LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LaVerne Elementary Preparatory Academy CDS Code: 36 75044 0118059

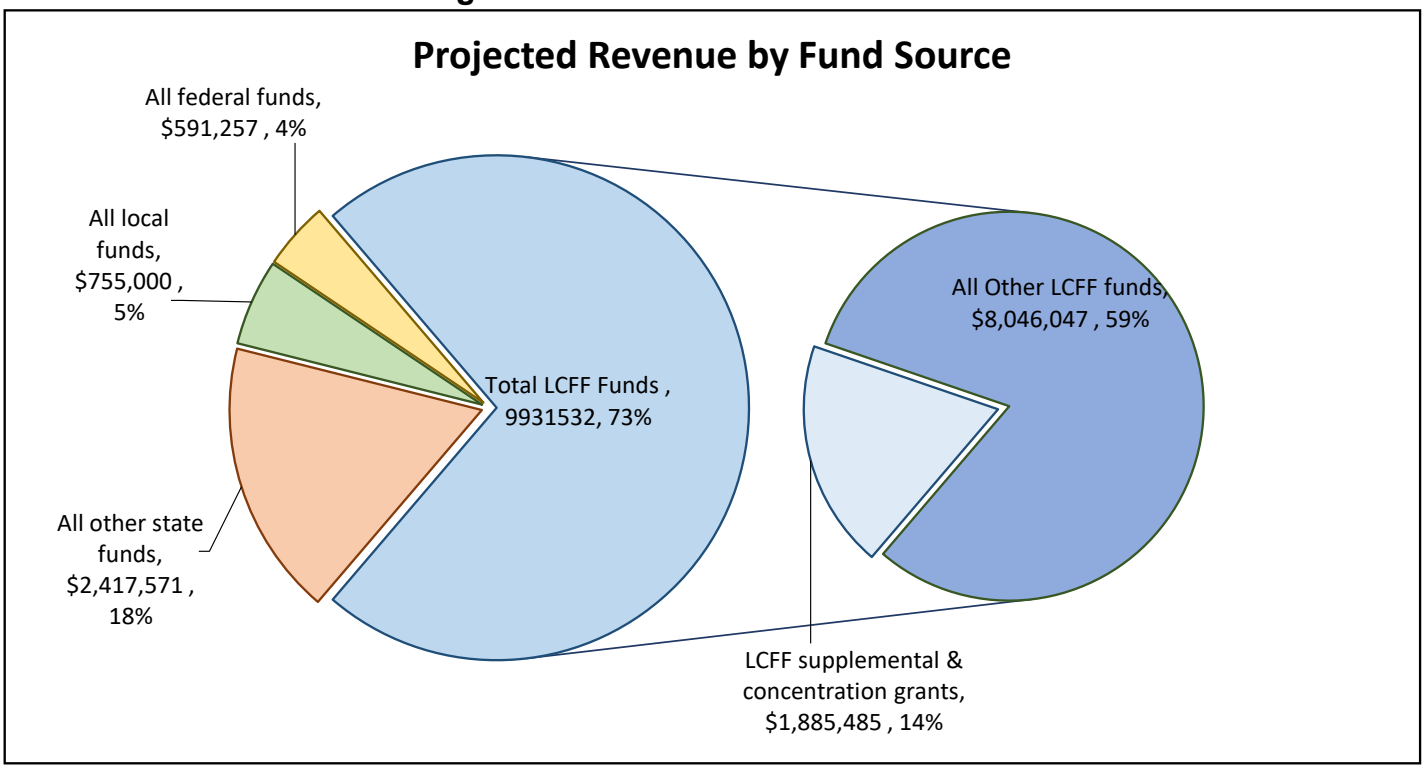
School Year: 2026-27

LEA contact information: Debbie Tarver (760) 948-4333 debbie.tarver@lepacademy.com

Board Approved: June 26,2026

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

Budget Overview for the 2026-27 School Year

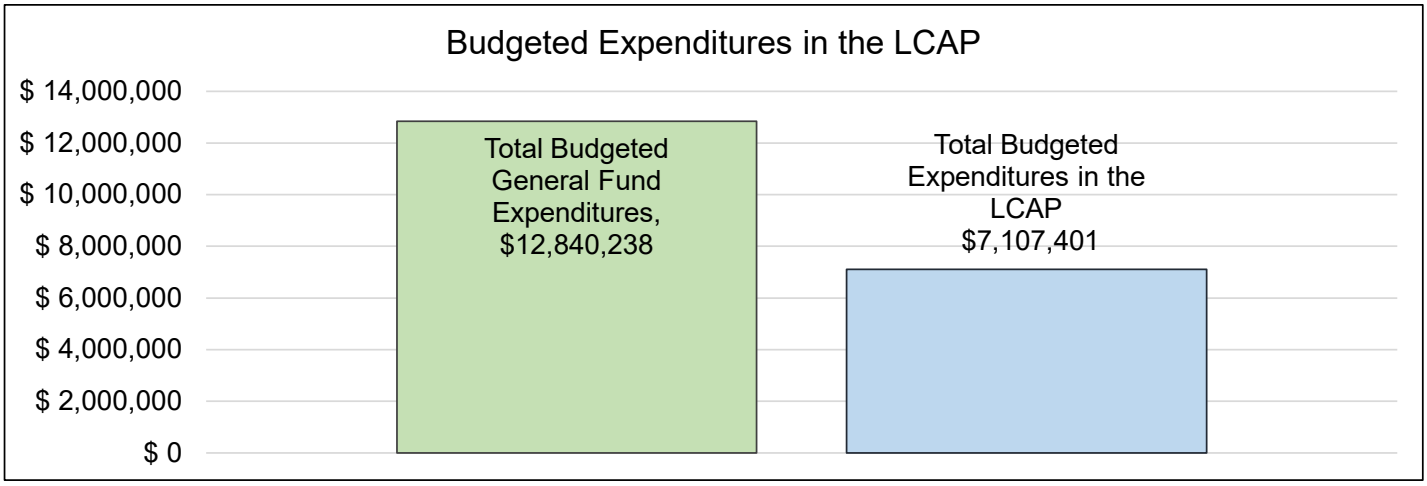


This chart shows the total general purpose revenue LaVerne Elementary Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for LaVerne Elementary Preparatory Academy is $13,695,360.00, of which $9,931,532.00 is Local Control Funding Formula (LCFF), $2,417,571.00 is other state funds, $755,000.00 is local funds, and $591,257.00 is federal funds. Of the $9,931,532.00 in LCFF Funds, $1,885,485.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



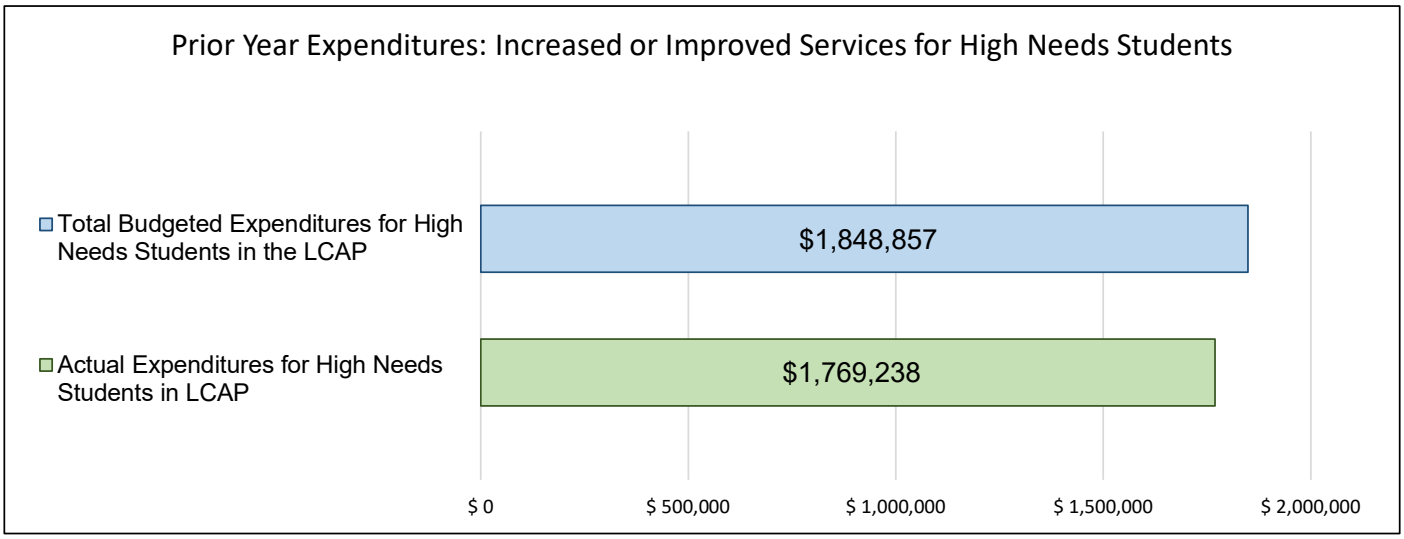
This chart provides a quick summary of how much LaVerne Elementary Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: LaVerne Elementary Preparatory Academy plans to spend $12,840,238.00 for the 2026-27 school year. Of that amount, $7,107,401.42 is tied to actions/services in the LCAP and $5,732,836.58 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, LaVerne Elementary Preparatory Academy is projecting it will receive $1,885,485.00 based on the enrollment of foster youth, English learner, and low-income students. LaVerne Elementary Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. LaVerne Elementary Preparatory Academy plans to spend $1,898,096.28 towards meeting this requirement, as described in the LCAP.

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



LCFF Budget Overview for Parents

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

The text description of the above chart is as follows: In 2025-26, LaVerne Elementary Preparatory Academy's LCAP budgeted $1,848,857.00 for planned actions to increase or improve services for high needs students. LaVerne Elementary Preparatory Academy actually spent $1,769,238.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $79,619.00 had the following impact on LaVerne Elementary Preparatory Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services aimed at increasing or improving support for high-need students in 2025–26 were lower than the budgeted amounts. However, this calculation does not account for the planned percentages of improved services tied to limited actions that contribute to meeting the increased or improved services requirement. Additionally, while actual expenditures were below the budgeted level, they exceeded the estimated actual LCFF S&C grant funds.

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
LaVerne Elementary Preparatory Academy	Debra Tarver, Chief Executive Officer	debbie.tarver@lepacademy.com 760-948-4333

Plan Summary 2026-27

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.

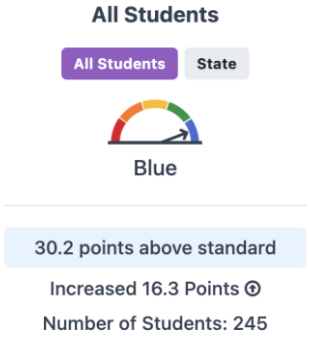
LaVerne Elementary Preparatory Academy (LEPA) is a directly funded public charter school, which opened in 2008, serving scholars in grades TK-8 in the surrounding neighborhood of Hesperia. The goal of LEPA is to prepare scholars for entrance into college, university, or trade school. Scholars enrolled at LEPA are equipped with the skills and desire necessary to be self-motivated learners. LEPA recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll scholar demographics that are reflective of the surrounding community and the Hesperia School District. During the 2025-26 school year, our demographics included 86.6% Hispanic/Latino scholars and 7.0% White scholars. Other demographics include 3.2% African American, 0.4% Asian, 1.4% Two or More Races. 16.7% of our scholars were classified as English Language Learners. 60.8% are considered socio-economically disadvantaged and 5.8% are scholars with Disabilities.

LEPA believes a structured environment is most effective in a learning environment where each scholar is able to progress at his or her own pace with adequate leadership and guidance from teaching staff to instill a love for learning and inquisitiveness toward things beyond present knowledge. Scholars will benefit through the use of a structured educational program involving a strong relationship with their teachers, school staff, and parents. LEPA seeks to provide an innovative, classical educational program that will enable all scholars to learn skills, acquire knowledge, apply wisdom, and develop character within a rich, diverse, and nurturing learning environment. The curriculum focuses on classical literature, phonics, grammar, composition, mathematics, science, history, geography, and foreign language. Music, art, and physical education are an important element of LEPA's well-rounded curriculum. The curriculum is aligned to Common Core State Standards. LEPA provides a comprehensive curriculum and implements on-going assessment. Staff uses the results of these assessments to understand scholars' needs and inform instruction that serves remedial and enrichment purposes. LEPA desires to ensure all scholars meet or exceed state and national standards in all core subjects.

Reflections: Annual Performance

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

ELA

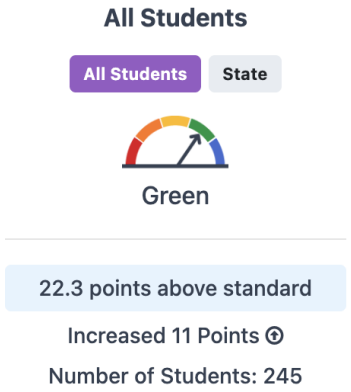


As stated on the California Dashboard, ELA data shows how well scholars met grade-level standards on the English Language Arts assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2025 Dashboard, all scholars at LEPA received a performance level of blue in ELA. The data revealed that the “all scholars” score was 30.2 above standard. In addition, the change status was increased by 16.3 points.

Student Groups	Points Above/Below Standard	Performance Levels	Change Levels	Points Increased/Maintained/Decreased
White	68.3	N/A	Increased	5.6
English Learners	-10.3	Yellow	Increased	8.5
Hispanic	25.1	Blue	Increased	16.3
Socioeconomically Disadvantaged	15.4	Green	Increased	9.8
Students with Disabilities	-68.4	N/A	Declined	27.4

The 2025 Dashboard ELA data showed a mix of performance levels across all major subgroups. Points above standard for the major subgroups were most significant for White students followed by Hispanic students and finally Socioeconomically Disadvantaged students. Students with Disabilities scored 68.4 points below standard but due to the small number of scholars in this subgroup, they were not given a performance level. Socioeconomically Disadvantaged, English Learners, White, and Hispanic students all increased in their change level. Students with Disabilities decreased in their change level by 27.4 points.

Math

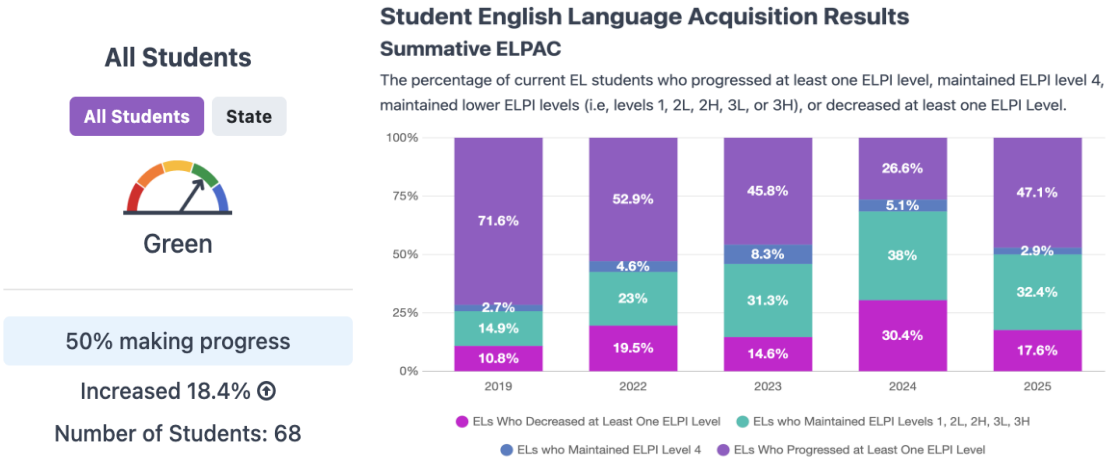


As stated on the California Dashboard, math data shows how well scholars met grade-level standards on the Mathematics assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2025 Dashboard, all scholars at LaVerne received a performance level of green in Math. The data revealed that the “all scholars” score was 22.3 points above standard. In addition, the change status increased by 11 points.

Student Groups	Points Above/Below Standard	Performance Levels	Change Levels	Points Increased/Maintained/Decreased
White	58.7	N/A	Increased	19.6
English Learners	-0.3	Green	Increased	4.4
Hispanic	18.5	Green	Increased	10.8
Socioeconomically Disadvantaged	11.2	Green	Increased	6.4
Students with Disabilities	-62.3	N/A	Declined	28.7

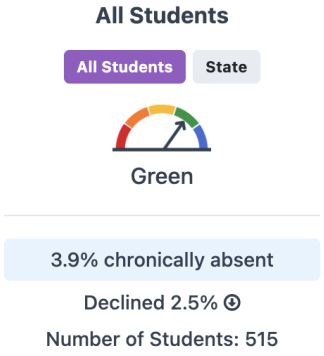
The 2025 Dashboard Math data showed several major subgroups score a performance level of green. The White, Hispanic, and Socioeconomically Disadvantaged subgroups all performed above standard. Points below standard for the major subgroups were most significant for Students with Disabilities followed by English Learners. Scholars with Disabilities scored 62.3 points below standard and White scholars scored 58.7 points above standard but due to the small number of scholars in these subgroups, they were not given a performance level. All subgroups, except Students with Disabilities, increased in their change level. Scholars with Disabilities demonstrated the highest decrease of 28.7 points.

English Learner Progress



As stated on the California Dashboard, the EL progress data shows the percentage of current EL scholars making progress towards English language proficiency or maintaining the highest level. Based on the 2025 Dashboard, “all scholars” at LaVerne scored a performance level of green which is the second highest performance level. 50% of ELs were identified as making progress toward English language proficiency. The change level increased by 18.4%. The Summative ELPAC data also showed that 12.8% fewer ELs decreased by at least one ELPI level from 2024 to 2025. In addition, 20.5% more EL scholars progressed at least one ELPI level from 2024 to 2025.

Chronically Absenteeism

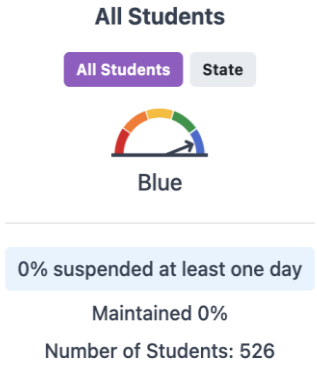


Per CDE, the Chronic Absenteeism measure shows how many scholars were absent for 10 percent or more of the instructional days they were enrolled to attend. According to the 2025 Dashboard, LaVerne had a chronically absent status of 3.9%. This status resulted in a performance level of green. Data shows that the chronic absenteeism status declined 2.5%.

Student Groups	Chronically Absent Percentage	Performance Levels	Change Levels	Change Level Percentage
White	0.00%	Blue	Declined	7.0%
English Learners	4.3%	Green	Declined	3.9%
Hispanic	4.3%	Green	Declined	2.2%
Socioeconomically Disadvantaged	5.3%	Green	Declined	2.5%
Students with Disabilities	11.1%	Yellow	Declined	13.1%

According to the 2025 Dashboard, several subgroups received the second highest performance level- green. All subgroups showed a decline in their chronically absent percentage. Students with Disabilities demonstrated a chronic absence level of yellow with the largest decline of 13.1%.

Suspension Rate



Per the California Dashboard, this suspension data is the percentage of scholars in kindergarten through grade 12 who have been suspended for at least one aggregate day during the given school year. According to the 2025 Dashboard, LaVerne had a suspension rate of 0% suspended at least one day. This status resulted in a performance level of blue which is the desired performance level. Data shows that the suspension rate status maintained 0% from the previous year.

Student Groups	Suspended at least One Day	Performance Levels	Change Levels	Change Level Percentage
African Americans	0.0%	N/A	Maintained	0.0%
English Learners	0.0%	Blue	Maintained	0.0%
Hispanic	0.0%	Blue	Maintained	0.0%
Socioeconomically Disadvantaged	0.0%	Blue	Maintained	0.0%
Students with Disabilities	0.0%	Blue	Maintained	0.0%

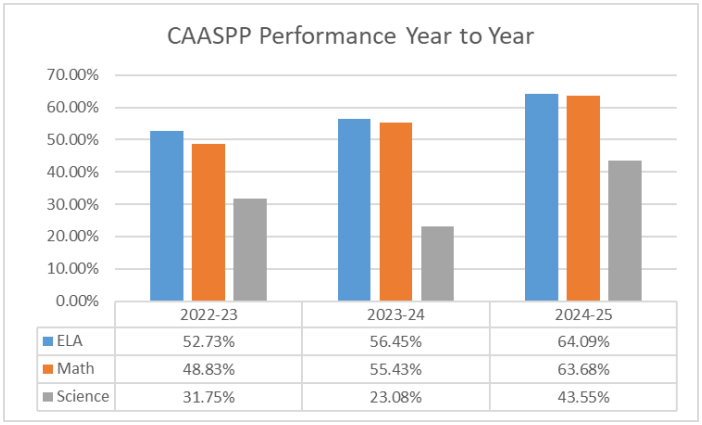
A majority of subgroups received the highest performance level- blue. The suspension rate performance level was 0.0%. In addition, all major subgroups maintained a suspension rate of 0.0%.

Dashboard Local Indicators

Local Indicator	2022	2023	2024	2025	2026
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met	Met	Met

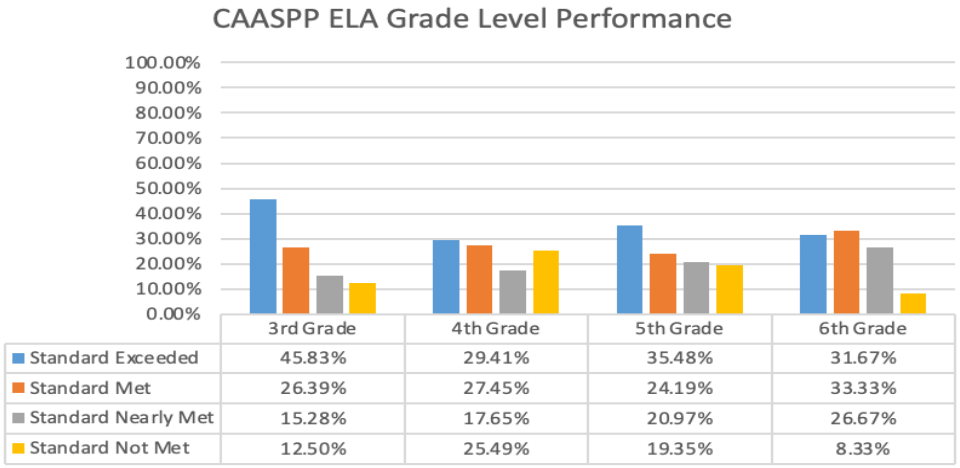
LaVerne continues to meet standards for all local indicators.

2024-25 CAASPP



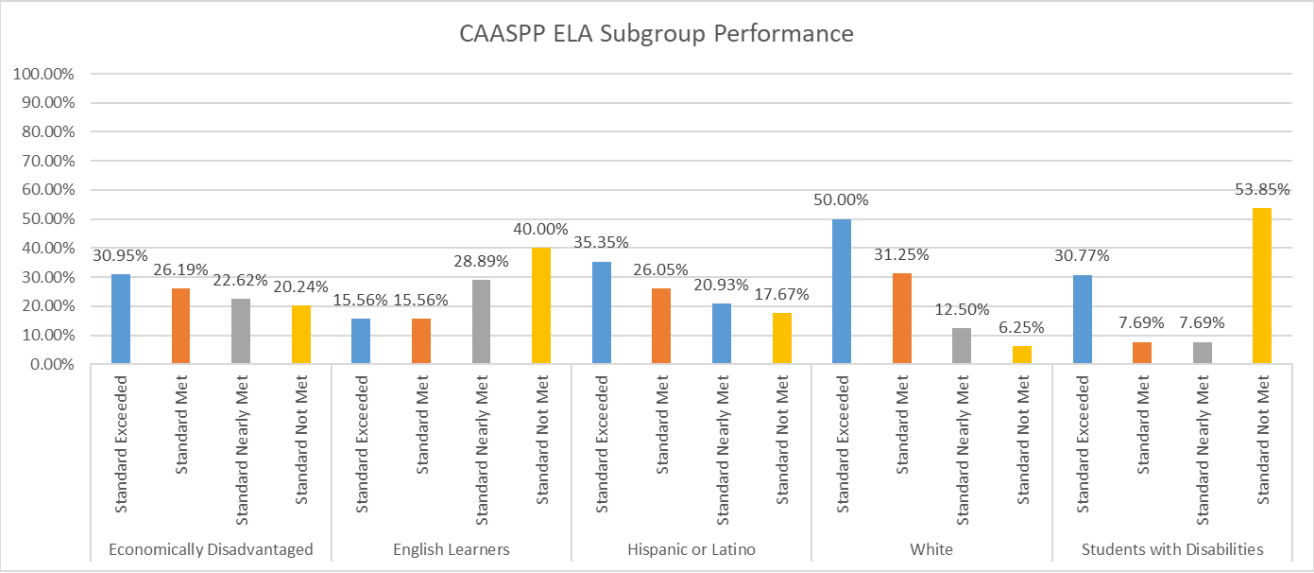
LaVerne students increased in their overall performance on the CAASPP assessment in ELA, Math, and Science. 20.47% of more scholars met or exceeded standards in science from 2023-24 to 2024-25. The increase in Math was 7.25%. The percentage of students who met or exceeded standard in ELA increased by 7.64% from 2023-24 to 2024-25.

ELA



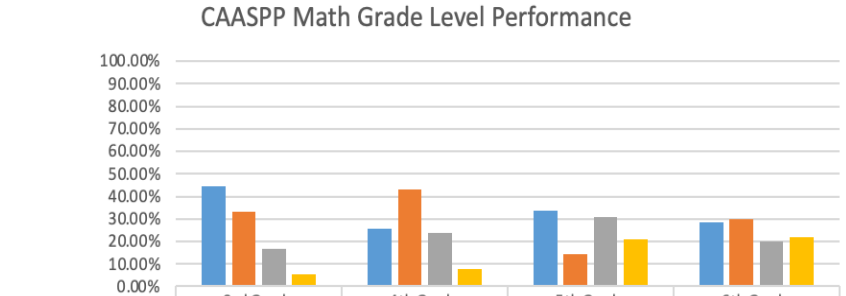
	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Exceeded	45.83%	29.41%	35.48%	31.67%
Standard Met	26.39%	27.45%	24.19%	33.33%
Standard Nearly Met	15.28%	17.65%	20.97%	26.67%
Standard Not Met	12.50%	25.49%	19.35%	8.33%

The percentage of scholars in each grade level who “Met” and “Exceeded” standards in the 2024-25 CAASPP ELA assessment ranged from 56% to 72%. 4th grade had the lowest percentage of scholars who “Met” and “Exceeded” standards, 56.86%. 3rd grade had the highest percentages of scholars who “Met” and “Exceeded” standards at 72.22%.



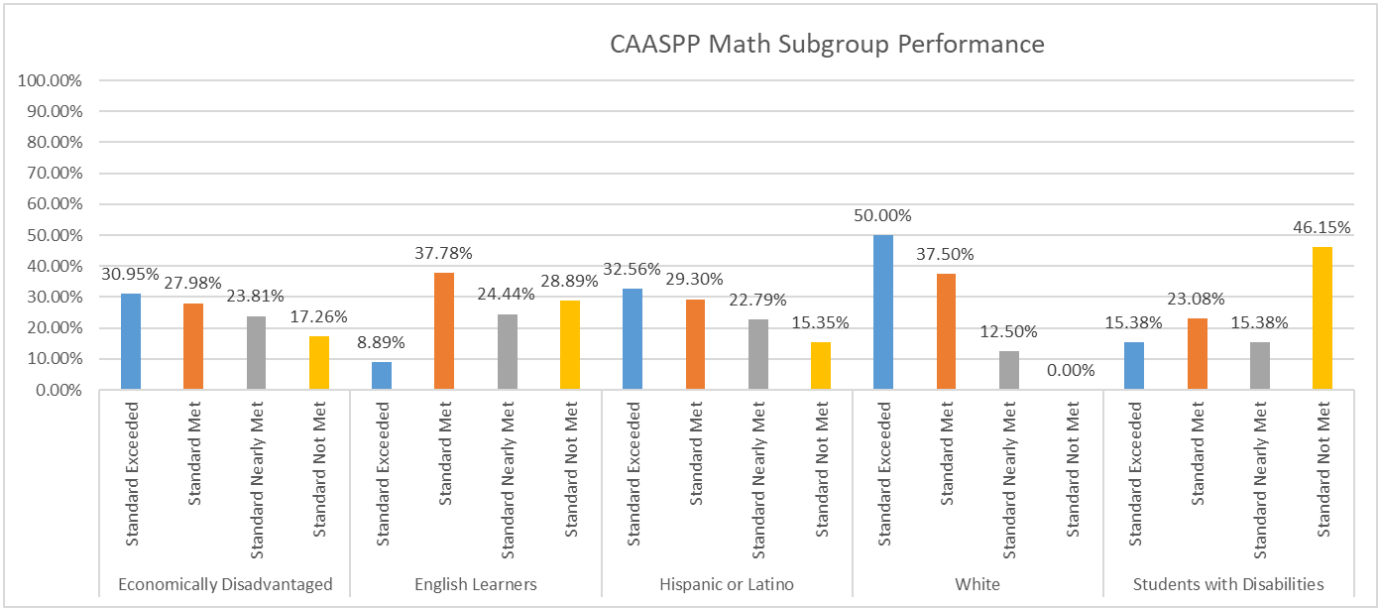
Major subgroup data showed that performance on the ELA CAASPP assessment was mixed. English Learners had the lowest percentage of scholars who “Met” and “Exceeded” standard, 31.12%. 38.46% of Students with Disabilities Met” and “Exceeded Standards”. 57.14% of Economically Disadvantaged scholars “Met” and “Exceeded Standards”. 61.40% of Hispanic or Latino students “Met” and “Exceeded Standards”. The highest performing major subgroup was White scholars with 81.25% who “Met” and “Exceeded Standards”.

Math



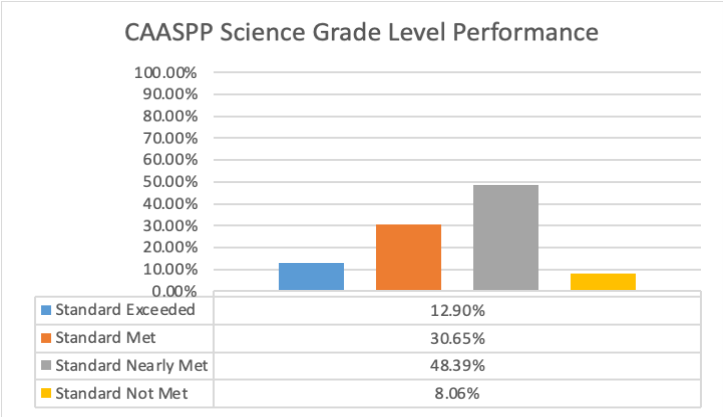
	3rd Grade	4th Grade	5th Grade	6th Grade
Standard Exceeded	44.44%	25.49%	33.87%	28.33%
Standard Met	33.33%	43.14%	14.52%	30.00%
Standard Nearly Met	16.67%	23.53%	30.65%	20.00%
Standard Not Met	5.56%	7.84%	20.97%	21.67%

The percentage of scholars in each grade level who “Met” and “Exceeded” standards in the 2024-25 CAASPP Math assessment ranged from 48% to 78%. 5th grade had the lowest percentage of scholars who “Met” and “Exceeded” standard, 48.39%. 3rd grade had the highest percentages of scholars who “Met” and “Exceeded” standards at 77.77%.

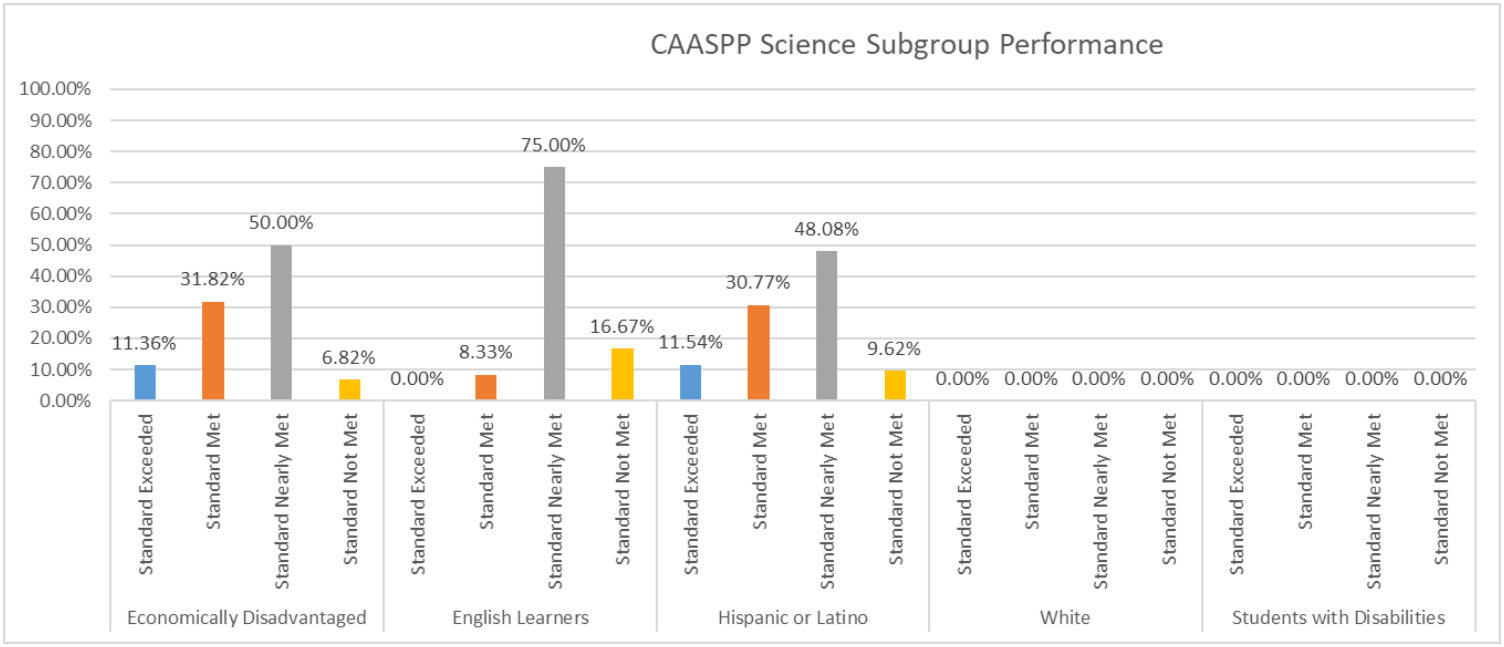


Major subgroup data showed that performance on the Math CAASPP assessment was mixed. Students with Disabilities had the lowest percentage of scholars who “Met” and “Exceeded” standard, 38.46%. 46.67% of English Learners “Met” and “Exceeded Standards”. 58.93% of Economically Disadvantaged scholars “Met” and “Exceeded Standards”. 61.86% of Hispanic or Latino scholars “Met” and “Exceeded Standards”. The highest performing major subgroup was White students. 87.50% of White scholars “Met” and “Exceeded Standards”.

Science



5th grade was the only grade level to complete the CAASPP Science assessment. 43.55% of scholars "Met" and "Exceeded" standards. In 2023-24, 23.08% of 5th grade scholars "Met" and "Exceeded" standards. 5th grade performance increased by 20.47% from school year 2023-24 to 2024-25.



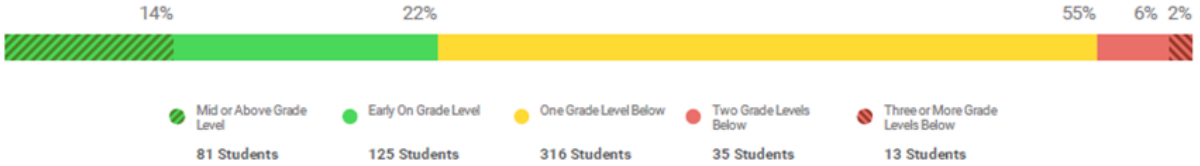
Major subgroup data for 5th grade showed that performance on the Science CAASPP assessment was low. English Learners had the lowest percentage of scholars who "Met" and "Exceeded" standards, 8.33%. 42.31% of Hispanic or Latino scholars "Met" and "Exceeded" standards

while 43.18% of Economically Disadvantaged scholars “Met” and “Exceeded” standards. Data was not available publicly for White students and Scholars with Disabilities to protect scholar privacy as fewer than 11 scholars tested.

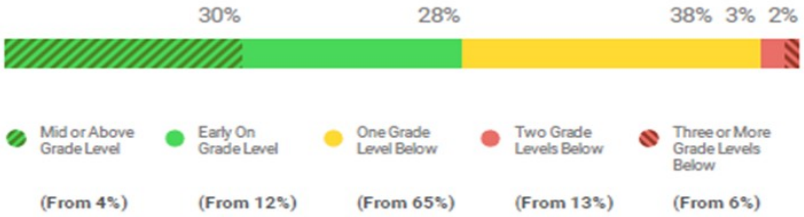
iReady

iReady Math

Mid-Year Assessment



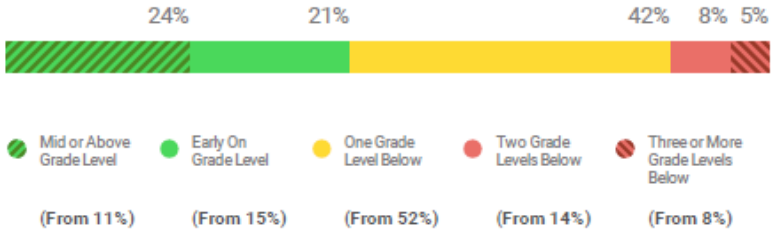
Final Assessment



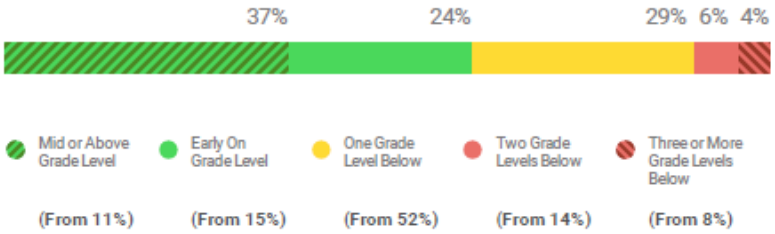
A comparison of overall placement of scholars in the math i-Ready assessment during the mid-year and final assessment showed progress in scholar performance. During the mid-year assessment, 36% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 58%. There was a decrease in the percentage of scholars who placed one grade behind between the mid-year assessment and the final assessment from 55% to 41%. The final assessment showed a decrease in the percentage of scholars who placed two, three or more grade levels behind from 8% during the mid-year to 2%.

iReady Reading

Mid-Year Assessment



Final Assessment



A comparison of overall placement of scholars in the reading i-Ready assessment during the mid-year and final assessment showed progress in scholar performance. During the mid-year assessment, 45% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 61%. There was a decrease in the percentage of scholars who placed one grade behind between the mid-year assessment and the final assessment from 42% to 29%. The final assessment showed a decrease in the percentage of scholars who placed two, three or more grade levels behind from 13% during the mid-year to 10%.

Additional Successes

As we work towards closing achievement gaps, LEPA has continued to provide training for administration, teachers, and office staff on topics that support scholar academics, social-emotional learning, and behavioral concerns. Increasing scholar access to counselors and support services has proven to be beneficial in supporting scholars to excel in their academics.

LEPA continues to provide training for administration, teachers, and office staff on supporting scholars with behavior issues. In the 2025-2026 school year, seven days were designated for Professional Development. Throughout the school year, Monday staff meetings have been utilized to provide various PDs including such topics as: classroom behavior management strategies, instructional strategies to engage learners, SEL best practices, and Positive Behavior Interventions and Supports (PBIS) training. Teachers and the school were also able to provide ongoing communication with parents via School Status. Teachers also communicate with parents using regular phone calls and three scheduled parent-teacher conferences. Through collaboration with teachers, staff, and parents, we have been able to identify areas of need to sustain academic and behavioral growth and progress for our student body.

Furthermore, LEPA continued to administer benchmark assessments, i.e., i-Ready, throughout the school year, thus monitoring scholar progress and further guiding the direction of instruction for individual learners. In the 2025-2026 school year, LEPA placed a strong emphasis

on RTI and PLCs. In utilizing RTI, LEPA teachers and administration were able to identify individual learning needs and implement classroom strategies that would target various groups of learners. PLCs were strengthened and allowed teachers to work closely together to foster best practices for instruction. PLCs also provide a realm for deep analysis of school data.

Furthermore, LEPA continues to provide staff to address the Social-Emotional needs of the scholars. This staff includes additional school psychologists and counselors. LEPA also contracts with agencies such as DM-SELPA and Care Solace. These professionals and programs have been beneficial to our scholars and their families this school year. Additionally, LEPA continues to promote the PBIS strategies for scholars. This program includes assemblies to help scholars learn how to demonstrate respectful behavior, to encourage them to follow the PBIS character traits, and what to do should they witness or if they are the recipient of unwanted behaviors. Scholars worked to earn wristbands for each of the PBIS character traits and were recognized for their accomplishments. The anti-bullying plan was continued to proactively address disrespect issues.

Additional Challenges

One of the challenges faced in recent years includes chronic absenteeism. Scholars have faced a variety of illnesses which has kept them from attending school. This in turn has affected their academic well-being. Administration has met with parents to discuss attendance issues and encourage attendance unless illness is involved, remaining for the entire school day, and taking advantage of the additional tutoring hour that is provided. Incentives have also been implemented for scholars who achieve perfect attendance each quarter of the school year and for the whole year. Quarterly perfect attendance celebrations have been implemented which has decreased the chronic absenteeism rates. As a result, our Chronic Absenteeism status has improved from yellow to green.

In addition, scholars have presented a variety of behavioral issues that have impeded the learning process. Teachers, administrators, and counseling staff have worked to mitigate the effect on learning for these scholars and their classmates. SEL supports and services, along with the PBIS and anti-bullying programs have been helpful in addressing some of the behaviors. We are encouraged by the results so far and look forward to continued improvement in the frequency of behavioral problems.The PBIS wristband challenge continues to be a useful tool for encouraging positive behavior. The addition of 7th grade at our new Upper Campus has presented unique challenges such as updating the facility to make it safe and useful for the capacity of scholars we have enrolled.

Develop and Implement a School-Level Plan to Improve Outcomes

AB Bill 716 allows single school districts and charter schools to utilize the Local Control and Accountability Plan (LCAP) to serve as the SPSA, provided that the LCAP meets the ESSA school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062.

LEPA, in collaboration with educational partners, has developed and will implement a school-level plan for addressing scholar performance and improving scholar outcomes. The plan is based on indicators in the statewide accountability system and informed by all indicators, including scholar performance against long-term goals; include evidence-based interventions; and identify resource inequities, which include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

LEPA is not identified as a school eligible for ATSI status. However, the performance of its Scholars with Disabilities group, and the decline in performance in previous years on the CAASPP indicate a need to continue with a plan for improvement. In order to address this issue and

improve academic achievement and a continued focus on attendance for the Students with Disabilities group, the school has developed a comprehensive plan based on indicators in the statewide accountability system and informed by all indicators, including scholar performance against long-term goals.

The first objective of the plan is to increase academic achievement in ELA and Math for Scholars with Disabilities and English Learner scholars. This will be achieved through the implementation of evidence-based interventions such as differentiated instruction, small group instruction, and teacher professional development on effective strategies for teaching Scholars with Disabilities and English Learners. LEPA will monitor scholar progress using formative assessments and adjust instruction as needed to ensure that all scholars, including Scholars with Disabilities, are making progress towards grade-level standards. Targeted interventions and support will be provided to Scholars with Disabilities who are performing significantly below grade level in ELA and Math, including one-on-one or small group instruction, access to technology-assisted instruction, and additional time and support for homework completion. Additional resources and support will be provided to teachers to help them effectively differentiate instruction for Scholars with Disabilities and English Learners, including access to assistive technology, professional development on inclusive teaching strategies, and additional classroom support from paraprofessionals or special education teachers.

The second objective of the plan is to continue to increase attendance among all scholars, especially Scholars with Disabilities. LEPA will analyze chronic absenteeism data to identify trends and patterns among this group. The school will work with families and caregivers to identify and address barriers to regular attendance, including health concerns and family needs. Targeted interventions and support will be provided to Scholars with Disabilities who are chronically absent, including check-ins with families, mentoring, and academic support services. LEPA will continue to utilize a Positive Behavior Intervention and Support (PBIS) plan to promote a positive school culture and support attendance for all scholars, including Scholars with Disabilities.

The following outlines the steps of the plan that will be put into place to address the issue and improve scholar performance.

1. LEPA will raise awareness of the importance of school attendance at the beginning of the school year. During the month of August, which is Attendance Awareness Month, we will hold assemblies for scholars about the importance of attending school regularly and on time. Parents will be provided with information on the effects of truancy and chronic absenteeism.

2. Data will be analyzed with regards to grade level and subgroup trends to identify and address patterns. The data will be used to strategize ways to improve attendance within those grade levels and subgroups.

3. Scholars with attendance problems will be identified early so that appropriate support and interventions can be put into place.

4. The administration will meet with families to discuss attendance and truancy issues early in the year as soon as attendance problems arise. Efforts to notify the family of attendance issues will be documented, including documentation that a conscientious effort has been made to meet with the parent/guardian and the scholar.

5. Throughout the school year, administration will evaluate the strategies implemented to address chronic absenteeism and will continue to include progress toward improvement in the LCAP.

At LEPA, we understand that being at school as much as possible is essential to improving progress toward grade level proficiency. Being present in the classroom during instruction presents all scholars with access to the high-quality education provided. Scholars with Disabilities miss out on valuable support services and instructional support when they are not in school. This has an impact on their ability to achieve

academic success. LEPA will make a concerted effort to address attendance issues with parents/guardians. LEPA will monitor progress towards the goals and objectives outlined in this plan through ongoing data analysis and formative assessments. The school will review and adjust the plan as needed based on progress towards goals and emerging trends in scholar data. Families, community partners, and other stakeholders will be engaged in regular feedback and review sessions to ensure that the plan remains relevant and effective. By implementing this comprehensive plan, LEPA aims to improve outcomes for Scholars with Disabilities and ensure that they have the opportunity to succeed academically and socially.

The third objective of the plan is to address resource inequities that may be impacting the academic achievement and attendance of Scholars with Disabilities. LEPA will conduct a review of LEA and school-level budgeting to identify and address resource inequities. The school will seek additional funding and resources to support the implementation of evidence-based interventions and targeted support for Scholars with Disabilities. Families and community partners will be engaged to support fundraising and resource allocation efforts to address resource inequities.

Learning Recovery and Emergency Block Grant

LEPA has unexpended LREBG funds for the 2026-27 and 2027-28 school year.

LREBG funded actions may be found in Goal 1, Action 2.

The LEPA needs assessment substantiated findings from the 2025 Dashboard related to English Learner Scholars. On the California School Dashboard, LEPA's overall performance level for ELA was blue; however, English Learners scored below standard, placing them in a performance level of yellow. Additionally, the percentage of EL students making progress towards English language proficiency increased 18.4%, placing them in a performance level of green. Based on this data, Goal 1, Action 2 directly address the need to continue the implementation of classroom practices and professional development to increase the use of strategies that support scholars in building language acquisition skills. English Learners increased their scores in math, placing them in a performance level of green in mathematics.

Goal 1, Action 2 directly addresses the need to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, thus aligning them to allowable uses of funds in this area. Classroom teachers work with English learner scholars pursuant to EC Section 32526 (2)(B).

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents are provided opportunities to engage in the process of developing the school's LCAP through monthly Coffee with Admin meetings for parents and through parent surveys. At Coffee with Admin meetings, parents had opportunities to provide input. They also indicated an appreciation for increased opportunities to participate in on-campus activities. LEPA also maintains an open door policy by which parents may communicate their input to school administration. Based on the 2024-2025 LEPA School Quality Parent Survey, the majority of parents of LEPA (98%) believe that LEPA provides a high quality educational environment for their children. Parents also believe that the school promotes academic success for all scholars, the scholars are treated with respect, positive behaviors are encouraged, the teachers care about their child(ren), and LEPA is a safe place to learn. Overall, parents believe their children like coming to school. These results indicate an overall satisfaction with the school and the programs in place.
School Staff (Teachers, administrators, and classified personnel)	Input from school staff, including teachers, administrators, and classified personnel, has provided critical insight into the strategies needed to address scholar academic success. Feedback between staff and administrators has also helped to develop best practices and plans towards closing the achievement gaps. LEPA administrators have regular conversations with staff members during staff meetings, during collaboration, and in focus group meetings. Conferences with teachers involving the progress of their scholars both as individuals, whole classes, and in grade levels provides valuable information for identifying student and school needs. Collaboration between grade level teams allows for teachers to identify strategies to be used to help close achievement gaps and ensures grade level alignment.
Scholars	Annually, the scholars of LaVerne Elementary Preparatory Academy are surveyed using an annual school climate survey. Surveys were provided to scholars in grades 3 through 6. Scholars at LEPA feel that the school has high expectations for learning, clear rules for behavior, they are supported, are safe, and are provided a sound education by staff that cares. The general consensus among our scholars seems to be that scholar behavior and interpersonal relationships are improving and continue to be an area that should be supported.

Insert or delete rows, as necessary.

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

Action 1:1 Parents and teachers expressed the need to ensure scholars have access to curriculum and instructional materials that are aligned to CCSS, thereby addressing the academic needs of all learners. Classroom inventories are conducted twice yearly to ensure eah scholar has the materials they need as measured by M1.1.

Action 1.2 LREBG Action Teachers and parents expressed the need to implement multiple intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success as measured by M1.2.

Actions 4.4 and 4.5 Attendance monitoring and meetings with parents have produced positive attitudes toward school and a decrease in chronic absenteeism. The data shows only 3.9% of scholars are chronically absent, which is a decline of 2.5% from 2024 to 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	**Provide access to high quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to scholar success.**	**Broad Goal**

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Scholar Achievement (Scholar Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified during data analysis and input from educational partners. An analysis of California Dashboard data and internal assessment data indicated a need to review curriculum and instructional strategies in order to ensure that all scholars are being supported in all subject areas. For example:

- i-Ready assessment scores have improved during the current school year in both ELA and Math.
- In ELA, all major subgroups performed above standard on the CAASPP except for English Learner and Special Education scholars. English Learner scholars' change level increased and Special Education scholars declined.
- All scholars scored 30.2 points above standard with an increase of 16.3 points..
- Scholars with Disabilities scored 68.4 points below standard. Their change level decreased 27.4 points.
- ELs performed 10.3 points below standard. Their change level increased by 8.5 points.
- In Math, according to the 2025 Dashboard, "all scholars" score at LaVerne was 22.3 points above standard.
- The change status increased by 11 points.
- Scholars with Disabilities scored 62.3 points below standard and declined 28.7 points.
- Although ELs performed 0.3 points below standard, they increased their change level by 4.4 points.
- Socioeconomically Disadvantaged scholars' change level status increased by 6.4 points in math placing them in green
- 50% of EL scholars were identified as making progress toward English language proficiency. The change level increased by 18.4%.
- The Summative ELPAC data also showed 12.8% fewer ELs decreased at least one ELPI level from 2024 to 2025. .
- In addition, 20.5% more EL scholars progressed at least one ELPI level from 20243 to 2025.

During the LCAP process, educational partners identified the need for:

- Increased collaboration time for teachers
- Continued provision of mentors for new teachers
- Differentiated professional development for new and veteran teachers
- Professional development for all teachers to ensure curriculum is used as effectively as possible to increase scholar acquisition of knowledge and depth of knowledge.
- Ongoing instructional support for ELA and Math
- Continued access to learning support for low-income, English Learners, and scholars with Disabilities

LaVerne Elementary Preparatory Academy is an educational institution that strives to provide every scholar with equal access to high-quality curriculum and classroom instruction, even those who may experience difficulties in meeting state standards. LEPA has developed a comprehensive plan of action to achieve this goal, which includes providing Common Core State Standards (CCSS) curriculum and instructional materials that cater to individual learning needs while maintaining a highly qualified and well-trained teaching staff. The goals, actions, and metrics LaVerne Elementary will use to support and improve scholar learning and to measure progress toward these goals are outlined below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Percentage of curriculum aligned to CCSS	100% alignment	100% alignment	100% alignment	100% Alignment of all curricula to California state standards	Baseline and Year 2 outcomes are in alignment.

M1.2	CAASPP State Testing Results Update: (LREBG Metrics)	LREBG Original: 2022-23 CAASPP All scholars- ELA 52.73% met or exceeded standards Unduplicated scholars-ELA **Economically Disadvantaged** Standard Exceeded: 19.16% Standard Met: 31.14% Standard Nearly Met: 27.54% Standard Not Met: 22.16% **English Learners** Standard Exceeded: 5.00% Standard Met: 25.00% Standard Nearly Met: 38.33% Standard Not Met: 31.67%	2024-25 CAASPP All scholars- ELA 64.09% met or exceeded standards Unduplicated scholars-ELA **Economically Disadvantaged** Standard Exceeded: 30.95% Standard Met: 26.19% Standard Nearly Met: 22.62% Standard Not Met: 20.24% **English Learners** Standard Exceeded: 15.56% Standard Met: 15.56% Standard Nearly Met: 28.89% Standard Not Met: 40.00% **Foster Youth** Data Unavailable	2025-26 SBAC currently unavailable	Unduplicated scholars demonstrate 2% growth annually on the SBAC assessment.	Differences from baseline will be updated once SBAC data becomes available. Evidence of walkthroughs is maintained digitally. Results of professional conversations are noted. Follow-up observations and conversations take place on a regular basis. (LREBG)

		Foster Youth Data Unavailable <u>All scholars- Math</u> 48.83% met or exceeded standards <u>Unduplicated scholars</u>- Math **Economically Disadvantaged** Standard Exceeded: 19.76% Standard Met: 21.56% Standard Nearly Met: 34.13% Standard Not Met: 24.55% **English Learners** Standard Exceeded: 8.33% Standard Met: 28.33% Standard Nearly Met: 31.67% Standard Not Met: 31.67%	<u>All scholars- Math</u> 63.68% met or exceeded standards <u>Unduplicated scholars- Math</u> **Economically Disadvantaged** Standard Exceeded: 30.95% Standard Met: 27.98% Standard Nearly Met: 23.81% Standard Not Met: 17.26% **English Learners** Standard Exceeded: 8.89% Standard Met: 37.78% Standard Nearly Met: 24.44% Standard Not Met: 28.89% **Foster Youth** Data Unavailable			

		Foster Youth Data Unavailable Updated: 2023-24 CAASPP All scholars- ELA 56.45% met or exceeded standards Unduplicated scholars-ELA **Economically Disadvantaged** Standard Exceeded: 25.27% Standard Met: 30.22% Standard Nearly Met: 24.18% Standard Not Met: 20.33% **English Learners** Standard Exceeded: 0% Standard Met: 23.40% Standard Nearly Met: 29.79% Standard Not Met: 46.81% **Foster Youth**	Interventions Observed through walkthroughs **K–2** Teachers are consistently implementing foundational literacy, math, and SEL interventions. Morning Work and Morning Meetings are used to support academic review and SEL awareness activities. Saxon Phonics lessons are being utilized to strengthen early reading skills. Guided reading groups and repeated readings are improving fluency and comprehension. Scholars are engaging in centers to review letters, sounds, math and writing concepts. Scholars participate in daily i-Ready lessons that are monitored by the teacher. Math fact practice and manipulatives are			

		Data Unavailable <u>All scholars- Math</u> 55.43% met or exceeded standards <u>Unduplicated scholars- Math</u> **Economically Disadvantaged** Standard Exceeded: 25.14% Standard Met: 25.68% Standard Nearly Met: 34.43% Standard Not Met: 14.75% **English Learners** Standard Exceeded: 8.51% Standard Met: 25.53% Standard Nearly Met: 36.17% Standard Not Met: 29.79% **Foster Youth** Data Unavailable Additional update to the one above:	being used to help build conceptual understanding. Benchmark Express EL workbooks are being used to reinforce vocabulary and writing skills. **Grades 3–7** Upper-grade teachers are implementing structured academic supports across reading, writing, math, and SEL. Morning Work activities continue to support community and regulation. Sentence frames, close reading strategies, and repeated readings are utilized to strengthen writing, text analysis, and fluency. Vocabulary instruction and comprehension strategies are improving academic language and understanding			

		Interventions observed during walkthroughs **Grades K–2 Focus** - Morning Review Work (Math & ELA 4 Today) - Morning Meetings / Community Circles (SEL) - Phonemic Awareness (Saxon Phonics) - Guided Reading Groups - Reading Fluency: Repeated Readings - Center Activities - Letter/Sound Recognition - Writing Practice - Sentence Frames - i-Ready Reading and Math Lessons - Math Fact Fluency Practice (flashcards) - Manipulatives for Conceptual - Understanding (e.g., blocks, counters)	of complex texts. Graphic organizers support structured writing and problem solving. Math fluency practice and visual models deepen conceptual understanding. Small group and peer support is regularly used. Scholars are completing i-Ready learning paths, and EL workbooks reinforce language development.			

		- EL workbooks (Benchmark Express) **Grades 3–6 Focus** - Morning Review Work (Math & ELA 4 Today) - Morning Meetings / Community Circles (SEL) - Sentence Frames and Starters to support speaking & writing - Close Reading Strategies (annotating, text-dependent questions) - Repeated Reading for fluency - Vocabulary Building through explicit instruction & word walls - Comprehension Strategies (e.g., summarizing, questioning, predicting) - Graphic Organizers for writing				

		- Targeted math fact fluency practice - Visual Representations & Graphic Organizers - Manipulatives for Conceptual Understanding (e.g., base-ten blocks, counters) - Small Group Peer Tutoring or Partner Reading - i-Ready Reading and Math Lessons - EL Workbooks (Benchmark Express)				
M1.3	Percentage of teachers with appropriate credentials	100% alignment with CTC	100% alignment with CTC	100% alignment with CTC	100% alignment with CTC of all teachers holding a valid teaching credential	Baseline and Year 2 outcomes are in alignment.

M1.4	Broad range of courses on lesson plans, curriculum lists, and professional development	All scholars, including Unduplicated scholars, are given access to courses and enrichment activities that support academic and SEL needs. Courses included are social studies, science, social-emotional development, music, and foreign language in addition to the core subjects of math and language arts.	All scholars, including Unduplicated scholars, continue to receive access to courses and enrichment activities that support academic and SEL needs. Core subjects are math and language arts. Additional courses include social studies, science, music, foreign language, and social-emotional development.	All scholars, including Unduplicated scholars, continue to receive access to courses and enrichment activities that support academic and SEL needs. Core subjects are math and language arts. Additional courses include social studies, science, music, foreign language, and social-emotional development.	All Unduplicated scholars will have an opportunity to be involved in extracurricular activities.	Baseline and Year 2 outcomes are in alignment.

M1.5	Professional Development Trainings offered	Professional development provided at the beginning of the school year includes curriculum, instructional strategies, and SDAIE strategies for English Learners. Additional trainings offered during the school year.	Six days of professional development was provided at the beginning of the school year. Training included new staff training, curriculum, instructional strategies, strategies for English Learners, school safety, and Workplace Violence. Throughout the school year, staff received training on classroom management, test review strategies, and SEL.	Six days of professional development were provided at the beginning of the school year. Training included new staff training, curriculum, instructional strategies, strategies for English Learners, school safety, and Workplace Violence. Throughout the school year, staff received training on classroom management, test review strategies, and SEL.	Continue to provide professional development at the beginning of the school year to include curriculum, instructional strategies, and SDAIE strategies for English Learners. Additional trainings offered during the school year.	Curricular training included strategies for English Learners. Each curricular training incorporated differentiation for scholars at different learning levels and strategies for English Learner scholars. Baseline and Year 2 outcomes are in alignment.
M1.6	Teacher Induction Mentors	At least 2 mentors are provided for CTI candidates and newly credentialed teachers.	2 mentors have been provided to mentor teachers in the induction program.	LEPA continues to provide qualified mentors for each induction candidate.	Continue to collaborate with CTI to assist mentors and induction candidates, as well as newly credentialed teachers. Provide mentor teachers as needed to coach CTI candidates.	Baseline and Year 2 outcomes are in alignment.

M 1.7	Literacy Coach interaction logs and data analysis	A literacy coach identified and an Instructional Assistant hired to assist teachers with literacy instruction.	The literacy coach continues to provide support for teachers with literacy instruction as needed.	The literacy coach position has been absorbed by Instructional Assistants who provide reading intervention for scholars in need.	Scholars' reading scores will continue to improve. EL scholars' will progress toward English language proficiency. Unduplicated scholars will show growth in literacy concepts.	Baseline and Year 2 outcomes are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

The 2025 Dashboard ELA data shows "All Scholars" showed a performance level of blue. All major subgroups performed above standard except for English Learners and Scholars with Disabilities. 81.25% of White scholars met or exceeded standard on the 2025 CAASPP assessment. 61.4% of Hispanic scholars met or exceeded standards in 2025. Points below standard for the major subgroups was most significant for Scholars with Disabilities, followed by ELs. Scholars with Disabilities scored 68.4 points below standard. Their change level decreased 27.4 points. ELs performed 10.3 points below standard and their change level increased 8.5 points. .

Dashboard Math data for 2025 shows that "All Scholars" at LEPA scored a performance level of green. All major subgroups performed above standard except Scholars with Disabilities and English Learner scholars, who performed below standard. Points below standard for the major subgroups were most significant for Scholars with Disabilities. Scholars with Disabilities scored 62.3 points below standard, which is an increase of 28.7 change points. Although ELs performed 0.3 points below standard, they increased their change level by 4.4 points.

As a result of the data, LEPA has continued to provide CCSS-aligned curriculum for all scholars and will continue to hire qualified teachers. Professional development centered around strategies for English Learner scholars and students with disabilities has continued in order to continue the momentum toward closing achievement gaps for these scholars. These strategies will also help EL scholars continue to increase their English language proficiency levels. Intervention methods, including one Instructional Assistant per grade level, provide support for all scholars. Enrichment opportunities are utilized to provide a broad range of courses aimed at developing lifelong learners and development of the whole child. Teachers progress through the induction program and continue to receive coaching from qualified mentors.

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 was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for several actions within goal 1. Action 1- The estimated actual expenditures related to ensuring scholars have access to curriculum and instructional materials was less than the budgeted expenditures. The budgeted expenditures were calculated using the preliminary budget. Despite the discrepancy, LEPA has adopted curriculum in all content areas that align with CCSS. Action 5- The budgeted expenditures for professional development related to newly adopted curriculum and research-based instructional strategies aligned with CCSS fell slightly below the estimated actual expenditures. The difference was minimal- approximately $4K- largely because PD activities prior to the start of the school year were not accounted for in the original budget estimate. Action 6- The budgeted expenditure was determined based on previous invoices. The actual expenditure was more than projected as more teachers participated in the teacher induction program. Action 7- The variance between budgeted and estimated actual expenditures reflects the literacy coach position remaining unfilled.

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

Action 1.1: ELA, Math, NGSS Science and History CCSS-Aligned Curriculum has been effective in raising i-Ready and CAASPP scores for all scholars, with the exception of Students with Special Needs. All scholars have access to curriculum aligned to CCSS, in both physical and digital formats as measured by M1.1

Action 1.2: Scholar Support Services have been provided LEA-wide: Multiple intervention methods have been provided in order to support all scholars, including Unduplicated scholars. These methods have had a positive affect on the school culture and social-emotional well-being of scholars, which has contributed to academic success as measured by M1.2

Action 1.3: All teachers at LEPA hold valid teaching credentials so that the teaching staff is providing quality instruction to all learners as measured by M1.3. Highly qualified teachers engage scholars in learning, frequently assess for understanding, and support students with differentiation as needed. The evidence of their effectiveness is the increase in internal and state assessment scores.

Action 1.4: Access to a broad range of courses and enrichment opportunities supports all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment as measured by M1.4. The inclusion of enrichment opportunities such as music and STEM provide scholars with enriched learning activities that support their core academic growth.

Action 1.5: Professional development opportunities for teachers have deepened their understanding of the curriculum as well as effective classroom instruction. Research-based instructional strategies that align with CCSS as measured by M1.5 have deepened levels of knowledge for all scholars, including English Learner scholars. Teacher effectiveness has increased as is evidenced in increased scores for most scholars. Highly-qualified mentors help prepare and support new teachers effectively as stated in Action 1.6 and measured by M1.6.

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.

In response to the data, LEPA administrators reflected on current classroom practices and professional development offerings. Although professional development was offered that addressed the components for each set of curriculum and how the needs of English Learners is addressed, we recognize that additional training for addressing the needs of our English learners and Special Education Scholars continues to be a priority. Therefore, continued training on SDAIE strategies and differentiated instruction will be emphasized during the beginning of the year staff development and throughout the school year. At each phase of assessment, data analysis and teacher input will determine the need for follow-up training and will identify continuing needs for teachers. Administration and teachers will continue implementing multiple

intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success. LREBG funding will be used to support the implementation of this action. This goal will be measured by Metric 1.2.

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	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	LEA-wide: Administration will continue to ensure scholars have access to curriculum and instructional materials that are aligned to CCSS, thereby addressing the academic needs of all learners by conducting classroom inventories two times yearly as measured by M1.1.	$307,089	No
1.2	Scholar Support Services	LREBG Action LEA-wide: Administration and teachers will continue implementing multiple intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success as measured by M1.2. Original: LREBG Funds supporting this action: $253,383.30 per year through 2026-27 and $96,231.40 in school year 2027-28. Updated: LREBG Funds supporting this action: estimated $297,220 during school year 2026-27 and an estimated $174,852 during school year 2027-28 (estimates include anticipated 2026-27 funds)	$1,707,639	Yes
1.3	Teacher Assignment	LEA-wide: Human resources will continue to monitor records to ensure all teachers hold valid teaching credentials so that the teaching staff is providing quality instruction to all learners as measured by M1.3.	$11,434	No

Action #	Title	Description	Total Funds	Contributing
1.4	Enrichment	LEA-wide: Administration and teachers will continue providing access to a broad range of courses and enrichment opportunities to support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment as measured by M1.4.	$173,728	Yes
1.5	Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers to learn about newly adopted curriculum and research-based instructional strategies that align with CCSS as measured by M1.5.	$15,000	No
1.6	Teacher Induction Program	LEA-wide: The Administration will continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program, thereby clearing their credential and improving their craft of teaching as measured by M1.6.	$17,500	No
1.7	Literacy Coaching	LEA-wide: Administration will designate a member of the teaching staff to act as a literacy coach. The literacy coach will observe and consult with teachers to help them provide rich instruction in reading in order to meet the needs of all scholars, including Unduplicated scholars as measured by M1.7.	$15,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	**Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.**	**Maintenance Goal**

State Priorities addressed by this goal.

Priority 4: Scholar Achievement

An explanation of why the LEA has developed this goal.

Our school is committed to providing an exceptional education to all our scholars. As indicated by data shown above, all scholars at LEPA have shown improvement in ELA and in Math with the exception of Students with Disabilities. Utilizing the i-Ready assessment tool to measure scholar growth in Reading and Math has allowed for tracking scholar progress and adjusting instruction to meet identified needs of

scholars. Scholars will continue to be assessed three times throughout the school year to demonstrate their progress. The initial assessment will be taken at the beginning of the school year, and any scholar who is placed in Tier 1 in either Reading or Math will have the opportunity to receive additional support to close achievement gaps and make academic progress.

To ensure that scholars meet their learning goals, our teachers and staff analyze assessment data and provide ongoing instruction, including using their i-Ready learning path and teacher-assigned lessons. Regular professional development and collaboration time equips teachers and staff with the strategies and tools needed to provide the best possible education to our scholars. These professional development sessions will support teachers, staff, and scholars by equipping them with strategies and tools that can be implemented in the classroom.

In addition, SBAC Interim Assessments are given to all scholars in grades 3-6. These assessments provide valuable information for teachers and administration regarding the progress these scholars are making toward the CCSS. Data is analyzed with teachers and administration and plans are made for improved instructional strategies, small groups, and individual support. Teachers also use this information to work with Instructional Assistants who provide support to scholars who are struggling and in need of additional support.

According to the Dashboard, it is necessary to evaluate ELPAC assessment data in order to identify and provide support for our ELL scholars. We also have identified the need to provide additional SDAIE training for our teachers so they are able to utilize instructional strategies that benefit ELL scholars.

This data shows that:

- 50% of EL scholars were identified as making progress toward English language proficiency. The change level increased by 18.4%.
- 12.8% fewer ELs decreased at least one ELPI level from 2024 to 2025.
- 20.5% more EL scholars progressed at least one ELPI level from 2024 to 2025 on the 2025 Dashboard.
- Data Comparison showed that Current ELs performed 10.3 points below standard in ELA, an improvement of 8.5 points.
- Recently Reclassified ELs and English Only scholars both performed above standard on the Dashboard. The change levels increased for Recently Reclassified ELs and English Only scholars.
- The 2025 Dashboard Math Data Comparison showed that Current ELs performed 27.2 points below standard, an increase of 8.1 points.
- Reclassified ELs and English Only scholars all performed above standard in math and the change level increased for both groups of scholars as well.

We are committed to providing all our scholars with the support they need to succeed, including our ELL scholars. Our teachers and staff will receive ongoing support and training to reinforce ELL scholars with the skills and knowledge they need to succeed in school and beyond. We believe that the use of SDAIE strategies is essential in reinforcing ELL scholars with the skills and knowledge to become successful in school. By providing ongoing support and training to our teachers and staff, we are ensuring that all our scholars receive the support they need to achieve their full potential.

We believe that ongoing assessment and data analysis are essential to inform instruction and improve scholar outcomes. Our teachers and administration will continue to assess scholars and analyze data to ensure that our scholars receive the best possible support for their success. We continue to utilize assessment systems that are aligned with state assessments and the data produced presents an accurate

picture of how scholars are progressing. Strategic and focused time for collaboration within and across grade levels will be provided on a consistent basis. Grade-level leads will foster stronger dialogue, staff input, and systems of support..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.1	Equipment maintenance logs.	Scholar Chromebooks and other electronic equipment is repaired or replaced as needed.	Chromebooks and other equipment is repaired or replaced as needed on a continual basis. Logs of work completed are maintained.	Chromebooks and other equipment are repaired or replaced as needed throughout the school year. Tech support is on campus weekly to conduct repairs and offer technical assistance. Logs of work completed are maintained.	Chromebooks will be repaired or replaced throughout each year to maintain sufficient working devices.	Baseline and Year 2 outcomes are in alignment.

M2.2	i-Ready school-wide assessment data. Percentage of scholars who are above, at, or below grade level.	During the 2023-24 school year, 49% of scholars scored in Tier 1 in math and 54% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2023-24</u> Kinder- 40% 1st- 37% 2nd- 49% 3rd- 66% 4th- 55% 5th- 49% 6th- 61% <u>Reading i-Ready 2023-24</u> Kinder- 56% 1st- 54% 2nd- 59% 3rd- 75% 4th- 45% 5th- 37% 6th- 53%	During the 2024-25 school year, 51% of scholars scored in Tier 1 in math and 58% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2024-25</u> Kinder- 40% 1st- 35% 2nd- 45% 3rd- 57% 4th- 69% 5th- 59% 6th- 62% <u>Reading i-Ready 2024-25</u> Kinder- 57% 1st- 61% 2nd- 59% 3rd- 74% 4th- 50% 5th- 51% 6th- 45%	During the 2025-26 school year, 57% of scholars scored in Tier 1 in math and 61% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2025-26</u> Kinder- 55% 1st- 42% 2nd- 55% 3rd- 64% 4th- 62% 5th- 74% 6th- 56% 7th- 47% <u>Reading i-Ready 2025-26</u> Kinder- 72% 1st- 68% 2nd- 72% 3rd- 67% 4th- 42% 5th- 58% 6th- 52%	Scholars' growth will increase by 3% annually in reading and math.	The number of scholars scoring in Tier 1 after the final diagnostic in Reading increased by 4% from 2024 to 2025. In Math, the number of scholars scoring in Tier 1 after the final diagnostic increased by 1% from 2024 to 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7th- 39%		
M2.3	PD Logs and Collaboration Notes	5 days of professional development provided at the beginning of the school year to address curriculum and teaching strategies 1 PD per month provided to staff regarding curriculum and use of online platforms Grade level collaboration provided 1-2 times monthly	5 days of professional development were provided at the beginning of the school year on curriculum and instructional strategies. Additional PDs provided throughout the school year. Grade level collaboration provided 1-2 times monthly.	6 days of professional development were provided at the beginning of the school year, including a day of training for new staff. The focus of the trainings was on curriculum and instructional strategies. Additional PDs provided throughout the school year. Grade level collaboration was provided 1-2 times monthly. Teachers completed collaboration minutes for each session.	Continue to provide at least 5 professional development trainings at the beginning of each school year to address curriculum and teaching strategies Provide one PD session monthly regarding curriculum use within the classrooms Provide 1-2 opportunities monthly for grade level collaboration Staff will conduct assessment analysis three times yearly after each round of assessments and after the release of state assessment data.	Baseline and Year 2 outcomes are in alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.4	PD- SDAIE Logs and Training Documentation	1 SDAIE training session presented at the beginning of the school year with at least one follow-up training during the school year.	Teachers were trained on the EL strategies contained within each curriculum piece.	Representatives from each core curriculum presented training on curricular best practices and differentiated instruction for struggling scholars and English Learner scholars.	All teachers will be provided 1 training annually on SDAIE strategies and the SIOP model.	Additional training is necessary for the upcoming school year on SDAIE, SIOP, and GLAD strategies. Continued training on differentiating for Scholars with Disabilities is required.
M2.5	ELPAC Interim and Summative Assessments results	The initial ELPAC assessment was taken in August. Continuing English Learner scholars take the summative assessment yearly unless and until they are reclassified or exit the school.	The ELPAC summative assessment was administered to all English Learner scholars who have not been reclassified who still attend the school in February 2025.	The initial ELPAC assessment was taken in August 2025. The ELPAC summative assessment was administered to all English Learner scholars who were not reclassified and still attended the school in February 2026.	All English Learner scholars will take the initial ELPAC assessment every August. Continuing English Learner scholars will take the summative assessment yearly unless and until they are reclassified or exit the school.	Baseline and Year 2 outcomes are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

M 2.1 Chromebook maintenance, along with the maintenance, repair or replacement of other technology has allowed teachers and scholars to have access to technology necessary for supplementing instruction, supporting scholar learning, access to online resources, and assessments.

M 2.2, M2.5 Monitoring scholar progress using i-Ready, Smarter Balanced Interim assessments, and ELPAC formative and summative assessments throughout the school year allows teachers and administration to identify scholars who require additional support, including Unduplicated Scholars. Small group instruction and 1:1 support was provided using data from these assessments as well as curricular benchmarks. The assessments provided a measure of scholar progress toward achieving CCSS proficiency.

M 2.3 Professional development at the beginning of the school year focused on curriculum and teaching strategies for all teachers. Teacher collaboration provided valuable time for teachers to analyze data and identify strategies effective for increasing growth for all scholars.

M 2.4 Representatives from each core curriculum presented trainings on curricular best practices and differentiated instruction for struggling scholars and English Learner scholars.

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.

Within Goal 2, two actions reflected a material variance of more than 10% between budgeted and estimated actual expenditures. Specifically, Action 1- Estimated actual expenditures for supplemental technology purchases and upgrades- including Chromebooks to maintain a 1:1 student-to-device ratio for grades K-8- were significantly higher than budgeted. The original projection was based on preliminary figures and did not fully account for costs associated with the expansion of a new learning environment, which drove increased demand for internet and technology services. Among the largest contributors to the variance was the purchase of Promethean ActivPanels, along with several additional technology acquisitions. Action 5- which supports English Language Learners- had budgeted expenditures that exceeded estimated actual expenditures. This action encompassed many of the functions and supports associated with the ELD Coordinator position, for which the LEA established the Planned Percentage of Improved Services through an estimated compensation using a salary schedule that included health and benefits. The Planned Percentage of Improved Services was underestimated as the LEA anticipated more expenditures associated with the purchase of materials.

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

M 2.1 Chromebook and technology maintenance supplemental methods for accessing instruction and differentiating lessons for all scholars. Access to technology is essential for access to online assessments, providing essential data for teachers and methods for supporting learning for all scholars. .

M 2.2, M2.5 Monitoring scholar progress using i-Ready, Smarter Balanced Interim assessments, and ELPAC formative and summative assessments throughout the school year allows teachers and administration to identify scholars who require additional support, including Unduplicated Scholars. The system of assessments and data analysis has allowed for target support provided to scholars who need it most. The result is evident in increased state testing scores. Additional identification of the needs and providing of support for Students with Disabilities will be essential to ensure the closing of achievement gaps for these scholars.

M 2.3 Professional development focused on curriculum and teaching strategies has increased teacher effectiveness. Teacher collaboration provided valuable time for teachers to analyze data and identify strategies effective for increasing growth for all scholars. New and veteran teachers learned from each other and created innovative methods for supporting scholars at all levels of development.

M 2.4 Training on strategies for English Learner scholars has improved their performance on state assessments in ELA and math, along with increasing their levels of language proficiency.

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

We do not plan to make any changes to this goal, metrics, target outcomes or actions for the upcoming school year. We believe that each action is crucial to continuing the system of assessment and support we have in place so that we have the most complete picture of how our scholars are progressing toward the learning goals. This plan also allows us to provide support as needed for individuals and groups of students.

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	Chromebooks	LEA-wide: The school will purchase and upgrade supplemental technology including Chromebooks to ensure a 1:1 scholar to Chromebook ratio for grades K-8 as measured by metric M2.1. IT will monitor functionality of current technology and upgrade as needed as measured by M2.1.	$352,243	No
2.2	School-wide Assessments	LEA-wide: Scholars will be assessed using i-Ready three times during the school year. School-wide assessment systems will align with standards and yield the best results for scholar success as measured by M2.2. Test results will be analyzed in order to inform instruction and support all scholars will meet academic standards, particularly, unduplicated scholars.	$585,556	Yes
2.3	Collaboration and Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers on data driven instruction, and effective use of technology to supplement instruction. Time for collaboration will also be provided as measured by M2.4.	$6,000	No

2.4	Language Acquisition Programs-PD (30+ ELs)	Limited: Staff will receive professional development with regards to SDAIE strategies to support EL progress toward English proficiency as measured by M2.4.	$9,500	Yes
2.5	Language Acquisition Programs for scholars (30+ ELs)	Limited: English Learner scholars will receive support from classroom teachers and Instructional Assistants trained in strategies designed to promote English proficiency and mastery of subject matter content.	$254,760 (Included Planned Percentage of Improved Services)	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	**Ensure a safe and engaging school environment focusing on positive behavior intervention support to solicit model scholar behavior.**	**Maintenance Goal**

State Priorities addressed by this goal.

Priority 1: Basic Services and Conditions

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The goal was developed to establish a safe and engaging school environment to support positive scholar behavior. Maintaining a safe and clean environment promotes functionality within the school. Scholars are more likely to want to come to school when they feel safe and supported.

At LEPA, a facilities inspection is conducted on a regular basis. Regular inspections cover 15 different areas of the campus. According to the latest inspection, conducted in February 2026, the school received a rating of “Exemplary”, and the percentage score was 100%. This means that the school meets most or all standards of good repair. The few deficiencies that were noted are not significant and/or impact a very small area of the school. This goal is meant to help maintain facilities that are well maintained.

Providing administration, teachers, and office staff with training on classroom behavior management, social emotional learning, and instructional techniques to engage scholars will support scholar behavioral issues. This in turn will decrease suspensions and expulsions. Providing administrators, teachers, and staff with professional development on classroom management and behavior, social-emotional learning, and instructional techniques to engage scholars will assist in positive behavior management and intervention support.

Annual surveys indicate the overall satisfaction of the school environment. According to 2025 surveys:

- 95% of parents and 91% of scholars feel that the scholars at LEPA are being treated with respect.

- 94% of scholars believe there are clear rules for behavior
- 94% of parents and 66% of scholars feel that Positive Behavior Supports and scholar services contribute to the social-emotional wellness of scholars.
- 85% of parents and 91% of scholars feel that LEPA is a safe place to learn.

Ensuring a nurturing and secure school environment that fosters positive scholar behavior is of the utmost importance. A well-organized and clean space can greatly enhance productivity within the school, leading to better learning outcomes. Scholars who feel supported and safe are more likely to attend school and engage in learning.

To address scholar behavioral issues, training provided to the administration, teachers, and staff members focuses on classroom behavior management, social-emotional learning, and effective instructional techniques. By doing so, we have effectively reduced suspensions and expulsions and create a safe, positive learning environment.

Furthermore, offering professional development opportunities to administrators, teachers, and staff on classroom management, behavior, social-emotional learning, and instructional techniques can help promote positive behavior management and intervention support. Such initiatives can go a long way in fostering a positive school environment and ensuring the success of all scholars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Facilities Percentage	100% of the facilities are well maintained.	100% of the facilities are well maintained.	100% of the facilities are well maintained.	Overall, 100% of the facilities will be maintained.	Baseline and Year 2 outcomes are in alignment.
M3.2	Suspension Rate	Suspension Rate maintained at 1% or less.	Suspension Rate has been maintained at 1% or less	Suspension Rate has been maintained at 1% or less	Suspension Rate maintained at 1% or less.	Baseline and Year 2 outcomes are in alignment.
M3.3	Expulsion Rate Percentage	Expulsion Rate maintained at 0%.	Expulsion Rate maintained at 0%	Expulsion Rate maintained at 0%.	Expulsion rate maintained at 0%.	Baseline and Year 2 outcomes are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

The school has maintained a safe, clean, well-maintained facility. Staff reports any issues to the administration immediately. Minor issues are repaired quickly by the school's custodial staff. Larger issues that arise are directed to the proper personnel for repair. Regular inspection of facilities assures the campus is safe and clean so scholars and staff can focus on learning.

The implementation of PBIS strategies, school counselor, and training for staff have provided the support necessary for scholars to help mitigate behavioral issues. As a result, suspensions and expulsions are maintained at 0% and the school culture is positive. The scholars of LEPA feel that our school is a safe place for them to learn, there are high expectations, and those expectations are communicated. Scholars also noted that they are recognized for exhibiting positive behaviors. Parents and scholars feel that the scholars at LEPA are being treated with respect. They believe rules are clear and that students are recognized by administration for positive behaviors. Overall, parents, teachers, and scholars feel that LEPA is a clean, safe, place to learn as a result of the daily maintenance and quick response to issues that arise.

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.

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 was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for one action within goal 3. Action 1- The estimated actual expenditures related to providing a campus that is safe, clean, and well-maintained for all students was less than the budgeted expenditures. The budgeted expenditures were calculated using the preliminary budget. Actual costs came in lower than expected due to more efficient use of resources.

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

Action 3.1 Daily inspections of the campus, along with yearly in-depth inspections help ensure the campus is safe, clean, and in good repair. Custodians clean daily and as needed throughout the day.

Action 3.2 School culture and climate have improved with fewer scholars being referred for disciplinary action and counseling. Suspension and expulsion rates continue to remain very low if not 0%.

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 proposed changes to the goals, metrics, or target outcomes or actions for this goal. Actions put into place will continue to be used as they have proven successful.

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	Maintenance of Facility	LEA-wide: scholars will be provided a campus that is safe, clean, and well-maintained. The Administration and Lead Custodian will conduct frequent inspections of the facility to ensure site safety and functionality as measured by M3.1.	$3,311,519	No
3.2	School Climate and Culture: Suspensions and Expulsions	LEA-wide: The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting scholars with behavior issues that involve scholar suspensions and preventing and managing a scholar expulsion as measured by M3.2 and M3.3.	$6,500	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	Social-emotional learning and wellness of the whole child.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement

Priority 5: Scholar Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

We recognize that scholars are dealing with social-emotional issues that must be addressed in order for learning to occur. We believe that creating a supportive and inclusive environment that nurtures scholars' social-emotional well-being goes hand in hand with promoting regular school attendance. We will work closely with scholars and their families to provide the support they need. Meetings with parents and providing attendance incentives will encourage scholars to want to come to school more often, thereby increasing access to effective curriculum and teaching. Targeted interventions and support will be provided to scholars who are chronically absent, including check-ins with family, mentoring, and academic support services. In essence, our focus on attendance is not just about ensuring academic progress but also nurturing the social-emotional well-being of each scholar. We believe that by working together, we can create an environment that supports all scholars, including those with special needs, to actively participate in their educational journey.

Our objective is to help scholars with disabilities who are chronically absent due to factors such as anxiety or depression that lead to refusal to attend or stay in school. We believe that creating a supportive and inclusive environment that encourages regular attendance is essential to nurturing scholars' social-emotional well-being and ensuring academic progress.

To achieve this goal, we have implemented positive behavior strategies, behavior intervention plans and attendance incentives aimed at overcoming attendance barriers. We will work closely with families, caregivers, and scholars to identify and address barriers to regular attendance, including health concerns and socioeconomic challenges. We recognize that fostering social-emotional growth goes hand in hand with promoting regular attendance.

We will continue to provide comprehensive school social work services to parents, scholars, and school staff. We will also continue to provide professional development to staff to ensure they can support scholars with behavioral and social needs. Collaborating with families and caregivers is a crucial aspect of this endeavor. Together, we can identify and address any barriers to attendance that scholars may face, and provide tailored support to ensure they have the resources they need to attend school regularly.

Our approach is to create a school culture where attendance is valued and celebrated through small incentives, certificates, and recognition. We believe that by prioritizing attendance, we can create a nurturing environment that supports scholars' success both inside and outside the classroom.

We are committed to analyzing chronic absenteeism data to identify trends and patterns among scholars with disabilities. Targeted interventions and support will be provided to scholars who are chronically absent, including check-ins with family, mentoring, and academic support services. In essence, our focus on attendance is not just about ensuring academic progress but also nurturing the social-emotional

well-being of each scholar. We believe that by working together, we can create an environment that supports all scholars, including those with special needs, to actively participate in their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Schedules for school Counselor and Dean of Scholars	Scholars are provided access to school counselors and the school psychologist.	Scholars are provided access to school counselors and the school psychologist.	Scholars are provided access to school counselors and the school psychologist. The Dean of Scholars addresses discipline issues and safety with scholars as needed.	Additional support staff will be made available to scholars as needed such as school counselors and psychologists	There has been an increase in access to support for scholars' well-being.
M4.2	Social-emotional Learning Support Professional Development	School counselor provides support for scholars, staff, and families. SEL professional development training provided to staff at the beginning of each school year.	The school counselor provides support for scholars, staff, and families as needed. SEL professional development training is provided to staff at the beginning of each school year and throughout the year as needed.	The school counselor and Dean of Scholars provide support for scholars, staff, and families as needed. SEL and classroom management professional development training is provided to staff at the beginning of each school year and throughout the year as needed.	Continued services for scholars, staff, and families A variety of professional development will be provided to staff and SEL curriculum is utilized at all grade levels.	Baseline and Year 2 outcomes are in alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.3	Parent Wellness Support Local Agencies	Services are provided as needed for families. Parents are provided with information regarding local agencies who provide wellness support.	Services are provided as needed for families. Parents are provided with information regarding local agencies who provide wellness support for the whole family.	Services are provided as needed for families. Parents are provided with information regarding local agencies who provide wellness support for the whole family.	Parents will be provided services throughout the year through outside agencies and the scholar Support Team.	Baseline and Year 2 outcomes are in alignment.
M4.4	Attendance Records SIS	Attendance is monitored daily using the school's SIS system. The registrar monitors attendance records weekly throughout the school year.	Attendance is monitored daily using the school's SIS system. The registrar monitors attendance records weekly throughout the school year.	Attendance is monitored daily using the school's SIS system. The registrar monitors attendance records weekly throughout the school year.	Attendance records will be monitored weekly throughout the school year.	Baseline and Year 3 outcomes are in alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.5	Chronic Absenteeism Letters and Meetings	The office staff contacts parents daily when a scholar is absent from school. The registrar monitors attendance and identifies patterns of absence to avoid scholars becoming chronically absent.	The office staff contacts parents daily when a scholar is absent from school and notes the reason given for the absence. The registrar monitors attendance and identifies patterns of absence to avoid scholars becoming chronically absent.	The office staff contacts parents daily when a scholar is absent from school and notes the reason given for the absence. The registrar monitors attendance and identifies patterns of absence to avoid scholars becoming chronically absent	Daily contact with parents occurs when a scholar is absent Contact made by administration when a pattern of absences begins to occur. Attendance letters and meetings with parents will be held for scholars with chronic absenteeism to identify strategies to be used to increase attendance.	Baseline and Year 2 outcomes are in alignment.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

The scholars at LEPA were provided access to school counselors and the school psychologist as needed throughout the school year. Families were kept informed of scholars' progress and the resources that are available to them. Attendance was monitored daily and regular communication takes place with families to ensure the best possible outcomes for scholars. LEPA maintains frequent communication with parents and guardians regarding scholars' emotional well-being and attendance routines to encourage a positive relationship and culture that values the involvement of all so that scholars can achieve the most success possible.

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.

Within Goal 4, one action reflected a material variance of more than 10% between budgeted and estimated actual expenditures. Action 4- The budgeted expenditures were less than the estimated actual expenditures. Although office staff have implemented a clear process for monitoring attendance, increased enrollment led to additional time being required to complete this action. Additionally, the cost of the SIS software increased compared to the previous school year, which impacted the calculation of the budgeted expenditures.

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

Providing social-emotional support for scholars on a regular and as needed basis has benefitted the scholars and their families. Scholars are taught strategies for handling conflict and demonstrating the character traits expected for success throughout their lifetimes. As it becomes evident that support is needed at a familial level, those resources are provided to the families. Closely monitoring attendance patterns and maintaining regular contact with parents has improved school attendance and lowered chronic absenteeism.

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

We do not anticipate making changes to the planned goals, metrics, outcomes, or actions for the upcoming school year as it is evident that what has been put in place is showing positive results.

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
4.1	Counseling and scholar Support Services	LEA-wide: School counselors will provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs as measured by M4.1.	$206,320	Yes
4.2	Professional Development	LEA-wide: Administration will provide all staff with professional developments on social emotional learning curriculum and various other forms of social emotional learning for scholars throughout the school year as measured by M4.2.	$6,000	No
4.3	Parent Wellness Support	LEA-wide: Through referrals from school administration, parents, teachers, and others, the school counselor will respond by assisting families in accessing appropriate community resources to support parent and scholar needs as measured by M4.3.	$56,970	No
4.4	Attendance Monitoring	LEA-wide: The school registrar will monitor attendance on a weekly basis throughout the school year using Aeries as measured by M4.4.	$35,851	No

4.5	Chronic Absentee Meetings	LEA-wide: Office staff will contact parents of scholars who are absent to identify the reason for the absence and to encourage consistent attendance. Letters to parents of scholars with chronic absenteeism will be sent out throughout the school year. Parent meetings will be held with the Dean of Scholars for those who continue to have attendance issues as measured by M4.5.	$28,792	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,885,485	$180,477

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
23.43%	0%	$0	23.43%

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
Goal 1 Action 2	According to Dashboard data, our EL scholars and Scholars with Disabilities scored below standard in both ELA and Math although EL scholars did show some growth. This indicated continued support is needed for these subgroups of students.	Implementing multiple intervention methods schoolwide will support all scholars' academic growth, including Unduplicated scholars.	M1.2 provides that the support provided will increase CAASPP scores for all scholars.
Goal 1 Action 3	LEPA's scholars have benefitted from being taught by qualified teachers who receive appropriate professional development. We will continue to provide this to all scholars to close any achievement gaps that still exist.	Classroom instruction is the most important component for student success. By providing qualified teachers and training them to use the curriculum effectively, the scholars of LEPA will continue to thrive.	100% alignment with CTC of all teachers holding a valid teaching credential
Goal 1 Action 4	The recent state test scores indicate the need to continue to offer scholars a wide range of courses and provide teachers with training to improve content delivery across all content areas, especially for English Learners and Scholars with Disabilities.	Providing access to a broad range of courses and enrichment opportunities, including social studies, science, social-emotional development, music, and foreign language will support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment. .	M 1.4 provides that the broad range of courses will be identified on lesson plans, curriculum lists, and professional development courses.
Goal 1 Action 5	Overall, the scholars of LEPA are showing progress toward the learning goals. In order to continue to close achievement gaps and help scholars achieve academic success, proper training of teachers is required.	Training teachers on effective use of CCSS aligned curriculum and monitoring the implementation of the curriculum will serve to continue to help the scholars progress toward learning goals.	M 1.5 Administration will continue providing professional development opportunities to teachers to learn about newly adopted curriculum and research-based instructional strategies that align with CCSS.

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
Goal 1 Action 6	First-year teachers need guidance and support in order to use best practices so that all scholars can progress toward learning goals. The induction program provides an opportunity for new teachers to hone their skills.	Providing mentors for teachers, especially new ones, is crucial for their professional development, well-being, and retention in the profession. Mentors offer support, guidance, and practical advice, helping teachers navigate the challenges of the classroom and fostering a sense of community. This ultimately leads to improved teaching practices, increased job satisfaction, and better student outcomes.	M 1.6 At least 2 mentors will be provided for CTI candidates and newly credentialed teachers.
Goal 1 Action 7	A number of scholars at LEPA have shown deficiencies in phonemic awareness, reading fluency, and comprehension. Teachers also expressed a desire to have coaching that improves their ability to teach reading which is a core subject and essential for all other content areas.	Instructional Aides with the support of classroom teachers work with small groups of scholars to help them improve their reading skills.	M 1.7 Small group schedules and lesson plans
Goal 2 Action 1	Ongoing assessment, including online assessments are necessary to monitor scholars' progress and provide targeted supports and interventions for struggling scholars. Chromebooks are also used to differentiate instruction for all scholars so they can work at the appropriate level.	Chromebook maintenance, along with the maintenance, repair or replacement of other technology, will allow teachers and scholars to have access to technology necessary for supplementing instruction, supporting scholar learning, access to online resources, and assessments.	M 2.1 Equipment maintenance logs
Goal 2 Action 2	As scholars progress through the school year, there is a need to monitor their progress toward learning goals. Assessments provide important information throughout the year so that scholars' needs can be met quickly and efficiently.	Ongoing assessment and data analysis serve to inform instruction and improve student outcomes. Using a variety of methods of assessment and analyzing the data will ensure that our scholars in need of additional support receive the best possible support for their success. Additional collaboration time will foster stronger dialogue and staff input.	M 2.2 i-Ready school-wide assessment data. Percentage of scholars who are above, at, or below grade level

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
Goal 2 Action 3	LEPA added new and updated curriculum this school year. Training for teachers on how to use the curriculum is necessary for its effective use. Teachers also need additional training on strategies to meet the needs of all scholars, including English Learners and those with identified special needs, and those who are struggling.	Professional development for teachers ensures that the scholars of LEPA are receiving high-quality instruction unique to their learning needs.	M 2.3 PD Logs and Collaboration Notes
Goal 3 Action 1	School facilities are in constant need of maintenance and repair. Regular assessment of the campus for any issues that may arise is necessary to ensure the safety of all staff and scholars.	A clean and secure school environment that fosters positive scholar behavior is of the utmost importance. A well-organized and clean space can greatly enhance productivity within the school, and has led to better learning outcomes. Scholars who feel supported and safe are more likely to attend school and engage in learning. Using the actions described, the school has been able to improve attendance and lessen behavioral incidents.	M 3.1 Facilities maintenance percentage
Goal 3 Action 2	Scholars experienced emotional and behavioral issues after Covid-19 and distance learning that impacted their ability to focus on academics. The need for interventions and positive reinforcement strategies became a significant need for all scholars as they adjusted to the socialization required for success in school.	Creating a school culture where attendance and good character is valued and celebrated through small incentives provides a place where scholars feel cared for and valued. This supports scholars' success both inside and outside the classroom and teaches crucial skills they will use throughout their lives.	M 3.2 School Climate and Culture: Suspensions and Expulsions
Goal 4 Action 1	Data shows that scholars are still in need of social-emotional support. Unduplicated scholars have demonstrated the need for assistance with a variety of emotional issues. Scholars who suffer from social-emotional issues are less likely to attend school and have the ability to attend to schoolwork. Continued support for all scholars will be provided.	Having school counselors available to provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs will have the benefits of increased focus on academics, increased school attendance rates, and improved school culture.	M 4.1 provides for additional support staff to be made available to scholars as needed, such as school counselors and psychologists.

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
Goal 4 Action 2	Teachers are in need of training to teach social-emotional skills scholars need to be successful in the classroom and outside of school. Scholars have demonstrated and indicated through their input, a need to improve their relationships with others. At times, families show the need for resources that can help build their ability to develop strong social and coping skills for their children.	Providing social-emotional support for scholars benefits them and their families. Teachers are trained to teach scholars for handling conflict and demonstrating the character traits expected for success throughout their lifetimes. Fostering family relationships benefits the scholars as well. Closely monitoring attendance patterns and maintaining regular contact with parents has improved school attendance and lowered chronic absenteeism.	M 4.2Social-emotional Learning Support Professional Development
Goal 4 Action 3	Families have expressed a desire to learn strategies for improving their scholar's behaviors. At times, families are in need of support to help them meet the needs of their children who may be experiencing emotional difficulties.	Providing resources to families facilitates the improvement of scholars' emotional development and helps them build stronger relationships with their families, staff members, and other scholars. Families are essential to helping children to be successful in school.	M. 4.3 Parent Wellness Support Local Agencies
Goal 4 Action 4	Chronic absenteeism has been a struggle since the return to school post-Covid. The lack of school attendance had a negative affect on test scores and scholars' progress as indicated by the data. Actions implemented have improved attendance among all scholars.	Regular school attendance is a key element for a scholar's academic progress, social-emotional development, and overall future success. It also plays a significant role in shaping their social and emotional well-being, contributing to better relationships and mental health.	M 4.4 Attendance Records SIS

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
Goal 4 Action 5	Absenteeism has affected scholars' progress toward learning goals and has had a negative impact on their social-emotional health. Data shows this has had a negative impact on scholars.	Regular monitoring of attendance patterns allows for early intervention that can increase the number of scholars attending school on time and every day. This in turn impact in a positive way scholars' academic success. It also creates a collaborative culture with the school's families that is productive and beneficial to every scholar.	M 4.5 Chronic Absenteeism Letters and Meetings

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 4	Data shows that on the 24-25 CAASPP assessment, 31.12% of English Learners met or exceeded standards in ELA and 46.67% met or exceeded standard in Math. This indicates a need for additional training in strategies to address the needs of this group of scholars.	The action is designed to address the needs of English Language Learners by providing teachers with the tools and strategies needed, including SDAIE strategies. Administration will continue to provide ongoing support and training to reinforce ELL scholars with the skills and knowledge they need to succeed.	As provided in M2.4, at the beginning of the school year, all staff will receive support and training specifically on SDAIE tools and strategies, along with the SIOP model. Staff will continue to receive training on strategies for ELL scholars throughout the school year in order to meet the needs of the scholars.
Goal 2 Action 5	English Learners performance in ELA on the CAASPP assessment was maintained. They performed 10.3 points below standard in ELA. This indicates a need for improved methods of instruction to support ELL scholars' growth toward content mastery.	Providing our teachers and staff ongoing support and training will reinforce ELL scholars with the skills and knowledge they need to succeed in school and beyond. We believe that the use of SDAIE strategies is essential in reinforcing ELL scholars with the skills and knowledge to become successful in school. By providing ongoing support and training to our teachers and staff, we are ensuring that all our scholars receive the support they need to achieve their full potential.	Goal 2 Action 5 provides that all English Learner scholars will receive support from classroom teachers and instructional assistants so they can progress toward English Language proficiency and content mastery Continuing English Learner scholars will take the ELPAC assessment yearly unless and until they are reclassified or exit the school.

Insert or delete rows, as necessary.

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

Goal two, action five is a limited action contributing to meeting the increased or improved needs of the Unduplicated subgroup of English Learners. This action involves many of the roles/supports provided through the position of an ELD coordinator. However, these services will be provided by existing staff also assigned to other roles/responsibilities. The LEA estimated the salary for the coordinator using a salary schedule including health and benefits. This total was then divided by the estimated actual LCFF Base Grant in the preliminary budget to obtain the planned percentage of improved services.

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.

Additional grant add-on funding identified above will be used to increase staff providing services to foster youth, English learners, and low income scholars by hiring additional instructional assistants. The allocated funds will be expended according to the identified areas of need, which support the goals. The details of these expenditures are itemized in this plan. They include counseling support staff, professional development, targeted interventions for struggling scholars, and continued access to technology. The additional funding will allow us to continue the intense intervention program we began in 2022-2023. We currently have 10 instructional assistants who provide ongoing intervention services for scholars. The number of instructional assistants will be increased to provide service to scholars during the school day.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	1:57
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	1:19

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 for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 7,838,792	$ 1,848,857	23.586%	0.171%	23.757%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,026,423	$ 592,176	$ -	$ 164,392	$ 6,782,991.47	$ 2,355,320	$ 4,427,672

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	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 422,159	$ 422,159	$ -	$ -	$ -	$ 422,159	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 827,293	$ -	$ 827,293	$ -	$ -	$ -	$ 827,293	0.000%
1	2	Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 981,181	$ 313,000	$ 543,190	$ -	$ 124,991	$ 981,181	0.000%
1	3	Teacher Assignment	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 6,701	$ 6,701	$ -	$ -	$ -	$ 6,701	0.000%
1	4	Enrichment (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 126,133	$ -	$ 126,133	$ -	$ -	$ -	$ 126,133	0.000%
1	4	Enrichment (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 46,532	$ 2,454	$ -	$ 48,986	$ -	$ -	$ 48,986	0.000%
1	5	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 10,420	$ 2,819	$ -	$ -	$ 7,601	$ 10,420	0.000%
1	6	Teacher Induction Program	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 16,800	$ -	$ -	$ -	$ 16,800	$ 16,800	0.000%
1	7	Literacy Coaching	All	No	LEA-wide	N/A	All	On-Going	$ 15,000	$ -	$ -	$ -	$ -	$ 15,000	$ 15,000	0.000%
2	1	Chromebooks	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 72,507	$ 72,507	$ -	$ -	$ -	$ 72,507	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 454,904	$ -	$ 454,904	$ -	$ -	$ -	$ 454,904	0.000%
2	2	School-wide Assessments (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 163,288	$ 13,381	$ 176,670	$ -	$ -	$ -	$ 176,670	0.000%
2	3	Collaboration and Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ 6,537	$ -	$ 6,537	$ -	$ -	$ -	$ 6,537	0.000%
2	4	Language Acquisition Programs- PD	English Learners	Yes	Limited	English Learners	All	On-Going	$ 7,132	$ 2,266	$ 9,398	$ -	$ -	$ -	$ 9,398	0.000%
2	5	Language Acquisition Programs for scholars	English Learners	Yes	Limited	English Learners	All	On-Going	$ 360,612	$ -	$ 360,612	$ -	$ -	$ -	$ 360,612	1.080%
3	1	Maintenance of Facility	All	No	LEA-wide	N/A	All	On-Going	$ 271,041	$ 2,826,222	$ 3,097,263	$ -	$ -	$ -	$ 3,097,263	0.000%
3	2	School Climate and Culture: Suspensions and Expulsions	All	No	LEA-wide	N/A	All	On-Going	$ 7,073	$ -	$ 7,073	$ -	$ -	$ -	$ 7,073	0.000%
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ -	$ 58,309	$ 58,309	$ -	$ -	$ -	$ 58,309	0.000%
4	1	Counseling and scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 22,135	$ 511	$ 22,645	$ -	$ -	$ -	$ 22,645	0.000%
4	2	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ 11,961	$ -	$ 11,961	$ -	$ -	$ -	$ 11,961	0.000%
4	3	Parent Wellness Support	All	No	LEA-wide	N/A	All	On-Going	$ 13,773	$ -	$ 13,773	$ -	$ -	$ -	$ 13,773	0.000%
4	4	Attendance Monitoring	All	No	LEA-wide	N/A	All	On-Going	$ 10,953	$ 8,764	$ 19,717	$ -	$ -	$ -	$ 19,717	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 10,953	$ 1,256	$ 12,209	$ -	$ -	$ -	$ 12,209	0.000%
4	5	Chronic Absentee Meetings (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 4,742	$ 4,742	$ -	$ -	$ -	$ 4,742	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	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
$ 7,838,792	$ 1,848,857	23.586%	0.171%	23.757%	$ 1,848,857	1.080%	24.666%	**Total:**	$ 1,848,857
								LEA-wide Total:	$ 1,478,847
								Limited Total:	$ 370,010
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Scholar Support Services (Unduplicated Pu	Yes	LEA-wide	All	All	$ 827,293	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	LEA-wide	All	All	$ 126,133	0.000%
2	2	School-wide Assessments (Unduplicated Pu	Yes	LEA-wide	All	All	$ 454,904	0.000%
2	4	Language Acquisition Programs- PD	Yes	Limited	English Learners	All	$ 9,398	0.000%
2	5	Language Acquisition Programs for scholar	Yes	Limited	English Learners	All	$ 360,612	1.080%
4	1	Counseling and scholar Support Services (U	Yes	LEA-wide	All	All	$ 58,309	0.000%
4	5	Chronic Absentee Meetings (Unduplicated F	Yes	LEA-wide	All	All	$ 12,209	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,782,991.47	$ 5,533,092.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	No	$ 422,159	$ 255,451
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 827,293	$ 879,099
1	2	Scholar Support Services (Continued)	No	$ 981,181	$ 795,376
1	3	Teacher Assignment	No	$ 6,701	$ 6,636
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 126,133	$ 105,212
1	4	Enrichment (Continued)	No	$ 48,986	$ 54,430
1	5	Professional Development	No	$ 10,420	$ 14,381
1	6	Teacher Induction Program	No	$ 16,800	$ 17,500
1	7	Literacy Coaching	No	$ 15,000	$ -
2	1	Chromebooks	No	$ 72,507	$ 187,422
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 454,904	$ 408,933
2	2	School-wide Assessments (Continued)	No	$ 176,670	$ 211,555
2	3	Collaboration and Professional Development	No	$ 6,537	$ 6,155
2	4	Language Acquisition Programs- PD	Yes	$ 9,398	$ 9,441
2	5	Language Acquisition Programs for scholars	Yes	$ 360,612	$ 298,930
3	1	Maintenance of Facility	No	$ 3,097,263	$ 2,119,947
3	2	School Climate and Culture: Suspensions and Expulsions	No	$ 7,073	$ 6,446
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Yes	$ 58,309	$ 57,044
4	1	Counseling and scholar Support Services (Continued)	No	$ 22,645	$ 29,386
4	2	Professional Development	No	$ 11,961	$ 11,966
4	3	Parent Wellness Support	No	$ 13,773	$ 13,324
4	4	Attendance Monitoring	No	$ 19,717	$ 28,429
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 12,209	$ 10,579
4	5	Chronic Absentee Meetings (Continued)	No	$ 4,742	$ 5,450
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,470,529	$ 1,848,857	$ 1,769,238	$ 79,619	1.080%	1.380%	0.30%

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	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 827,293	$ 879,099.00	0.000%	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 126,133	$ 105,212.00	0.000%	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 454,904	$ 408,933.00	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 9,398	$ 9,441.00	0.000%	0.000%
2	5	Language Acquisition Programs for scholars	Yes	$ 360,612	$ 298,930.00	1.080%	1.380%
4	1	Counseling and Scholar Support Services (Unduplicated Pupils)	Yes	$ 58,309	$ 57,044.00	0.000%	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 12,209	$ 10,579.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,174,227	$ 1,470,529	0.171%	23.988%	$ 1,769,238	1.380%	30.035%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 8,046,047	$ 1,885,485	23.434%	0.000%	23.434%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$ 6,291,054	$ 554,148	$ -	$ 262,200	$ 7,107,401.42

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Total Funds	Planned Percentage of Improved Services
1	1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	All	No	LEA-wide	$ 307,089	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	$ 1,086,159	0.000%
1	2	Scholar Support Services (Continued)	All	No	LEA-wide	$ 621,480	0.000%
1	3	Teacher Assignment	All	No	LEA-wide	$ 11,434	0.000%
1	4	Enrichment (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	$ 39,177	0.000%
1	4	Enrichment (Continued)	All	No	LEA-wide	$ 134,551	0.000%
1	5	Professional Development	All	No	LEA-wide	$ 15,000	0.000%
1	6	Teacher Induction Program	All	No	LEA-wide	$ 17,500	0.000%
1	7	Literacy Coaching	All	No	LEA-wide	$ 15,000	0.000%
2	1	Chromebooks	All	No	LEA-wide	$ 352,243	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	$ 353,523	0.000%
2	2	School-wide Assessments (Continued)	All	No	LEA-wide	$ 232,033	0.000%
2	3	Collaboration and Professional Development	All	No	LEA-wide	$ 6,000	0.000%
2	4	Language Acquisition Programs- PD	English Learners	Yes	Limited	$ 9,500	0.000%
2	5	Language Acquisition Programs for scholars	English Learners	Yes	Limited	$ 254,760	1.210%
3	1	Maintenance of Facility	All	No	LEA-wide	$ 3,311,519	0.000%
3	2	School Climate and Culture: Suspensions and Expulsions	All	No	LEA-wide	$ 6,500	0.000%
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	$ 135,975	0.000%
4	1	Counseling and scholar Support Services (Continued)	All	No	LEA-wide	$ 70,345	0.000%
4	2	Professional Development	All	No	LEA-wide	$ 6,000	0.000%
4	3	Parent Wellness Support	All	No	LEA-wide	$ 56,970	0.000%
4	4	Attendance Monitoring	All	No	LEA-wide	$ 35,851	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	$ 19,003	0.000%
4	5	Chronic Absentee Meetings (Continued)	All	No	LEA-wide	$ 9,789	0.000%
						$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,046,047	$ 1,885,485	23.434%	0.000%	23.434%	$ 1,898,096	1.210%	24.800%	**Total:**	$ 1,898,096
								LEA-wide Total:	$ 1,633,836
								Limited Total:	$ 264,260
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Scholar Support Services (Unduplicated Pu	Yes	LEA-wide	All	All	$ 1,086,159	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	LEA-wide	All	All	$ 39,177	0.000%
2	2	School-wide Assessments (Unduplicated Pu	Yes	LEA-wide	All	All	$ 353,523	0.000%
2	4	Language Acquisition Programs- PD	Yes	Limited	English Learners	All	$ 9,500	0.000%
2	5	Language Acquisition Programs for scholar	Yes	Limited	English Learners	All	$ 254,760	1.210%
4	1	Counseling and scholar Support Services (U	Yes	LEA-wide	All	All	$ 135,975	0.000%
4	5	Chronic Absentee Meetings (Unduplicated F	Yes	LEA-wide	All	All	$ 19,003	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,107,401.42	$ -

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	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	No	$ 307,089	$ -
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 1,086,159	$ -
1	2	Scholar Support Services (Continued)	No	$ 621,480	$ -
1	3	Teacher Assignment	No	$ 11,434	$ -
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 39,177	$ -
1	4	Enrichment (Continued)	No	$ 134,551	$ -
1	5	Professional Development	No	$ 15,000	$ -
1	6	Teacher Induction Program	No	$ 17,500	$ -
1	7	Literacy Coaching	No	$ 15,000	$ -
2	1	Chromebooks	No	$ 352,243	$ -
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 353,523	$ -
2	2	School-wide Assessments (Continued)	No	$ 232,033	$ -
2	3	Collaboration and Professional Development	No	$ 6,000	$ -
2	4	Language Acquisition Programs- PD	Yes	$ 9,500	$ -
2	5	Language Acquisition Programs for scholars	Yes	$ 254,760	$ -
3	1	Maintenance of Facility	No	$ 3,311,519	$ -
3	2	School Climate and Culture: Suspensions and Expulsions	No	$ 6,500	$ -
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Yes	$ 135,975	$ -
4	1	Counseling and scholar Support Services (Continued)	No	$ 70,345	$ -
4	2	Professional Development	No	$ 6,000	$ -
4	3	Parent Wellness Support	No	$ 56,970	$ -
4	4	Attendance Monitoring	No	$ 35,851	$ -
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 19,003	$ -
4	5	Chronic Absentee Meetings (Continued)	No	$ 9,789	$ -
				$ -	$ -

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 1,898,096	$ -	$ 1,898,096	1.210%	0.000%	-1.21%

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	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	No	$ -	$ -	0.000%	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 1,086,159		0.000%	0.000%
1	2	Scholar Support Services (Continued)	No	$ -	$ -	0.000%	0.000%
1	3	Teacher Assignment	No	$ -	$ -	0.000%	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 39,177		0.000%	0.000%
1	4	Enrichment (Continued)	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	No	$ -	$ -	0.000%	0.000%
1	6	Teacher Induction Program	No	$ -	$ -	0.000%	0.000%
1	7	Literacy Coaching	No	$ -	$ -	0.000%	0.000%
2	1	Chromebooks	No	$ -	$ -	0.000%	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 353,523		0.000%	0.000%
2	2	School-wide Assessments (Continued)	No	$ -	$ -	0.000%	0.000%
2	3	Collaboration and Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 9,500		0.000%	0.000%
2	5	Language Acquisition Programs for scholars	Yes	$ 254,760		1.210%	0.000%
3	1	Maintenance of Facility	No	$ -	$ -	0.000%	0.000%
3	2	School Climate and Culture: Suspensions and Expulsions	No	$ -	$ -	0.000%	0.000%
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Yes	$ 135,975		0.000%	0.000%
4	1	Counseling and scholar Support Services (Continued)	No	$ -	$ -	0.000%	0.000%
4	2	Professional Development	No	$ -	$ -	0.000%	0.000%
4	3	Parent Wellness Support	No	$ -	$ -	0.000%	0.000%
4	4	Attendance Monitoring	No	$ -	$ -	0.000%	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 19,003		0.000%	0.000%
4	5	Chronic Absentee Meetings (Continued)	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2026-27 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)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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).

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