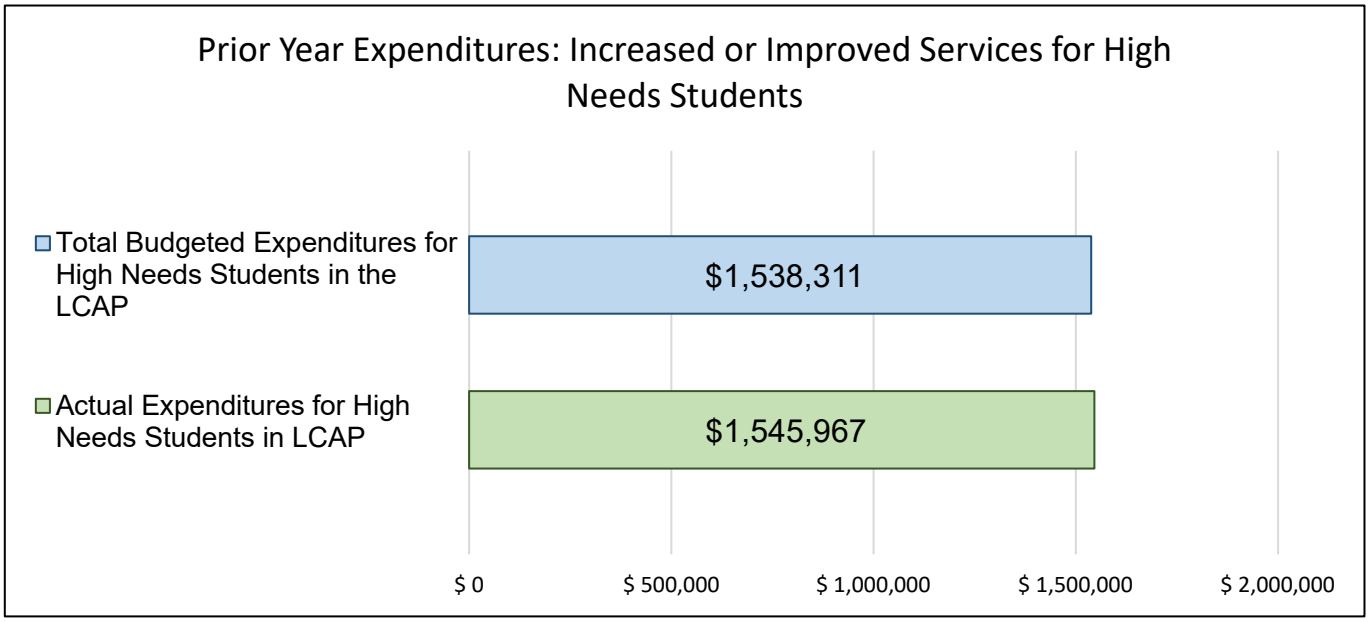
depreciation, district oversight fee, home office expenses (administrative salaries, non-instructional consulting fees, business services, legal fees)

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Los Angeles Leadership Academy is projecting it will receive $880,240.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles Leadership Academy plans to spend $881,022.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Los Angeles Leadership Academy's LCAP budgeted $1,538,311.00 for planned actions to increase or improve services for high needs students. Los Angeles Leadership Academy actually spent $1,545,967.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary 2025-26

General Information

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

The Los Angeles Leadership Academy (LALA) serves urban students in the northeast Los Angeles community of Lincoln Heights. According to 2021 U.S. Census data, the community is approximately 67 percent Latino with one of the highest populations of residents aged 10-18 in Los Angeles County. The needs of students in this community include improved English Language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents. Our student population in 2024-25 was composed of 322 students of which 94% are Latinx students, 93% are socioeconomically disadvantaged students, 22% are English Learners, 19% are students with exceptional needs, and 4% are Homeless. A benefit of being a small school is that educational partners can devote time to developing relationships with one another. One of our strengths is the “family” community that we have developed.

Since its inception, LALA has focused on engaging students through hands-on, student-centered constructivist learning. LALA has also emphasized the significance of Social Justice as an integral part of the school’s program. By following the principles of cultural proficiency and culturally responsive teaching, our students grow into scholars, activists, and creators who demonstrate the school’s Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being.

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

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

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

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

The school does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

Based on our review of the 2024 CA Dashboard we are proud of our success in the following areas:

English Language Arts is at the Yellow level at 46 points below standard on the 2023-24 SBAC ELA assessment. This is an increase of 6 points from the previous year. **Mathematics** is at the Orange level at 110 points below standard on the 2023-24 SBAC Mathematics assessment. This is an increase of 7 points from the previous year. While there is still much work to be done to increase students' scores to the level of the standard, we are very proud of the increase in both subject areas. These increases indicate the effectiveness of our actions to support academic achievement. LALA will continue to focus on monitoring the use of board-approved curriculum across grade levels, increasing teacher growth on performance levels of targeted indicators from the 5 Dimensions of Teaching and Learning Rubric for Instructional Growth, using rubrics and aligned school-wide strategies across disciplines, as well as providing small group and individual tutoring for struggling students. In addition, the use of adaptive digital content and other resources to provide differentiated instruction and intervention to students from significant subpopulations will continue to be a focus.

Chronic Absenteeism is at the Yellow level with 20% of students chronically absent in 2023-24. This is a decrease of 17 percentage points from the previous year and shows that the work the school is doing has been effective at supporting regular attendance. There is still work to be done to decrease chronic absenteeism to pre-pandemic levels (12% in 2018). Our office staff ensures attendance is correctly entered each day and an automated service calls parents to inform them of daily absences and also generates a letter to parents when their child is absent 3,6, or 9 times informing them of the number of absences and asking them to call the school to set up a meeting to determine how the school can best support the family in getting their child to school each day. The school has increased communication to parents about

excused versus unexcused absences and the need to communicate with the school the reason for the absence. This has allowed the school to gather more information about the reasons for student absences so that appropriate interventions can be implemented. Students are required to meet specific attendance thresholds to be able to participate in promotion/graduation activities. The school has implemented a Tiered system with attendance tracked every ten days to identify students quickly and intervene before they become chronically absent. These actions will continue next year.

The **College and Career** indicator is at the Green level with 53% of graduates demonstrating readiness for college/career. This is an increase of 7 percentage points from the previous year.

Graduation Rate is at the Yellow level with maintenance of the 88% graduation rate. We attribute this success to the work of the entire staff to keep students on track for graduation. The college counselor works to ensure all students remain on track for high school graduation. We are very proud of the 19 students who are graduating this year earning the Seal of Biliteracy on their high school diploma and the 8 students earning a Golden State Seal Merit Diploma.

Suspension Rate is at the Yellow level with 1.3% of students suspended in 2023-24. We attribute this success to the strong Social Emotional Learning and Positive Behavior Interventions and Supports (PBIS) that were implemented when students returned to full in-person instruction last year. There has been a lot of success with PBIS implementation this year as evidenced by students showing strong motivation to earn the available incentives, such as field trips and in-school activities. We will continue these practices next year to ensure students receive the support they need.

Local Indicators were met in all areas.

Based on our review of the 2024 CA Dashboard, we have identified needs in the following areas:

English Learner Progress is at the Red level with 22% of English learners making progress towards English proficiency by moving up a level or maintaining at the highest level on the 2023-24 ELPAC.

Although **English Learner progress** evidenced by the 2023-24 ELPAC scores (see above) has stalled, this subgroup was at the Red level for both ELA and Math in 2022-23. English Learner scores improved slightly in both ELA and Math on the 2023-24 assessments resulting in movement to the Orange level for both subjects on the 2024 CA Dashboard. We attribute the increases to adding an Academic Support Provider or Instructional Aide in every English and Math class, providing support for all students, but especially English Learners. These staff members stay with the same cohort of students for both classes and provide tutoring after school to ensure consistency of strategies and support throughout the school day. The teachers meet with the Academic Support Providers during Grade Level Meetings to guide the content being taught and appropriate instructional strategies to meet students' varied needs. The Middle School provides a Content Literacy period/class twice weekly to focus on student development of reading comprehension strategies.

English Learners were also at the Red level for Chronic Absenteeism on the 2023 CA Dashboard. The school prioritized attendance meetings for families of English learners to ensure any needs were addressed before the student became chronically absent. As a result of this work, chronic absenteeism decreased by 28 percentage points to 16% in 2023-24. The English Learner subgroup is now at the Yellow level on the 2024 CA Dashboard. These efforts will continue next year.

Learning Recovery Emergency Block Grant (LREBG)

LALPA does not have any unexpended LREBG funds.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents are the primary members of the School Site Council which meets monthly. On 1/21/25 the LALPA governing board reviewed the Mid-Year LCAP update. On 5/13/25, a public hearing was held to solicit input on the LCAP from the public. On 5/22/25 the School Site Council reviewed/approved the 25-26 LCAP. The governing board approved the LCAP during the 6/11/25 board meeting. Parents also provide feedback through participation in the DELAC, the Parent Teacher Council (PTC), and annual surveys.
Teachers, administrators, and other school personnel	Teachers, administrators and other school personnel participate as members of the School Site Council (see details above). Each of these groups also provides feedback at regular staff meetings and individual meetings with their supervisor/coach.
Students	A high school student is the current president of the School Site Council and several other high school students in each grade also attend the meetings regularly and provide feedback. See details of School Site Council LCAP engagement above. Students also provide feedback through the annual survey administered each Spring.
SELPA	The school consults with the SELPA throughout the school year on best practices to support students with disabilities.

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

Feedback is included in the LCAP in the following areas:

Goal 1 2024-25 Analysis

Students with IEPs and 504 plans have expressed appreciation for the Academic Success Coordinator who facilitates small group testing and the provision of additional time for testing for students whose plans indicate this support.

Goal 2 2024-25 Analysis

Includes the changes to PBIS, uniforms, and school food menus that have been made or will be made at the school based on student feedback.

Goal 3 2024-25 Analysis

When the administrators reviewed with parents the rights and responsibilities of the school to our students with regard to immigration enforcement activities, parents shared their appreciation for the school's attention to the matter, and also shared their appreciation for the level of communication and professionalism that each school site has established with the rest of the community.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

Priority 1, Priority 2, Priority 4, Priority 7, Priority 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with access to state-adopted instructional materials for use at both school and home *Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25		100%	Maintained

1.2	% of teachers properly credentialed and appropriately assigned *Source: SARC*	89% properly credentialed and assigned 2.7 misassignments Data Year: 2021-22	66% properly credentialed and assigned 7.4 misassignments Data Year: 2022-23		90%	-25 percentage points
1.3	Level of implementation of state-adopted content standards, including ELD standards *Source: CA Dashboard*	ELA and Math standards: Full Implementation and Sustainability ELD, History-Social Science, and NGSS Standards: Full Implementation Data Year: 2023-24	ELA and Math standards: Full Implementation and Sustainability ELD, History-Social Science, and NGSS Standards: Full Implementation Data Year: 2024-25		Full Implementation	Maintained
1.4	% of teachers attending training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated ELD strategies to support EL students *Source: PD Sign-in sheets*	100% 2024-25	N/A Metric added in 2025		100%	N/A

1.5	% of students with access to a broad course of study including English Learners and students with exceptional needs *Source: CA Dashboard*	2023-24 100%	2024-25 100%		100%	Maintained
1.6	CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -51.5 SED: -49.1 EL: -77.9 SWD: -108.6 Hispanic: - 50.8 Data Year: 2022-23	All Students: -46 SED: -45 EL: -74 LTEL: -99 SWD: -111 Hispanic: -45 Data Year: 2023-24		All Students: +14 SED: +14 EL: +28 LTEL: +40 SWD: +28 Hispanic: +14	All Students: +5 SED: +4 EL: +4 LTEL: N/A SWD: +2 Hispanic: +6
1.7	CAASPP Math: Distance from Standard (DFS) for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: -117.4 SED: -117.6 EL: -146.1 SWD: -166 Hispanic: -116.8 Data Year: 2022-23	All Students: -110 SED: -109 EL: -135 LTEL: -157 SWD: -151 Hispanic: -110 Data Year: 2023-24		All Students: +31 SED: +31 EL: +51 LTEL: +51 SWD: +51 Hispanic: +32	All Students: +7 SED: +11 EL: +11 LTEL: N/A SWD: +9 Hispanic: +7
1.8	% of English Learners making progress on the ELPAC (ELPI) *Source: CA Dashboard*	71.4% Data Year: 2022-23	22.1% Data Year: 2023-24		55%	- 49.3 percentage points

1.9	English Learner Reclassification Rate *Source: CALPADS*	Data Year: 2023 27%	Data Year: 2024 13%		>10%	-14 percentage points
1.10	% of Long Term English Learners scoring at Levels 3 & 4 on the ELPAC *Source: Dataquest*	Level 3: 41.3% Level 4: 41.3% Data Year: 2022-23	Level 3: 43% Level 4: 14% Data Year: 2022-23		80%	- 25 percentage points
1.11	CA Science Test (CAST) % meeting/exceeding standards for all students and all numerically significant subgroups *Source: Dataquest*	All Students: 9.17% SED: 9% Hispanic/Latinx: 8.57% EL: 0% SWD: 0% Data Year: 2022-23	All Students: 14% SED: 15% Hispanic/Latinx: 14% EL: 0% SWD: 0% Data Year: 2023-24		All Students: +15 SED: +15 Hispanic/Latinx: +15 EL: +20 SWD: +20	All Students: +5 SED: +6 Hispanic/Latinx: +5 EL & SWD: 0
1.12	% of graduates prepared for College and Career *Source: CA Dashboard*	23.2% Prepared Data Year: 2022-23	35% Data Year: 2023-24		37%	+12 percentage points
1.13	Advanced Placement participation rates including unduplicated pupils and pupils with exceptional needs *Source: AP Central*	28% Data Year: 2023-24	100% Data Year: 2024-25		34%	+72 percentage points

1.14	Advanced Placement Passing Rates *Source: Local*	47% Data Year: 2022-23 Source: College Board	30% Data Year: 2023-24		50%	-17 percentage points
1.15	% of graduates passing at least two AP exams with a score of 3 or higher *Source: CA Dashboard Additional Reports: College/Career Levels & Measures Report*	2% Data Year:2023-24	N/A - Metric added in 2025		12%	N/A
1.16	% of graduates completing A-G requirements *Source: Dataquest*	55% Data Year: 2022-23	80% Data Year: 2023-24		70%	+25 percentage points
1.17	% of students prepared for college by EAP (CAASPP 11th grade ELA) *Source: Dataquest*	40.91% Data Year: 2022-23	35% Data Year: 2023-24		47%	- 6 percentage points
1.18	% of students prepared for college by EAP (CAASPP 11th grade Math) *Source: Dataquest*	8.69% Data Year: 2022-23	15% Data Year: 2023-24		15%	+ 6 percentage points

1.19	% of students graduating with State Seal of Biliteracy	47.5% Data Year: 2023-24	N/A - New Metric in 2025		>50%	N/A
1.20	% of graduates having completed two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C− or better in academic/Career Technical Education (CTE) subjects where college credits are awarded *Source: CA Dashboard Additional Reports: College/Career Levels & Measures Report*	0% Data Year: 2023-24	N/A - New Metric in 2025		15%	N/A

Goal Analysis for 2024-25

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

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

All actions were implemented as planned.

During the fall, teachers and administrators engaged in a collaborative analysis of the CAASPP data, alongside internal assessments to identify academic strengths and needs. Academic vocabulary development has been identified as the primary need and has been the focus for this school year. There is a focus on specific language usage skills for each grade level as well. The school has increased the number of data analysis days for grade-level teams. All teachers are participating in data analysis sessions at least once a month. MAP testing is now administered by the subject matter teacher, rather than the advisory teacher. The ELPAC is administered by an ELD teacher and testing coordinator.

The middle school principal is visiting classrooms daily and debriefing with teachers to provide feedback on best practices. As a site, we are focused on Curriculum and Pedagogy, one of the 5 Dimensions of Teaching & Learning.

At the high school, students with IEPs and 504 plans have expressed appreciation for the Academic Success Coordinator who facilitates small group testing and the provision of additional time for testing for students whose plans indicate this support.

The English Department ordered literary texts for each 9th grade English class and teachers support students with their reading comprehension using in-depth classroom discussions about the texts being covered. Furthermore, the English Department has begun to plan both writing and test-taking skills workshops to aid students testing anxiety. The History Department will incorporate the Triple Read strategy to verify that students are understanding the text at hand. To support Math growth, students are now using ALEKS during math block and at home.

The school is slowly replacing all projectors with SmartBoards which is resulting in more engaging lessons for students.

Staffing classrooms with fully credentialed teachers continues to be a challenge. We have been able to hire several teachers that are in the process of completing their credential this year.

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 1.1 Curriculum and Instructional Materials estimated actuals were less than budgeted expenditures due to not having to replace as many student curriculum resources as anticipated.

Action 1.2 Tutoring Services estimated actuals were higher than budgeted expenditures due to being able to expand our tutoring services to support more students during the school day.

Action 1.9 Special Education estimated actuals were higher than budgeted expenditures due to the need to pay for contracted services. Next year, the school will hire an additional resource teacher to reduce these costs.

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

The Core Curriculum and Instructional Materials action has been effective as evidenced by 100% of students having access to standards-aligned instructional materials. The Technology and Digital Resources action has been successful as evidenced by the school being able to provide new devices to teachers and purchase enough devices so that students have access to them at home and during the after-school tutoring program.

The High-Quality Instruction action has been partially effective as it has been very difficult to hire qualified staff during the staffing shortage. The 2022-23 data shows that 66% of LALA teachers were properly credentialed and assigned. However, the school's high-quality instruction action in combination with Goal 2's Enrichment and Empowerment Activities action has ensured that 100% of students have access to a broad course of study.

The high-quality instruction, tutoring services, intervention, and academic progress monitoring demonstrated effectiveness overall in 2023-24 by decreasing the distance from standard on both the English Language Arts and Mathematics CAASPP assessments. Last year's adoption

of the Reveal math curriculum for grades 6-8 and the continued support of WestEd will support continued progress in mathematics in the coming year.

The professional development action has been effective with full implementation of all adopted state standards.

The English Learner Support and Reclassification action has not been effective with 22.1% of English learners progressing a level or maintaining at the highest level on the ELPAC in 2024.

The Special Education action was effective with regard to mathematics achievement in 2024 based on CAASPP distance from standard of -150.8 compared to -180.7 in 2022. Special education services are also showing some effectiveness in maintaining ELA achievement based on the CAASPP distance from standard of -111.

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.

The 3-Year Target for Metrics 1.4, 1.5 and 1.9 were revised to include specific targets for the numerically significant subgroups. The 3-Year Target for 1.9 was also adjusted based on the high level of progress demonstrated in Year 1.

STAR Literacy has been removed from Action 1.4 Academic Progress Monitoring because that assessment is no longer being administered to 6th graders.

The following metrics were added to track progress in these areas:

Metric 1.4 % of teachers attending training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated ELD strategies to support EL students

Metric 1.5 % of students with access to a broad course of study including English Learners and students with exceptional needs

Metric 1.15 % of graduates passing at least two AP exams with a score of 3 or higher

Metric 1.19 % of students graduating with State Seal of Biliteracy

Metric 1.20 % of graduates having completed two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C− or better in academic/Career Technical Education (CTE) subjects where college credits are awarded

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	Provide standards-aligned curriculum and instructional materials for all students for use at home and at school to promote language acquisition and content knowledge development.	$ 10,389	Yes
1.2	Tutoring Services	LALA will provide students with additional tutoring to support growth on the state academic assessments. LALA will also provide additional in-person tutoring services to students during the school day and after school.	$ 124,805	Yes
1.3	Student Supports	LALA provides additional support to students to ensure progress in English Language Arts and Mathematics. These supports include the following: - Academic Support Provider or Instructional Aide in every English and Math class. These staff members stay with the same cohort of students for both classes and provide tutoring after school to ensure consistency of strategies and support throughout the school day. The teachers meet with the Academic Support Providers during Grade Level Meetings to provide guidance on the content being taught and appropriate instructional strategies to meet students' varied needs, especially the needs of English Learners. - Middle School provides a Content Literacy period/class twice weekly to focus on student development of reading comprehension strategies. - Students use adaptive technology for supplemental learning. - College Counseling for High School students	$ 239,413	Yes

1.4	Academic Progress Monitoring	LALA will monitor the academic progress of significant subpopulations (including LTELs and RFEPs) by providing additional staffing and assessment resources to do the following: - Implement internal benchmarks (NWEA and I-Ready) - Analyze student data from internal benchmarks and digital programs - Analyze data for tutoring program effectiveness - Review assessment data with teachers, students, and parents - Every 5 weeks Student Success Team meets with parents who aren't making adequate progress - Instructional faculty will participate in periodic school-wide, grade-level, and classroom data analysis to guide instruction	$ 37,121	Yes
1.5	Professional Development (Title II)	LALA will continue to engage teachers in professional learning with an emphasis on increasing capacity, familiarity, and expertise with supporting classroom discourse, and student-centered classroom environments that focus on equity. The school has partnered with WestEd to provide comprehensive research- and evidence-based professional development that will improve math instruction by providing teachers access to effective mathematics teaching practices such as orchestrating productive mathematics discussions and posing purposeful questions, and the Standards for Mathematical Practice as outlined in California's Common Core State Standards for Mathematics. Site Administrators and teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement.	$ 56,875	Yes
1.6	Technology and Digital Resources	Maintain the technology and digital resources that will allow LALA to differentiate instruction, develop students' 21st-century skills, and meet state standards.	$ 87,842	Yes
1.7	High-Quality Instruction	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff.	$ 820,000	No

1.8	English Learner Support	Provide intervention, designated and integrated ELD instruction through a structured English Immersion program, This will include (but not be limited to): - In-class instructional aides to support English Learners - Monitor ELPAC summative assessment data to track newcomer ELs, ELs, and Long Term ELs to ensure they continue to progress - Teachers/staff communicate with ELs the importance of doing their best on the ELPAC so they can be reclassified as Fluent English Proficient. - Professional Development for teachers on designated and integrated ELD strategies	$ 71,442	Yes
1.9	Special Education	LALA will coordinate special education services by a director, caseload managers, instructional aides, and external service providers to provide all of the services required in each student's IEP.	$ 361,758	Yes

Goal 2

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

State Priorities addressed by this goal.

Priority 1, Priority 5, Priority 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Condition *Source: SARC*	Overall Good Data Year: 2023-24	Overall Good Data Year: 2024-25		Overall Good	Maintained
2.2	Chronic Absence rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 37% EL: 44% SED: 38% SWD: 31% Hispanic: 37% Data Year: 2022-23	All Students: 20% EL: 16% LTEL: 11% SED: 20% SWD: 22% Hispanic: 19% Homeless: 58% Data Year: 2023-24		16%	All Students: -17 EL: -28 LTEL: -39 SED: -18 SWD: -9 Hispanic: -18 Homeless: N/A
2.3	Attendance Rate *Source: CALPADS P-2*	91.79% Data Year: 2023-24	92.82% Data Year: 2024-25		95%	+0.03
2.4	Suspension Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 1% EL: 1% SED: 0.8% SWD: 1.9% Hispanic: 1% Data Year: 2022-23	All Students: 1.3% EL & LTEL: 0% SED: 1.4% SWD: 0% Hispanic: 1.4% Homeless: 0% Data Year: 2023-24		<2%	All Students +0.3 EL -1 SED +0.06 SWD +1.9 Hispanic +0.4

2.5	Expulsion Rate for all students and all numerically significant subgroups *Source: Dataquest*	0% Data Year: 2022-23	0% Data Year: 2023-24		0%	Maintained
2.6	High School Graduation Rate *Source: CA Dashboard*	All Students: 87.9% EL: 81.8% SED: 87.9% Hispanic: 88.7% Data Year: 2022-23	All Students: 87.8% EL: 80% LTEL: 91% SED: 87.8% Hispanic: 87.2% Data Year: 2023-24		92%	All Students -0.01 EL -2 SED -0.01 Hispanic -1.5
2.7	High School Dropout Rate *Source: Dataquest*	All Students: 12.5% SED: 12.5% Hispanic: 11.8% Data Year: 2022-23	All Students: 11% EL: 14% SED: 11% Hispanic: 11% Data Year: 2023-24		<10%	All Students -1.5 SED -1.5 Hispanic -1.5
2.8	Middle School Dropout Rate *Source: CALPADS 8.1c*	1.35% Data Year: 2022-23	0% Data Year: 2023-24		0%	-1.35

2.9	% of students who feel safe at school and connected to the school community *Source: Survey*	Safety HS - 80% agreed or had a neutral response MS - 68% agreed Connectedness HS - 85% agreed/neutral with being proud to be a LALA student MS- 72% feel like they belong Data Year: 2023-24	Safety 74.6% Connectedness 73.9% Data Year: 2024-25		80%	Maintained

Goal Analysis for 2024-25

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

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

All actions have been implemented as planned.

As part of the initiative to support student mental health, LALA High School has begun to create a safe space for students to “disconnect”. The Wellness Room will be equipped with dimmed lighting; soft furniture; positive affirmation posters; and other resources that students can take advantage of to take care of their mental health. Counselors from DIdi Hersh have been available on both campuses twice a week.

Attendance was a challenge 1st semester and the Attendance Challenges have been very successful at increasing daily attendance. During the first attendance challenge, we had 64% perfect attendance from grade 9-12. Students were celebrated at the end of the Attendance Challenge with a Nacho Bar. A staff member is assigned to make phone calls to parents and communicate with students while on campus to offer independent studies. The staff member follows up to ensure work is completed and provide additional support for students with IEPs and English Learners.

Alternatives to Suspension have helped students understand that their actions have consequences, which have allowed them to become reflective. Peer-to-peer mediations have been the most effective practice that we have established at the high school. The Lion Dollars program is still strong and students can purchase treats at the Lion store. 11th graders redesigned the Lion Dollar this year.

Many changes have been made or are in process based on student feedback. Students were not happy with the uniform colors, so the school updated them and provided new uniforms for all students. 11th graders wanted to redesign the Lion Dollar and that has now been completed. Additionally, students are not pleased with current menu items, so the vendor came out and surveyed students and provided menu samples. The vendor will make changes based on student feedback.

High school students participated in a 10-week program designed to equip students with essential skills to become career ready. Each weekly module focuses on a different aspect of professional development, including how to land internships, dress for success, resume writing, interviewing skills, and more. This seminar style course will focus on answering questions students have to successfully launch their career path. It will provide an opportunity to hone their soft skills to thrive in the workplace.

Electives are available to all students and the school was able to add coding and an art class focused on mental wellness.

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 2.4 Nutrition Program expenditures were higher than budgeted due to increased costs for individual meals.

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

The Safe Campus action has been effective as evidenced by facilities in overall good repair on facilities inspection and the 74.6% of students that report feeling safe. This action has been less effective at helping middle school students feel safe

The SEL Supports, PBIS, Nutrition, and student empowerment actions have been successful as evidenced by a 1% suspension rate, a 0% expulsion rate, and the overall promotion of positive student behaviors.

These actions were effective at maintaining the daily attendance rate this year, but not increasing it. Attendance rates did increase throughout the year with the implementation of attendance challenges. The chronic absence rate last year declined 17 percentage points indicating the effectiveness of our actions at reducing chronic absenteeism.

The high school dropout rate decreased to 11% in 2023-24, which indicates the effectiveness of social-emotional learning supports positive decision-making. This decrease can also be attributed to the work of the staff that has monitored the progress of the senior class to ensure they are on track for graduation. The graduation rate remained at 88% in 2023-24.

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.

The Target Outcome for Year 3 for the metric Chronic Absence rate for all students and all numerically significant subgroups has been updated because the school exceeded the previous target this year. The target has been changed from 22% to 16%.

Action 2.3 has been renamed Enrichment Activities and the empowerment activities have been removed as the school focuses more on enrichment activities for middle school students with the limited funding available.

Action 2.6 Attendance Support has been modified to reflect the discontinuation of the robocalls and postcards and the addition of the Attendance Challenges and Independent Study program (See Prompt 1 response).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe and Clean Campus	Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to): - leasing the school's campus - evaluating the school's comprehensive safety plan - conducting monthly safety drills - conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities - contract additional cleaning and disinfecting cleaning services - Armed Security guards and security cameras	$ 350,673	No
2.2	PBIS	Refine LALA's PBIS systems and alternatives to suspension as a component of the school's MTSS plans through the following actions - maintenance of the program of PBIS rewards and recognitions for meeting expectations - expansion of the number of alternatives to suspension available - maintenance of the program of school events and activities promoting school culture through the alignment of the school's mandala and expectations - continued activities of the student leadership group - providing activities (like standards-aligned field trips) that build enthusiasm for learning	$ 135,228	Yes

2.3	Enrichment Activities	Refine services and programs that support students' socio-emotional health and development through students' MTSS teams including providing an interscholastic athletics program, an after-school youth program, sex health education, and increased non-athletic extracurricular activities and programming in the arts.	$ 97,171	Yes
2.4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	$ 337,271	No
2.5	Student Supports	Provide students and their families with uniforms, mental health supports, and community resources to address needs as they arise.	$ 75,854	Yes
2.6	Attendance Support	The school has created a plan to address the high levels of chronic absenteeism that exist after returning to in-person instruction during the pandemic. The school will communicate the importance of regular attendance to families throughout the year. Students will be required to meet specific attendance thresholds in order to be able to participate in promotion/graduation activities. The school is also implementing Attendance Challenges where students with perfect attendance over an approximate 15 day period are rewarded. The school has also implemented a Tiered system with attendance tracked frequently to identify students quickly to intervene before they become chronically absent. Tier 1- Call home to Parent or Guardian when a student is absent. Independent study is offered to students who need to be absent for extended periods. Tier 2 - Letter mailed home for parents to schedule a meeting with the school. Tier 3- An administrator will meet with parents and provide appropriate interventions Tier 4- The SART process will be followed and an attendance contract created if absences continue	$ 96,670	Yes

Goal 3

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

State Priorities addressed by this goal.

Priority 3 Parent Engagement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents participating in the parent survey *Source: Survey*	80% Data Year: 2023-24	27% Data Year: 2024-25		70%	-53 percentage points
3.2	% of parents attending at least two parent engagement events annually *Source: Sign-in sheets*	80% Data Year: 2024-25	N/A - New Metric in 2025		80%	N/A

Goal Analysis for 2024-25

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

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

Alongside the printed monthly newsletter, parents and guardians are also given updates via the digital platform Parent Square. Updates are sent out on a weekly basis, and as news becomes available to be shared with the public.

As part of an ongoing effort to raise safety and awareness in the community the school has opened up the doors to Officer Huerta of the Hollenbeck police division to lead an information session on Prevention for At-Risk Youth and Intervention Resources. Parents and guardians were invited to participate in a workshop led by GRYD (Gang Reduction & Youth Development). The workshop covered different resources that parents can use should they suspend that their youth is being influenced by gang-related individuals. Parents and guardians were informed of what signs to look-out for, and were also encouraged to participate in future workshops–even if their youth is not at-risk. Parents and guardians shared that they appreciated being exposed to a local, community resource.

In March, parents and guardians were invited to have pizza with the principals, where the administrators reviewed protocols and procedures should I.C.E. Officers show up at any one of the campuses. The administrators reviewed with parents the rights and responsibilities of the school to our students. Parents shared their appreciation for the school's attention to the matter, and also shared their appreciation for the level of communication and professionalism that each school site has established with the rest of the 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 Actuals for Goal 3.

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

The family events, family workshops, and family and community outreach actions have been less effective this year as evidenced by 50% of families participating in at least one school activity and 27% of families participating in the family survey, representing a decrease in both.

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

There are no changes to the planned goal, target outcomes, or actions.

Metric 3.2 was changed to % of parents attending at least two parent engagement events annually to better align the metrics with the intended outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Events	Host family events that provide opportunities for families to come to campus and build community with the school and other LALA families.	$ 4,500	No
3.2	Family Workshops	Provide families with workshops about topics that will help them support their child's learning such as: - supporting their children in learning - college readiness - developing a growth mindset - social-emotional learning; mental health - inclusivity; diversity - resources in the community Specific workshop topics vary each year depending on parent feedback.	$ 0	No
3.3	Family and Community Outreach	Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training, and information. This will include (but not be limited to): - use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) - conducting annual educational partner surveys - hosting regular educational partner meetings and forums (e.g. "Coffee with the Principal") - providing family services through community partners - hosting community service, outreach, and recruiting events - increasing ways families and educational partners can provide feedback - recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC) - provide translation for all school communications	$ 47,062	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 880,240	$ 105,360

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
36.46%	0%	$0	36.46%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1.1, 1.3, 1.4. 1.5, 1.6, 1.9	On the 2023 CA Dashboard Socioeconomically disadvantaged students are at the Orange level and English learners performed at the Red level in ELA and Math. Students in both subgroups need targeted instruction using standards-aligned instructional materials based on high-quality assessment data.	We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. We have planned for extensive professional development in support of our goals. This is coupled with a comprehensive assessment system that monitors student progress toward meeting grade-level standards and informs our comprehensive system of intervention. The intervention begins with smaller class sizes to ensure additional student support and expands to include instructional assistants and tutoring services. We have also designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. We provide additional staffing and services to meet the needs of our students with disabilities, most of whom are either Low Income or English learners. The actions are provided on an LEA-wide basis as they benefit all students but are designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	1.4 CAASPP ELA: Distance from Standard (DFS) for EL and SED subgroups 1.5 CAASPP Math: Distance from Standard (DFS) for EL and SED subgroups
2.2, 2.3, 2.5, 2.6	In 2022-23, English Learners had a 44% chronic absence rate and Socioeconomically Disadvantaged students had a 38% chronic absence rate. Both groups of students benefit from a positive school campus that incentivizes attendance and good behavior while providing fun events and activities that encourage students to attend school. Both groups benefit from having extra uniforms and mental health supports available. Both groups of students benefit from additional communication to parents about attendance policies and outreach when the child is habitually absent.	The Positive Behavior Intervention Supports (PBIS) and Enrichment Activities actions provide additional staffing and resources to ensure students experience a positive school campus with fun events and activities that incentivize attendance. The Student Support action provides additional material resources to ensure students have clean uniforms to attend school each day, as well as mental and physical health resources. The Attendance Support action provides additional staffing and attendance tracking resources to ensure parents receive communication about attendance. Positive Behavior Intervention Supports (PBIS), Enrichment Activities, Student Supports, and Attendance Support are provided on an LEA-wide basis as they benefit all students but are designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	2.2 Chronic Absence rate for EL and SED subgroups

3.1,3.3	In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	The Family Events and Family and Community Outreach actions provide increased staffing and resources to support parents in the use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram) to ensure parents receive information about school events. Also, the action ensures parents have opportunities to participate in family engagement events, family advisory councils, and surveys. Participation in decision-making will ensure that parent workshops are designed to meet the needs of Socioeconomically Disadvantaged and English learner families. The action is provided on an LEA-wide basis as it benefits all students but is designed to meet the needs of English Learners and Socioeconomically Disadvantaged students.	3.2 % of parents participating in school events

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	English Learners are at the Red level in English Language Arts on the 2023 CA Dashboard averaging 77.9 points below standard. English Learners are also at the Red level in Mathematics averaging 146.1 points below standard. English Learner Progress is Blue on the 2023 CA Dashboard with 71.4% of English learners making progress or maintaining at the highest level on the ELPAC.	This action provides additional staffing to provide professional development to all teachers on designated and integrated ELD, as well as ELD standards implementation strategies. The action also provides additional staffing in core courses with English learners to ensure they receive additional content area support. Translated materials are being provided to support content knowledge development.	1.4 and 1.5 CAASPP ELA & Math: Distance from Standard (DFS) for English Learners 1.6 % of English Learners making progress on the ELPAC (ELPI)

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2025-26	$ 2,414,344	$ 880,240	36.46%	0.00%	36.46%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,051,695	$ 467,425	$ -	$ 434,954	$ 2,954,074	$ 1,743,366	$ 1,206,209

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum and Instructional materials	All	Yes	LEA-wide	All	LALA	Ongoing	$ -	$ 10,389	$ 5,769	$ -	$ -	$ 4,620	$ 10,389	0.000%
1	2	Tutoring Services	All	No	LEA-wide	N/A	LALA	Ongoing	$ -	$ 124,805	$ -	$ 124,805	$ -		$ 124,805	0.000%
1	3	Intervention (Title I and LCFF)	All	Yes	LEA-wide	All	LALA	Ongoing	$ 239,413	$ -	$ 182,092	$ -	$ -	$ 57,321	$ 239,413	0.000%
1	4	Academic Progress Monitoring	All	Yes	LEA-wide	All	LALA	Ongoing	$ -	$ 37,121	$ 37,121	$ -	$ -	$ -	$ 37,121	0.000%
1	5	Profesional Development	All	Yes	LEA-wide	All	LALA	Ongoing	$ 42,350	$ 14,525	$ 45,367	$ -		$ 11,508	$ 56,875	0.000%
1	6	Technology and Digital Resources	All	Yes	LEA-wide	All	LALA	Ongoing	$ -	$ 87,842	$ 79,592	$ -	$ -	$ 8,250	$ 87,842	0.000%
1	7	High-Quality Instruction	All	No	LEA-wide	N/A	LALA	Ongoing	$ 820,000	$ -	$ 820,000	$ -	$ -	$ -	$ 820,000	0.000%
1	8	English Learner Support and Reclassification	English Learners	Yes	Limited	All	LALA	Ongoing	$ 60,000	$ 11,442	$ 65,721	$ -	$ -	$ 5,721	$ 71,442	0.000%
1	9	Special Education	SPED	Yes	LEA-wide	All	LALA	Ongoing	$ 223,758	$ 138,000	$ 49,867	$ 256,785	$ -	$ 55,106	$ 361,758	0.000%
2	1	Safe and Clean Campus	All	No	LEA-wide	N/A	LALA	Ongoing	$ -	$ 350,673	$ 350,673	$ -	$ -	$ -	$ 350,673	0.000%
2	2	PBIS Program	All	Yes	LEA-wide	All	LALA	Ongoing	$ 131,714	$ 3,514	$ 135,228	$ -	$ -	$ -	$ 135,228	0.000%
2	3	Enrichment Activities	All	Yes	LEA-wide	All	LALA	Ongoing	$ 54,113	$ 43,059	$ 86,527	$ 10,644	$ -	$ -	$ 97,171	0.000%
2	4	Nutrition Program	All	No	LEA-wide	N/A	LALA	Ongoing	$ -	$ 337,271	$ -	$ 75,191	$ -	$ 262,080	$ 337,271	0.000%
2	5	Student Supports	All	Yes	LEA-wide	All	LALA	Ongoing	$ 30,348	$ 45,506	$ 45,506	$ -	$ -	$ 30,348	$ 75,854	0.000%
2	6	Attendance Support	All	Yes	LEA-wide	All	LALA	Ongoing	$ 96,670	$ -	$ 96,670	$ -	$ -	$ -	$ 96,670	0.000%
3	1	Family Events	All	Yes	LEA-wide	All	LALA	Ongoing	$ -	$ -	$ 4,500	$ -	$ -	$ -	$ 4,500	0.000%
3	2	Workshops	All	No	LEA-wide	N/A	LALA	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Family and Community Outreach	All	Yes	LEA-wide	All	LALA	Ongoing	$ 45,000	$ 2,062	$ 47,062	$ -	$ -	$ -	$ 47,062	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,414,344	$ 880,240	36.46%	0.00%	36.46%	$ 881,022	0.000%	36.491%	**Total:**	$ 881,022
								LEA-wide Total:	$ 815,301
								Limited Total:	$ 65,721
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Curriculum and Instructional materials	Yes	LEA-wide	All	LALA	$ 5,769	0.000%
1	3	Intervention (Title I and LCFF)	Yes	LEA-wide	All	LALA	$ 182,092	0.000%
1	4	Academic Progress Monitoring	Yes	LEA-wide	All	LALA	$ 37,121	0.000%
1	5	Profesional Development	Yes	LEA-wide	All	LALA	$ 45,367	0.000%
1	6	Technology and Digital Resources	Yes	LEA-wide	All	LALA	$ 79,592	0.000%
1	8	English Learner Support and Reclassification	Yes	Limited	All	LALA	$ 65,721	0.000%
1	9	Special Education	Yes	LEA-wide	All	LALA	$ 49,867	0.000%
2	2	PBIS Program	Yes	LEA-wide	All	LALA	$ 135,228	0.000%
2	3	Enrichment Activities	Yes	LEA-wide	All	LALA	$ 86,527	0.000%
2	5	Student Supports	Yes	LEA-wide	All	LALA	$ 45,506	0.000%
2	6	Attendance Support	Yes	LEA-wide	All	LALA	$ 96,670	0.000%
3	1	Family Events	Yes	LEA-wide	All	LALA	$ 4,500	0.000%
3	3	Family and Community Outreach	Yes	LEA-wide	All	LALA	$ 47,062	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,461,797	$ 5,898,336

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum and Instructional materials	Yes	$ 70,600	$ 40,000
1	2	Tutoring Services	No	$ 387,559	$ 488,148
1	3	Intervention	Yes	$ 815,834	$ 815,834
1	4	Academic Progress Monitoring	Yes	$ 39,493	$ 42,127
1	5	Profesional Development	Yes	$ 75,929	$ 81,072
1	6	Technology and Digital Resources	Yes	$ 311,344	$ 311,344
1	7	High-Quality Instruction	No	$ 1,589,100	$ 1,589,100
1	8	English Learner Support and Reclassification	Yes	$ 107,289	$ 107,289
1	9	Special Education	Yes	$ 490,958	$ 700,000
2	1	Safe and Clean Campus	No	$ 767,505	$ 767,505
2	2	PBIS Program	Yes	$ 40,879	$ 40,789
2	3	Enrichment Activities	Yes	$ 191,378	$ 191,378
2	4	Nutrition Program	No	$ 400,829	$ 550,000
2	5	Student Supports	Yes	$ 53,350	$ 54,000
2	6	Attendance Support	Yes	$ 115,750	$ 115,750
3	1	Family Events	No	$ -	
3	2	Workshops	No	$ -	
3	3	Family and Community Outreach	Yes	$ 4,000	$ 4,000

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 646,382	$ 1,538,311	$ 1,545,967	$ (7,657)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Curriculum and Instructional materials	Yes	$ 70,600	$ 40,000	0.000%	0.000%
1	3	Intervention	Yes	$ 815,834	$ 767,502	0.000%	0.000%
1	4	Academic Progress Monitoring	Yes	$ 39,493	$ 60,943	0.000%	0.000%
1	5	Profesional Development	Yes	$ 57,679	$ 61,619	0.000%	0.000%
1	6	Technology and Digital Resources	Yes	$ -	$ 248,075	0.000%	0.000%
1	8	English Learner Support and Reclassification	Yes	$ 107,289	$ 107,289	0.000%	0.000%
1	9	Special Education	Yes	$ 42,059	$ 100,000	0.000%	0.000%
2	2	PBIS Program	Yes	$ 40,879	$ 40,789	0.000%	0.000%
2	3	Enrichment Activities	Yes	$ 191,378	$ -	0.000%	0.000%
2	5	Student Supports	Yes	$ 53,350	$ -	0.000%	0.000%
2	6	Attendance Support	Yes	$ 115,750	$ 115,750	0.000%	0.000%
3	3	Family and Community Outreach	Yes	$ 4,000	$ 4,000	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,744,974	$ 646,382	0.000%	37.04%	$ 1,545,967	0.000%	88.60%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - o 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.
    - o 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.
    - o 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024