Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Lashon Academy
CDS code:	19101990128025
LEA contact information:	Josh Stock josh@lashonacademy.org 818-514-4566
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount
Total LCFF funds	$ 8,882,941
LCFF supplemental & concentration grants	$ 2,427,521
All other state funds	$ 2,352,221
All local funds	$ 5,240
All federal funds	$ 539,744
Total Projected Revenue	$ 11,780,146
Total Budgeted Expenditures for the 2024-25 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 11,693,651
Total Budgeted Expenditures in the LCAP	$ 3,591,500
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,436,500
Expenditures not in the LCAP	$ 8,102,151
Expenditures for High Needs Students in the 2023-24 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 992,400
Actual Expenditures for High Needs Students in LCAP	$ 1,368,949

Not for Inclusion with the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lashon Academy

CDS Code: 19101990128025
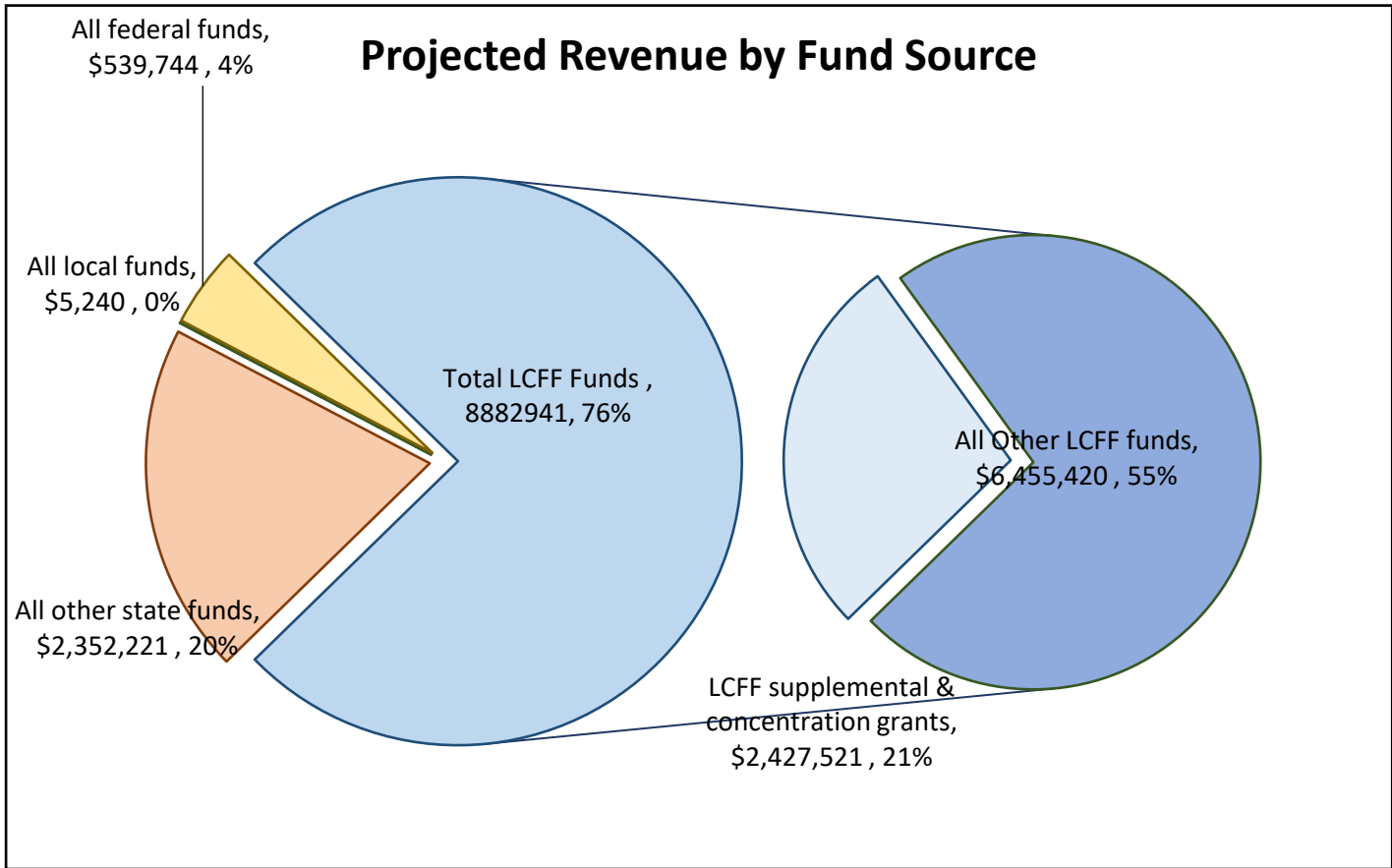
School Year: 2024-25

LEA contact information: Josh Stock josh@lashonacademy.org   818-514-4566

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $539,744 , 4%

All local funds, $5,240 , 0%

All other state funds, $2,352,221 , 20%

Total LCFF Funds , 8882941, 76%

All Other LCFF funds, $6,455,420 , 55%

LCFF supplemental & concentration grants, $2,427,521 , 21%
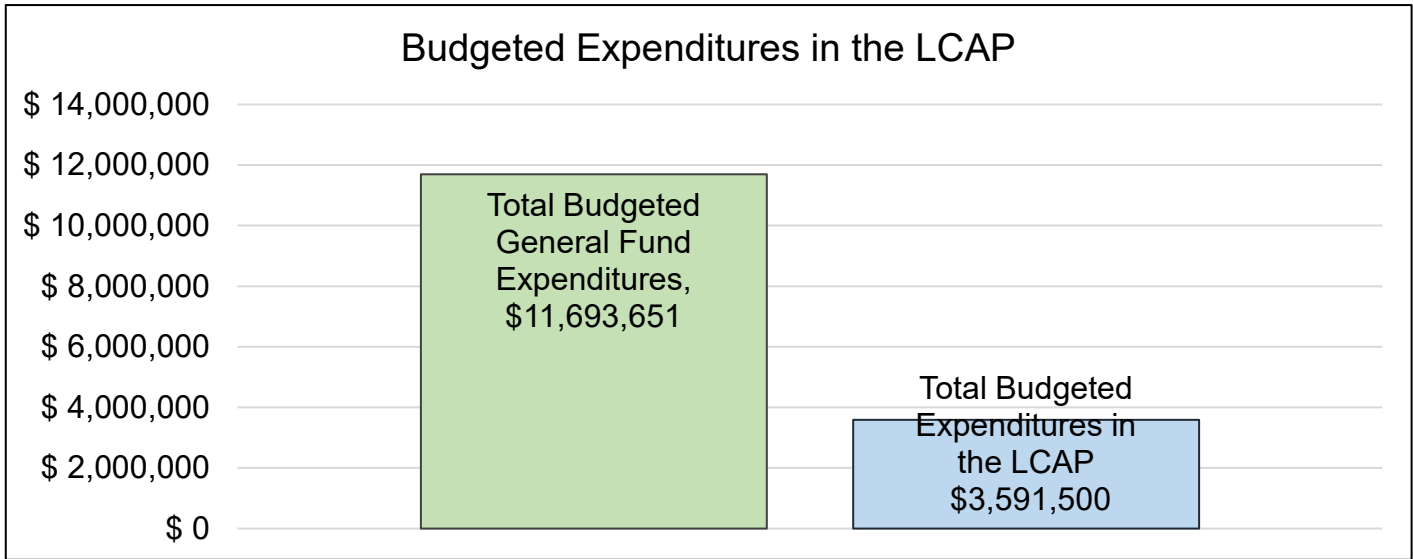
This chart shows the total general purpose revenue Lashon Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lashon Academy is $11,780,146.00, of which $8,882,941.00 is Local Control Funding Formula (LCFF), $2,352,221.00 is other state funds, $5,240.00 is local funds, and $539,744.00 is federal funds. Of the $8,882,941.00 in LCFF Funds, $2,427,521.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $11,693,651

Total Budgeted Expenditures in the LCAP $3,591,500

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

The text description of the above chart is as follows: Lashon Academy plans to spend $11,693,651.00 for the 2024-25 school year. Of that amount, $3,591,500.00 is tied to actions/services in the LCAP and $8,102,151.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other expenses not included in the LCAP are: SPED services, salaries for admin, operational support, clerical, aides, etc., benefits, food and food supplies, legal, audit, back office, and other miscellaneous operational expenses.
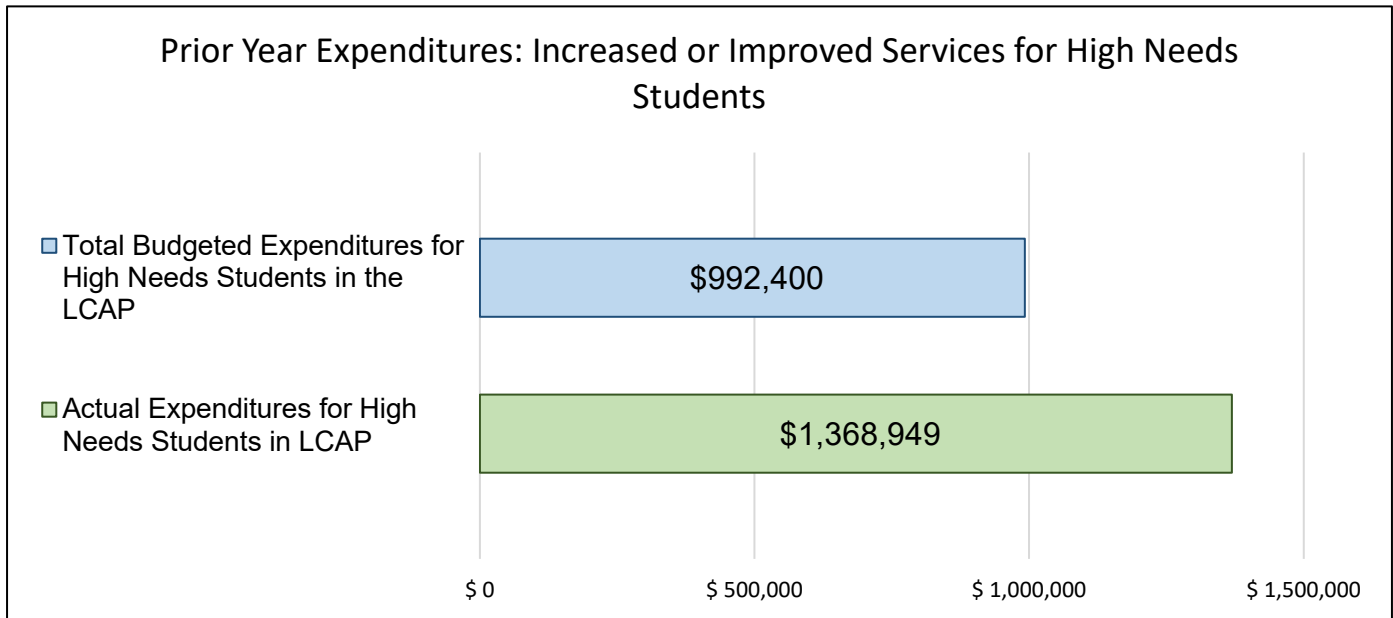
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Lashon Academy is projecting it will receive $2,427,521.00 based on the enrollment of foster youth, English learner, and low-income students. Lashon Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Lashon Academy plans to spend $1,436,500.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Staff and their respective benefits, food and food supplies, and all other needs that particular students may need.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$992,400
☐ Actual Expenditures for High Needs Students in LCAP	$1,368,949

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

The text description of the above chart is as follows: In 2023-24, Lashon Academy's LCAP budgeted $992,400.00 for planned actions to increase or improve services for high needs students. Lashon Academy actually spent $1,368,949.00 for actions to increase or improve services for high needs students in 2023-24.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lashon Academy	Sara Garcia-Director of Education	sgarcia@lashonacademy.org, 818-514-4566

Goals and Actions

Goal

Goal #	Description
1	Lashon Academy will create and promote a safe, clean, and mission-aligned learning environment with highly qualified personnel, standards –aligned curriculum and materials, and a robust academic program with the integration of technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core teachers will be fully credentialed and appropriately assigned as measured by SARC and CALPADS	100% of core teachers fully credentialed and appropriately assigned	100% of core teachers fully credentialed and appropriately assigned	100% of core teachers fully credentialed and appropriately assigned	100% of core teachers fully credentialed and appropriately assigned	100% of core teachers fully credentialed and appropriately assigned
Student access to technology as evident through technology inventory	Student access to technology-student to laptop ratio in grades 2nd-8th 1:1. Student laptop ratio in grades TK-1st 4:1	Student access to technology-student to laptop ratio in grades 2nd-8th 1:1. Student laptop ratio in grades TK-1st 4:1	Student to computer ratio: 3:1 (Grades TK-K) Student to computer ratio:1:1 (Grades 1-8)	Student to computer ratio: 3:1 (Grades TK-K) Student to computer ratio:1:1 (Grades 1-8)	Student access to technology-student to laptop ratio in grades 2nd-8th 1:1. Student laptop ratio in grades TK-1st 4:1
Facilities will be in good repair as documented on the SARC report	Facilities are in good repair as documented on the SARC	Facilities are in good repair as documented on the SARC	Facilities are in good repair as documented on the SARC. 97.22% of items were in compliance.	Facilities are in good repair as documented on the SARC. 98.61% of items were in compliance.	Facilities are in good repair as documented on the SARC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have access to standards aligned materials as evident through inventory and proof of purchase	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	100% of students have access to standards aligned materials

Goal Analysis

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

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

In examining the alignment between planned actions and their actual implementation, no substantive differences were observed. The actions, as initially planned, were executed as intended. Each action of the plan was rolled out systematically, ensuring that the desired outcomes were achieved. The thorough adherence to the original plan facilitated a seamless transition from planning to execution, resulting in the successful attainment of all outcomes.

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.

No 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 how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year Local Control and Accountability Plan (LCAP) cycle, the specific actions taken proved highly effective in making progress toward the established goals. Ensuring that all core teachers were credentialed and appropriately assigned played a crucial role in maintaining high educational standards, as credentialed teachers were well-prepared to deliver the curriculum effectively, thereby enhancing student learning outcomes and fostering a more consistent and reliable academic experience. Providing laptops in the desired ratios was instrumental in supporting both teaching and learning, ensuring that students had access to necessary technological resources, facilitating interactive and engaging learning experiences, and supporting the development of digital literacy skills. Maintaining a facility that was in good repair ensured a safe and conducive learning environment, as well-maintained facilities minimize distractions and safety hazards, allowing students and teachers to focus on educational activities without concerns over physical infrastructure issues. Ensuring that all students had access to standards-aligned materials was vital in delivering a consistent and high-quality education, as these materials guaranteed that instruction was aligned with state standards, providing a coherent framework for student learning and achievement. Overall, these actions

were highly effective in accomplishing the goal of creating a supportive and high-quality educational environment, as the combination of qualified teachers, adequate technological resources, well-maintained facilities, and access to appropriate learning materials collectively fostered an environment conducive to both academic excellence and personal growth for students.

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

Reflecting on prior practice has led to some changes in the planned goals, metrics, desired outcomes, and actions for the coming year. While we will maintain the goals and metrics related to having qualified teachers, facilities in good repair, and access to standards-aligned materials, we will update our technology metric. Instead of merely ensuring that students have access to technology, the focus will shift to students' regular use of technology. Lashon has successfully acquired the necessary laptops and can guarantee access; however, we now aim to prioritize the integration of technology into daily learning experiences to enhance academic growth. This shift reflects our commitment to leveraging technology not just as an available resource but as a fundamental component of the educational process

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

Goal

Goal #	Description
2	Lashon Academy will provide and promote a robust staff professional development program aligned with the school's mission to provide a rigorous academic environment to all students with an emphasis on the proficiency and academic growth of English Learner students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core teachers will be expected to participate in research based instructional strategy professional development activities as evident through PD sign-in sheets	100% of core teachers received professional development on research-based instructional strategies.	100% of core teachers received professional development on research-based instructional strategies.	100% of core teachers received professional development on research-based instructional strategies.	100% of core teachers received professional development on research-based instructional strategies.	100% of core teachers received professional development on research-based instructional strategies.
English learner reclassification rate as reported through CALPADS	21.6% Reclassification rate	2.5% Reclassification rate	Not reported through DataQuest at time of developing LCAP	Not reported through DataQuest at time of developing LCAP	22.6% Reclassification rate
English learners are making progress towards English language proficiency as measured through ELPAC and reported on CA Dashboard	49.6% of English learner students are making progress towards English language proficiency	ELPI levels were not reported on the 20-21 CA Dashboard	39.8% making progress towards English language proficiency	48.9% making progress towards English language proficiency	51.6% of English learner students will be making progress towards English language proficiency.

Goal Analysis

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

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

In examining the alignment between planned actions and their actual implementation, no substantive differences were observed. The actions, as initially planned, were executed as intended. Each action of the plan was rolled out systematically, ensuring that the desired outcomes were achieved. The thorough adherence to the original plan facilitated a seamless transition from planning to execution, resulting in the successful attainment of all outcomes.

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.

No 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 how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, our specific actions were partially effective in making progress toward our goals. While providing professional development for teachers on instructional strategies was beneficial, as evidenced by teacher participation and growth, we do not have complete reclassification data for English learners, as the formula has not been updated and reported through CALPADS. Furthermore, the progress of our English learners toward English proficiency declined in the second year and only began to improve gradually by the end of the cycle. This indicates that our actions were not as effective as needed in addressing the robust needs of our English learners, highlighting a need for more targeted and intensive support to ensure their consistent progress and reclassification.

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

Reflecting on prior practice, we have decided to maintain our goal of providing and promoting a robust staff professional development (PD) program aligned with our mission, with an emphasis on the proficiency of English learner students. However, we will be updating our metrics to ensure greater commitment and effectiveness. Instead of merely expecting teachers to participate in PD, we will now require them to participate in at least six sessions throughout the year. This change aims to enhance teacher development by establishing a minimum participation threshold. Additionally, we have identified the need to include a metric for the effective implementation of the strategies learned during PD sessions, which will be assessed through classroom observations. This will allow us to better analyze the instructional strategies teachers are delivering in the classroom. We will continue to measure English learner progress as a key metric, with the addition of targeted actions to support their development more effectively.

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

Goal

Goal #	Description
3	Lashon Academy students will demonstrate proficiency and academic growth in all core content areas, including all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on statewide CAASPP Assessment results in ELA as reported on CA Dashboard	All Students: 65% Students with Disabilities: 60% English Learners: 47% Hispanic Students: 53% White Students: 76%	All students did not participate in the optional administration of the CAASPP assessment in Spring 2021	All Students: 54% Students with Disabilities: 41% English Learners: 18% Hispanic Students: 47% White Students: 62%	All Students: 45% Students with Disabilities: 23% English Learners: 14% Hispanic Students: 39% White Students: 53% Socio-Economically Disadvantaged: 43%	All Students: 67% Students with Disabilities: 61% English Learners: 49% Hispanic Students: 55% White Student: 77%
Performance on statewide CAASPP Assessment results in Math as reported on CA Dashboard	All Students: 55% Students with Disabilities: 39% English Learners: 35% Hispanic Students: 38% White Students: 70%	All students did not participate in the optional administration of the CAASPP assessment in Spring 2021	All Students: 43% Students with Disabilities: 34% English Learners: 23% Hispanic Students: 37% White Students: 50%	All Students: 37% Students with Disabilities: 34% English Learners: 24% Hispanic Students: 29% White Students: 49% Socio-Economically Disadvantaged: 35%	All Students: 57% Students with Disabilities: 40% English Learners: 37% Hispanic Students: 40% White Students: 71%

Student participation rate on CAASPP assessment as reported on CA Dashboard	95% student participation rate on CAASPP assessment	All students did not participate in the optional administration of the CAASPP assessment in Spring 2021	99% student participation rate on CAASPP assessment	99% student participation rate on CAASPP assessment	96% student participation rate on CAASPP assessment
Performance on cumulative internal NWEA ELA benchmark as reported through assessment data	All Students: 56% Students with Disabilities: 54% English Learners: 25% Hispanic Students: 52% White Students: 71%	All Students: 64% Students with Disabilities: 40% English Learners: 34% Hispanic Students: 36% White Students: 81%	All Students: 52% Students with Disabilities: 32% English Learners: 23% Hispanic Students: 45% White Students: 61%	All Students: 51% Students with Disabilities: 67% English Learners: 51% Hispanic Students: 48% White Students: 57% Socio-Economically Disadvantaged: 53%	All Students: 58% Students with Disabilities: 55% English Learners: 27% Hispanic Students: 54% White Students: 72%
Performance on cumulative internal NWEA Math benchmark as reported through assessment data	All Students: 49% Students with Disabilities: 37% English Learners: 28% Hispanic Students: 44% White Students: 75%	All Students: 55% Students with Disabilities: 35% English Learners: 41% Hispanic Students: 37% White Students: 82%	All Students: 44% Students with Disabilities: 18% English Learners: 25% Hispanic Students: 35% White Students: 57%	All Students: 48% Students with Disabilities:62 % English Learners: 47% Hispanic Students: 49% White Students: 42% Socio-Economically Disadvantaged: 49%	All Students: 51% Students with Disabilities: 38% English Learners: 30% Hispanic Students: 46% White Students: 76%

Goal Analysis

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

2023–24 Local Control and Accountability Plan Annual Update

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

In examining the alignment between planned actions and their actual implementation, no substantive differences were observed. The actions, as initially planned, were executed as intended. Each action of the plan was rolled out systematically, ensuring that the desired outcomes were achieved. The thorough adherence to the original plan facilitated a seamless transition from planning to execution, resulting in the successful attainment of all outcomes.

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.

No 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 how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions outlined to meet the goal of students demonstrating proficiency and academic growth were not necessarily ineffective; however, we underestimated the need for more intensive support to address the learning loss in foundational skills caused by COVID-19. While the actions we implemented were important and necessary, additional intervention supports targeting specific subgroups of students are needed to enhance academic success. Preliminary CAASPP data for the 2023-24 school year indicate an upward trend, with students showing improvement in both proficiency and growth compared to the prior year. This suggests that while our initial actions laid a solid foundation, further targeted support is essential for continued progress.

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

Reflecting on prior practice, we will maintain our goal of ensuring Lashon students demonstrate proficiency and academic growth, as we continue to provide a rigorous and engaging academic program. While the metrics will remain unchanged, the desired outcomes will be adjusted to better reflect our current baseline data. We are making significant changes to our actions to increase the effectiveness of our strategies. These changes include more targeted interventions for unduplicated students, a focused development and implementation of data action plans, and the provision of additional resources to support our unduplicated student population. We hope that these more targeted and robust actions will continue to support an increase in student proficiency and growth.

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

Goal

Goal #	Description
4	Lashon Academy will create a school culture that supports student learning, encourages and includes parent feedback, and maintains a safe and positive school culture.

2023–24 Local Control and Accountability Plan Annual Update

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent opportunities to participate in school meetings including, but not limited to ELAC/SSC, parent meetings, and parent workshops as measured through meeting agendas	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events	Provided all parents opportunities to participate in 100% of the school meetings, workshops, and events
Parent opportunities to participate in stakeholder satisfaction surveys at least twice annually	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey	Twice annually parents were given the opportunity to participate in stakeholder satisfaction survey
Effectiveness of the schoolwide positive discipline system will be measured through 3% or below suspension and expulsion rates as reported on CA Dashboard	Suspension rate 0% Expulsion rate 0%	Suspension rate 0% Expulsion rate 0%	Suspension rate 0% Expulsion rate 0%	Suspension rate 0% Expulsion rate 0%	Suspension rate below 3% Expulsion rate below 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide attendance rates as reported through CALPADS and CA Dashboard	ADA: 96%	ADA: 97.8%	ADA: 95.2%	ADA: 95.2%	ADA 97.5%

Goal Analysis

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

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

In examining the alignment between planned actions and their actual implementation, no substantive differences were observed. The actions, as initially planned, were executed as intended. Each action of the plan was rolled out systematically, ensuring that the desired outcomes were achieved. The thorough adherence to the original plan facilitated a seamless transition from planning to execution, resulting in the successful attainment of all outcomes.

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.

No 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 how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, our specific actions were very effective in reaching our goal of promoting and creating a positive school culture that supports student learning and encourages parent feedback. This focus is of utmost importance as it sets the foundation for academic success. We provided various opportunities for parents to participate in school meetings, workshops, and committees such as SSC and DELAC, which fostered their partnership and engagement with the school. Additionally, partner surveys for parents were administered, offering a convenient way for parent feedback. As a school that promotes PBIS, we were successful in keeping our suspension and expulsion rates below 1%. However, we recognize the need to increase our actions regarding average daily attendance, as there was a dip in attendance throughout the cycle, although trends show improvement. Overall, these efforts significantly contributed to a positive school culture, which is essential for academic growth.

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

Reflecting on prior practice, we will maintain our goal of fostering a positive school culture that supports learning and encourages parent feedback, recognizing its importance. However, we will update our metric outcomes to include numeric criteria for the number of events, workshops, and opportunities provided for parents each year, ensuring a minimum number occurs to keep parent partnership at the forefront. Additionally, we will implement a new survey completion strategy annually to encourage high parent participation in feedback surveys, recognizing the value of input from our educational partners. The wording in our metric will be updated to measure the success of our school climate through suspension and expulsion data as reflected by a green or blue performance color on the CA Dashboard. While our metric for average daily attendance (ADA) will remain the same, we will add additional actions focused on implementing an attendance campaign and specifically targeting unduplicated pupils to address attendance challenges more effectively.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

The Lashon Academy Charter School administration and board of directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school has developed a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs and a safe and supportive environment.

Lashon Academy Charter School serves as an independent elementary charter school, offering instruction in grades TK-8. Lashon Academy has successfully served all students, including English Learners, students with disabilities, socioeconomically disadvantaged students,and students achieving below grade level. Lashon Academy is committed to ongoing and embedded professional development to ensure the delivery of quality instruction to its students. As a high-performing public school option for families and their children in Van Nuys and the greater Los Angeles community, the goal is to prepare students academically and personally to achieve their full potential in life.

Reflections: Annual Performance

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

The annual performance review, based on the California School Dashboard (Dashboard) and local data, provides a comprehensive picture of our school's progress and areas needing improvement. This reflection aims to highlight key achievements and identify focus areas to guide our future strategies.

One of the most notable achievements this year is the progress made by our English learners (ELs). With 48.9% of ELs making progress, we are now in the green performance level, reflecting a significant 9.1% increase. This improvement is a testament to the targeted interventions and instructional strategies implemented to support our EL students. Continued focus on differentiated instruction and professional development for teachers will be essential to maintain and build on this progress.

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Despite some successes, academic performance in both mathematics and English Language Arts (ELA) remains a challenge, as indicated by the orange performance levels. Specifically:

Mathematics: Our students are performing 30.7 points below the standard. Math has been identified as a critical focus area. To address this, we need to implement more robust math intervention programs, enhance teacher training in math instruction, and integrate technology to support personalized learning.

English Language Arts (ELA): Students are performing 8.3 points below the standard in ELA. While the performance gap in ELA is smaller than in math, it still indicates a need for improvement. Strengthening literacy programs, increasing access to high-quality reading materials, and promoting family engagement in reading activities are crucial steps moving forward.

The chronic absenteeism rate stands at 11.6%, which is a significant concern. Addressing this issue requires a multifaceted approach, including: Family and Community Engagement: Building stronger relationships with families to emphasize the importance of regular attendance. Early Intervention: Identifying and supporting students at risk of chronic absenteeism through targeted interventions and mentoring programs. School Climate: Continuing to foster a positive and inclusive school environment that encourages regular attendance.

Our school has achieved the blue performance level for suspension rates, thanks to the highly effective Positive Behavioral Interventions and Supports (PBIS) program and a safe school climate. The success of our PBIS program highlights the importance of proactive behavior management strategies and a supportive school culture. Continuing to refine and expand PBIS practices will be key to sustaining this success.

Local data reveals that 47.9% of students are meeting growth targets in Math, and 51.4% are meeting growth targets in ELA. While these figures show that nearly half of our students are progressing, there is substantial room for improvement. Strategies to enhance student growth include: Data-Driven Instruction: Utilizing assessment data to inform instruction and provide timely interventions. Professional Development: Offering ongoing professional development for teachers to equip them with effective instructional strategies. Student Support Services: Expanding support services, such as tutoring and mentoring, to assist students in reaching their growth targets.

The annual performance review indicates both achievements and areas requiring focused efforts. The progress in English learner performance and low suspension rates are commendable and reflect effective practices. However, the challenges in math and ELA performance, as well as chronic absenteeism, necessitate targeted strategies and collaborative efforts. By leveraging data-driven approaches, enhancing instructional practices, and fostering a supportive school environment, we can continue to improve and ensure that all students achieve their full potential.

Reflections: Technical Assistance

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

N/A

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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.

Lashon Academy is committed to involving its educational partners in the input and development of the school's LCAP. We value all input and use this input to help prioritize needs, safety measures, instruction and growth goals. The planning and engagement process included several steps involving our School Site Council (SSC), staff, District English Language Advisory Council (DELAC), Parent Teacher Organization (PTO), and parent/student/staff feedback surveys. The educational partner engagement process includes the following:

Lashon Academy administered surveys to students, staff, and parents throughout the year to get feedback from all partners.

We want to be as proactive as possible with our parent meeting communication. At the start of the school year, we share a parent meeting calendar with all parents. We also schedule all dates within the parent events calendar on our communication platform Parentsquare so all parents receive reminder notifications about the meeting dates and times. The final Tuesday of each month we offered parent meetings. Parent Meetings were held in September, October, November, February, and April. School Site Council and DELAC Meetings held on 9/12/23, 11/14/23, 2/6/24, and 4/9/24. These meetings were held virtually with a Google Meet Link and in-person at the school site. Based on feedback from our initial parent survey, we continued to offer our parent meetings with alternating start times between mornings at 9am and nights at 7pm to allow more access for those working parents. Spanish translation was also offered at every meeting.

Lashon Academy Governing Board Meetings and Public Hearing: May 15, 2024

Lashon Academy Governing Board Meeting: June 19, 2024

Educational Partner(s)	Process for Engagement
Teachers	Lashon Academy involves teachers in the development of the LCAP through a structured process that includes surveys, focus groups, and regular review meetings, starting from initial planning in August to final board approval in June. Monthly check-ins and workshops ensure continuous teacher engagement, while public meetings and feedback forms provide additional opportunities for input.
Principals/Administrators	Lashon Academy engages administrators in the LCAP development through a timeline that includes initial planning in August, information gathering via surveys and focus groups in the fall, and collaborative drafting and review sessions in the winter and spring. Regular bi-monthly meetings and strategy workshops ensure continuous input and alignment with administrative priorities. Administrators provide feedback during public meetings, and their insights are incorporated into the final revisions before board approval in June. This inclusive process emphasizes collaboration, values administrators' leadership expertise, and ensures transparent communication throughout.
Students	Lashon Academy involves students in the LCAP development through a process starting with student climate surveys in the fall to gather input on their needs and priorities. Student Council and groups meet throughout the year to discuss findings and provide feedback. School-wide assemblies and 2nd climate survey in the spring allow for broader student engagement and final input before the plan is finalized and presented for board approval in June.
Parents	Lashon Academy engages parents in the LCAP development through a timeline that begins with surveys and outreach in the fall to gather input on their priorities and concerns. Throughout the year, School Site Council (SSC) and District English Learner Advisory Committee (DELAC) meetings are held regularly, complemented by focus groups and coffee with the administrators meetings to discuss findings and incorporate parental feedback. Additional engagement strategies include bilingual workshops, online feedback platforms, and targeted outreach to underrepresented parent groups to ensure diverse perspectives. This collaborative approach values parental input, fosters transparency, and ensures that parents' perspectives are integral to shaping the LCAP.
LACOE SELPA	Throughout the year, SELPA representatives participate in regular communication, and the Lashon team attends SELPA meetings to provide detailed feedback and ensure alignment with special education goals. This collaborative approach values SELPA's expertise, promotes inclusive planning, and ensures that the needs of special education students are integral to the LCAP.

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

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The development of Lashon Academy's Local Control Accountability Plan (LCAP) was a collaborative effort involving feedback from a diverse group of educational partners, including parents, teachers, and students. The insights and recommendations provided by these stakeholders were instrumental in shaping the goals, metrics, and action items included in the LCAP. Here is a detailed description of how their feedback influenced key areas of the plan:

1. Increasing Student Academic Data

Educational partners emphasized the importance of improving student academic outcomes and tracking progress. This feedback led to the inclusion of robust metrics for student achievement, such as CAASPP scores and internal benchmark assessments. Specific action items were developed to support academic growth, including targeted intervention programs, professional development for teachers on data-driven instruction, and the integration of technology to personalize learning experiences.

2. Maintaining a Clean and Safe Campus

Parents and community members highlighted the need for a clean and safe learning environment. In response, the LCAP incorporates metrics for regular facility inspections and safety audits, with targets to ensure 98% of facilities meet or exceed cleanliness and safety standards. Additionally, resources were allocated to prioritize areas frequently used by unduplicated pupils to ensure equitable conditions across the campus.

3. Keeping Strong and Passionate Educators

Stakeholder feedback underscored the importance of retaining highly qualified and passionate educators. This input influenced the inclusion of metrics to ensure 100% of teachers and staff meet or exceed qualification standards. The LCAP outlines action items such as a rigorous hiring process, continuous professional development opportunities, and regular observations. Furthermore, specific support was added for teachers working with unduplicated pupils to enhance their instructional practices and meet diverse student needs.

4. Increasing Parent Engagement

Educational partners consistently called for increased parent engagement in school activities. The LCAP sets targets for hosting a variety of school-wide events, workshops, and parent meetings each year. Action items include offering translation services, flexible scheduling, and targeted outreach to engage parents of unduplicated pupils. By incorporating these strategies, the LCAP aims to foster a more inclusive and participatory school community.

5. Creating a Positive School Culture

Feedback from students, parents, and staff emphasized the need for a positive school culture. The LCAP includes metrics to monitor disciplinary incidents and student perceptions of safety and belonging. Action items focus on implementing a school-wide positive behavior interventions and supports (PBIS) program, providing staff training on conflict resolution and restorative practices, and engaging families in discussions about behavior expectations. These measures are designed to create a supportive and respectful school environment for all students.

6. Attendance Campaigns

Improving student attendance was a key concern raised by educational partners. The LCAP sets clear targets for maintaining high attendance rates. Action items include an attendance awareness campaign and recognition programs for students with excellent attendance.

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By actively incorporating the feedback from educational partners, Lashon Academy's adopted LCAP reflects a comprehensive and community-informed approach to enhancing the educational experience. This collaborative process ensures that the plan addresses the specific needs and priorities of all stakeholders, fostering a shared commitment to student success and school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lashon Academy will create and promote a safe, clean, and mission-aligned learning environment with highly qualified personnel, standards –aligned curriculum and materials, and a robust academic program with the integration of technology.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 1, 2, and 7

An explanation of why the LEA has developed this goal.

The need for goal 1 is to improve the conditions of learning, which will ensure a safe, secure, clean, and highly robust educational program for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers who meet or exceed qualification standards.	21-22 DataQuest 100% of teachers met or exceeded qualification standards.	[Insert outcome here]	[Insert outcome here]	100% of teachers meet or exceed qualification standards.	[Insert current difference from baseline here]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Percentage of students regularly using technology as part of their learning experience.	100% of students regularly use technology as part of their learning experience.	[Insert outcome here]	[Insert outcome here]	100% of students regularly use technology as part of their learning experience.	[Insert current difference from baseline here]
3	Percentage of facilities meeting cleanliness and safety standards as assessed through inspections.	98.61% of facilities met or exceeded cleanliness and safety standards.	[Insert outcome here]	[Insert outcome here]	98% of facilities meet or exceed cleanliness and safety standards.	[Insert current difference from baseline here]
4	Percentage of classrooms utilizing standards-aligned curriculum and instructional materials.	100% of classrooms utilize standards-aligned curriculum and instructional materials.	[Insert outcome here]	[Insert outcome here]	100% of classrooms utilize standards-aligned curriculum and instructional materials.	[Insert current difference from baseline here]

Goal Analysis for [2023-24]

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.

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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	Teacher Training	BTSA or other program for new teachers	$ 25,000	N
1.2	Qualified Personnel	Implement a rigorous hiring process to ensure that all teachers are qualified and mission-aligned. Monitor the qualification of teachers working with unduplicated pupils to ensure they meet the specific needs of the students.	$ 2,000,000	N
1.3	Technology Devices	Provide access to technology for all students, including devices. Ensure that unduplicated pupils have equitable access to technology.	$ 20,000	N
1.4	Technology	Integrate technology into the curriculum to enhance teaching and learning experiences. Monitor technology usage among unduplicated pupils to ensure they are benefiting from technology integration in their learning experiences.	$ 60,000	N
1.5	Safe and Clean Campus	Conduct regular inspections and maintenance of school facilities to ensure a clear and safe learning environment. Provide additional resources and support to maintain cleanliness in areas where unduplicated pupils frequently gather.	$ 350,000	Y
1.6	Curriculum and Materials	Conduct a comprehensive review of all curriculum and instructional materials and regularly update to ensure it remains aligned with current standards and best practices.	$ 95,000	Y

Goal

Goal #	Description	Type of Goal
2	Lashon Academy will provide and promote a robust staff professional development program aligned with the school's mission to provide a rigorous academic environment to all students with an emphasis on the proficiency and academic growth of English Learner students.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 2, 4, 7, 8

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The need for goal 2 is to improve the outcomes for all students and student groups with a focus on English learners by improving instruction and the educational program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of teachers participating in professional development sessions.	100% of teachers participate in at least 6 professional development sessions per year.	[Insert outcome here]	[Insert outcome here]	100% of teachers participate in at least 6 professional development sessions per year.	[Insert current difference from baseline here]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Frequency and quality of observed instructional strategies learned during professional development as documented in classroom observations.	78% of teachers effectively implement at least three new instructional strategies within the year.	[Insert outcome here]	[Insert outcome here]	90% of teachers effectively implement at least three new instructional strategies within the year.	[Insert current difference from baseline here]
3	Percentage of English Learners making progress towards English Language proficiency.	48.9% of English Learners are making progress towards English Language proficiency.	[Insert outcome here]	[Insert outcome here]	52.9% of English Learners made progress towards English Language proficiency.	[Insert current difference from baseline here]

Goal Analysis for [2023-24]

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.

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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

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N/A see 23-24 Annual Update	

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.

N/A see 23-24 Annual Update

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Create a professional development calendar and schedule regular professional development sessions throughout the school year, ensuring a variety of topics relevant to all staff.	$ 175,000	Y
2.2	Professional Development	Offer specialized professional development sessions focused on strategies for teaching and supporting English Learners, low-income students, and foster youth.	$ 15,000	Y
2.3	English Language Development	Provide targeted intervention programs for unduplicated pupils, focusing on their specific areas of need in ELA.	$ 70,000	Y
2.4	English Language Development	Implement evidence based ELA curriculum and instructional practices that support student learning and growth.	$ 60,000	Y
2.5	English Learner Support	Engage families of English Learners in their children's education by providing resources and workshops on how to support literacy development at home.	$ 140,000	Y

Action #	Title	Description	Total Funds	Contributing
2.6	Classroom Support	Provide targeted coaching and support for teachers working with unduplicated pupils to encourage and inspire other teachers.	$ 175,000	Y

Goal

Goal #	Description	Type of Goal
3	Lashon Academy students will demonstrate proficiency and academic growth in all core content areas, including all student groups.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 4, 7, 8

An explanation of why the LEA has developed this goal.

The identified need for goal 3 is to improve student outcomes for all students and student subgroups by improving instruction and the educational program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of students meeting or exceeding standards in ELA on the CAASPP.	22-23 CAASPP All: 44.76% EL: 13.63% SPED: 22.85% SED: 42.70% HISP: 39.42% WHITE: 52.94%	[Insert outcome here]	[Insert outcome here]	49.76% of students meet or exceed proficiency standards, with a goal of maintaining or increasing this percentage each year. Subgroups below this level increase their proficiency rates by at least 2% annually.	[Insert current difference from baseline here]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	Percentage of students meeting or exceeding standards in Math on the CAASPP.	22-23 CAASPP All: 36.82% EL: 23.86% SPED: 34.29% SED: 34.67% HISP: 29.15% WHITE: 48.74%	[Insert outcome here]	[Insert outcome here]	41.82% of students meet or exceed proficiency standards, with a goal of maintaining or increasing this percentage each year. Subgroups below this level increase their proficiency rates by at least 2% annually.	[Insert current difference from baseline here]

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3	Percentage of students participating in the CAASPP testing.	2023 100% participation rate	[Insert outcome here]	[Insert outcome here]	Maintain or increase percentage above a 98% participation rate.	[Insert current difference from baseline here]
4	Percentage of students demonstrating growth on internal benchmark assessments in ELA.	22-23 NWEA CGI All: 51.4% EL: 51.2% SPED: 66.7% SED: 52.7% HISP: 47.7% White: 56.6%	[Insert outcome here]	[Insert outcome here]	56.4% of all students meet growth goals. For subgroups currently performing below this level, the target is to achieve a minimum annual growth rate of 2%.	[Insert current difference from baseline here]
5	Percentage of students demonstrating growth on internal benchmark assessments in Math.	22-23 NWEA CGI All: 47.9% EL: 47.4% SPED: 62.1% SED: 48.9% HISP: 48.8% White: 47.2%	[Insert outcome here]	[Insert outcome here]	52.9% of all students meet growth goals. For subgroups currently performing below this level, the target is to achieve a minimum annual growth rate of 2%.	[Insert current difference from baseline here]

Goal Analysis for [2023-24]

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.

N/A see 23-24 Annual Update

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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.

N/A see 23-24 Annual Update

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

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Targeted Instruction	Implement targeted instructional strategies based on data analysis of CAASPP results.	$ 50,000	Y
3.2	Targeted Instruction	Offer additional targeted intervention programs for English Learners, low-income students and foster youth based on data analysis.	$ 15,000	Y
3.3	Assessment Growth	Establish a school-wide culture of data-driven instruction with regular data team meetings.	$ 10,000	Y
3.4	Assessment Data	Review and analyze academic data to identify strengths and areas for improvement to develop and implement action plans.	$ 4,000	Y
3.5	Support	Provide additional resources and support for unduplicated pupils in areas such as ELA and Math. Including developing action plans for support.	$ 120,000	Y

Goal

Goal #	Description	Type of Goal
4	Lashon Academy will create a school culture that supports student learning, encourages and includes parent feedback, and maintains a safe and positive school culture.	Broad Goal

State Priorities addressed by this goal.

State Priorities: 3, 5, 6, and 10

An explanation of why the LEA has developed this goal.

The identified need for goal 4 is to develop a school culture that supports student learning outcomes that includes stakeholder feedback to ensure sustainability and student growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide parents opportunities to participate in school events, workshops, and parent meetings.	Four school-wide events (Fall/Spring Showcase, dance show, Science Fair) 2 workshops (technology/Reflex) 2 parent meetings (Fall/Spring)	[Insert outcome here]	[Insert outcome here]	Host at least four school-wide events, 2 workshops, and 1 parent meeting each trimester.	[Insert current difference from baseline here]
2	Provide parent opportunities to participate in stakeholder satisfaction surveys.	Two comprehensive surveys administered (Fall/Spring). Incorporated communication of surveys via email and ParentSquare.	[Insert outcome here]	[Insert outcome here]	Maintain the administration of two comprehensive stakeholder satisfaction surveys annually, incorporating new strategies to encourage completion.	[Insert current difference from baseline here]
3	Performance on the California School Dashboard indicator for suspension rates.	All student groups in the blue performance level.	[Insert outcome here]	[Insert outcome here]	Maintain green or above color performance on the applicable indicator annually.	[Insert current difference from baseline here]

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Average daily attendance rate	All Students: 95.63% EL: 95.52% SED: 95.42% FY: N/A	[Insert outcome here]	[Insert outcome here]	Maintain an average daily attendance rate of 95% in all students including unduplicated student groups.	[Insert current difference from baseline here]

Goal Analysis for [2023-24]

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.

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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

N/A see 23-24 Annual Update

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.

N/A see 23-24 Annual Update

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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	Parent Engagement	Host regular workshops, informational sessions, and parents meeting on various topics including academic support, health, and wellness.	$ 20,000	Y
4.2	Parent Engagement	Conduct targeted outreach to engage parents of unduplicated pupils and encourage their involvement in school activities and decision-making. Provide translation to ensure non-English speaking parents can participate.	$ 7,500	Y
4.3	Attendance	Implement an attendance awareness campaign to promote the importance of regular attendance for all students. Monitoring the attendance of unduplicated pupils.	$ 50,000	N
4.4	School Climate	Monitor disciplinary data to identify and address any disparities in disciplinary actions involving all students, SPED and unduplicated pupils.	$ 40,000	Y
4.5	School Climate	Implement a school-wide positive behavior interventions and supports (PBIS) program to promote positive behavior and reduce disciplinary incidents.	$ 90,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,407,800	$293,592

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
37.73%	9.76%	$781,946.21	27.23%

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 5	Low-income students may lack access to basic resources, including proper nutrition, stable housing, and educational materials, which can affect their focus and engagement in school.	These actions are provided on an LEA-wide or school-wide basis to ensure that all students, particularly those in unduplicated groups, benefit from a safe and clean learning environment. A clean and well-maintained school facility contributes to the overall well-being and academic success of all students by enhancing learning conditions.	98% of facilities meet or exceed cleanliness and safety standards.

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Goal 1 Action 6	English Learners need curriculum and instructional materials that are accessible and supportive of their language development. Low-income students often require additional academic support and resources to overcome educational disparities. Foster youth need consistent and relevant instructional materials to ensure stability in their educational experience.	Lashon Academy will conduct a comprehensive review of all curriculum and instructional materials, updating them regularly to align with current standards and best practices. Ensuring that instructional materials include resources and activities that address the diverse learning needs of low-income students and foster youth. Implementing this action on an LEA-wide or school-wide basis ensures that all students, including those in unduplicated groups, benefit from a high-quality, up-to-date curriculum. This approach promotes equity	100% of classrooms utilize standards-aligned curriculum and instructional materials.
Goal 2 Action 1	English Learners require instructional strategies that support language acquisition and academic achievement. Low-income students benefit from teaching approaches that address their specific learning challenges and ensure equitable access to educational opportunities.	Lashon Academy will create a professional development calendar and schedule regular professional development sessions throughout the school year to address these needs.Providing professional development on an LEA-wide or school-wide basis ensures that all staff members are equipped with the knowledge and skills needed to support unduplicated student groups effectively.A school-wide PD program promotes educational equity by equipping all educators with the tools needed to support diverse learners, thereby improving outcomes for all students.	100% of teachers participate in at least 6 professional development sessions per year.
Goal 2 Action 4	English Learners need targeted support to develop their English proficiency and literacy skills. 13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP.	To meet these needs, Lashon Academy will implement an evidence-based ELA curriculum and instructional practices designed to support student learning and growth.Incorporating instructional strategies specifically designed to support English Learners, such as scaffolding, differentiated instruction, and vocabulary development. Addressing the specific needs of unduplicated student groups through targeted instructional practices helps bridge the achievement gap and promotes educational equity.	90% of teachers effectively implement at least three new instructional strategies within the year.

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Goal 2 Action 6	English Learners require effective instructional strategies to improve their English language proficiency and comprehension skills.Low-income students often need additional academic resources and targeted interventions to overcome educational disparities.	Focusing on techniques that support language acquisition for English Learners, such as differentiated instruction, scaffolding, and interactive language activities.Providing teachers with access to resources and materials that support low-income students, including supplemental instructional tools and academic intervention programs.A school-wide approach to targeted coaching encourages a culture of continuous professional growth and collaboration, enhancing overall teaching effectiveness and student outcomes.	90% of teachers effectively implement at least three new instructional strategies within the year.
Goal 3 Action 1	unduplicated student groups have unique educational needs that impact their performance on standardized assessments such as the CAASPP. English Learners require targeted support to improve their language skills, which are crucial for performing well on standardized tests.13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP. 23.86% of English Learners compared to 36.82% are proficient in Math on the CAASPP.	To address these needs, Lashon Academy will implement targeted instructional strategies based on data analysis of CAASPP results. Using data to pinpoint gaps in knowledge and skills, as well as to understand the unique challenges faced by each group.Implementing these actions on an LEA-wide or school-wide basis ensures that all students, especially those in unduplicated groups, benefit from data-driven instructional improvements. School-wide implementation fosters a culture of data-driven instruction and continuous improvement, benefiting all students and enhancing overall academic performance.	Percentage of students meeting or exceeding standards in ELA/Math on the CAASPP.

Local Control and Accountability Plan

Goal 3 Action 3	English Learners require targeted instructional support to improve their English proficiency and academic achievement.Low-income students often need additional academic resources and interventions to address gaps in learning and ensure equitable educational opportunities.	To address these needs, Lashon Academy will establish a school-wide culture of data-driven instruction, supported by regular data team meetings.Ensuring that data team meetings focus on assessing the progress of unduplicated student groups and identifying their specific academic needs.By establishing a school-wide culture of data-driven instruction with regular data team meetings, Lashon Academy aims to enhance the academic outcomes of unduplicated student groups and ensure that all students benefit from effective, evidence-based instructional practices. This comprehensive approach promotes educational equity and supports the academic success of every student.	Percentage of students demonstrating growth on internal benchmark assessments.
Goal 3 Action 4	English Learners require targeted instructional support to improve their English proficiency and academic achievement.Low-income students often need additional academic resources and interventions to address gaps in learning and ensure equitable educational opportunities.	To meet these needs, Lashon Academy will review and analyze academic data to identify strengths and areas for improvement, and develop and implement targeted action plans.By focusing on data-driven action plans, educators can provide equitable support tailored to the unique needs of unduplicated student groups, promoting educational equity.School-wide implementation ensures consistent monitoring and support, fostering a culture of continuous improvement and accountability.	Percentage of students demonstrating growth on internal benchmark assessments.

Local Control and Accountability Plan

Goal 4 Action 1	English Learners need greater parental involvement in their education, but language barriers often prevent effective communication between the school and their families.Low-income students and their families require access to academic support and health resources to address both educational and personal challenges.	Hosting regular meetings specifically for parents of English Learners to discuss their children's progress, provide language support resources, and foster stronger home-school connections.Conducting meetings for parents of low-income students to provide information on available academic resources, tutoring programs, and community support services.A school-wide approach creates a unified and inclusive community where all families feel supported and engaged in their children's education.	Host at least four school-wide events, 2 workshops, and 1 parent meeting each trimester.
Goal 4 Action 5	English Learners often struggle with cultural and language barriers that can lead to misunderstandings and behavioral issues.Low-income students may experience stress and anxiety due to economic hardships, which can manifest as behavioral problems.	Lashon Academy will implement a school-wide Positive Behavior Interventions and Supports (PBIS) program designed to promote positive behavior and reduce disciplinary incidents.Regularly reviewing disciplinary data to ensure the PBIS program is effectively reducing incidents and supporting positive behavior.Lashon Academy aims to promote positive behavior, reduce disciplinary incidents, and create a supportive and inclusive environment for all students, particularly those in unduplicated groups. This comprehensive approach fosters a positive school climate and supports the academic and social-emotional success of every student.	Maintain green or above color performance on the applicable indicator annually.

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.

Local Control and Accountability Plan

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 2	ELs require targeted language support to develop English proficiency and academic language skills, enabling them to fully participate in and comprehend classroom instruction.Low-income students often face challenges such as limited access to academic resources, stable home environments, and additional educational support, which can hinder their academic progress.	This specialized professional development is designed to address the identified needs of unduplicated student groups by equipping teachers with the knowledge and skills necessary to support these students effectively. Providing teachers with the tools and knowledge to address the diverse needs of unduplicated student groups promotes educational equity, helping to close achievement gaps.	100% of teachers participate in at least 6 professional development sessions per year.
Goal 2 Action 3	ELs require focused language support to develop proficiency in English, which is crucial for understanding and succeeding in ELA. English Learners need targeted support to develop their English proficiency and literacy skills. 13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP.	Implementing language development programs that focus on vocabulary building, reading comprehension, and writing skills tailored to ELs. Offering literacy enrichment programs to provide additional academic support in ELA. Targeted interventions ensure that each student receives the specific support they need to overcome their unique challenges in ELA. Providing targeted support ensures that unduplicated students have equitable access to the resources and instruction necessary to achieve proficiency in ELA.	Percentage of English Learners making progress towards English Language proficiency.

Local Control and Accountability Plan

Goal 2 Action 5	ELs require focused language support to develop proficiency in English, which is crucial for understanding and succeeding in ELA. English Learners need targeted support to develop their English proficiency and literacy skills. 13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP.	Hosting workshops focused on strategies for supporting children's literacy development, such as reading aloud, discussing stories, and creating a language-rich environment at home. Offering sessions on understanding the school curriculum, the importance of literacy, and how parents can reinforce what their children are learning in school. By implementing this action, Lashon Academy aims to improve the literacy development and academic success of English Learners. This approach ensures that families are well-equipped to support their children's education, promoting greater engagement and fostering a collaborative school community that values and supports all students.	Percentage of English Learners making progress towards English Language proficiency.
Goal 3 Action 2	unduplicated student groups have unique educational needs that impact their performance on standardized assessments such as the CAASPP. English Learners require targeted support to improve their language skills, which are crucial for performing well on standardized tests.13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP. 23.86% of English Learners compared to 36.82% are proficient in Math on the CAASPP.	Using data to understand the unique challenges and needs of each student group, ensuring interventions are tailored to address these issues effectively.Providing additional tutoring and academic support programs that focus on core subjects where low-income students show the most significant gaps.Data-driven interventions allow for the creation of personalized learning plans that address the specific needs of each student group, leading to more effective support and better academic outcomes.	Percentage of students demonstrating growth on internal benchmark assessments

Local Control and Accountability Plan

Goal 3 Action 5	unduplicated student groups have unique educational needs that impact their performance on standardized assessments such as the CAASPP. English Learners require targeted support to improve their language skills, which are crucial for performing well on standardized tests.13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP. 23.86% of English Learners compared to 36.82% are proficient in Math on the CAASPP.	Lashon Academy will provide additional resources and support for unduplicated pupils in ELA and Math, including developing individualized action plans that outline specific strategies, resources, and interventions tailored to support each student's learning needs.Offering access to online platforms and educational software that provide personalized practice and feedback in ELA and Math.Ensuring that unduplicated students have access to the necessary resources and academic support promotes educational equity and helps close achievement gaps.	Percentage of students meeting or exceeding standards in ELA/Math on the CAASPP.
Goal 4 Action 2	English Learners often have parents who may face language barriers and lack familiarity with the school system, limiting their ability to engage in their child's education.Low-income families may have limited access to information and resources that can help them support their children's education.	Lashon Academy will conduct targeted outreach to engage parents of unduplicated pupils and encourage their involvement in school activities and decision-making. Identifying and reaching out to parents of unduplicated pupils through personalized communication methods such as phone calls, emails, and home visits to invite them to participate in school activities and decision-making processes.Providing translation services at all school events, meetings, and workshops to ensure non-English-speaking parents can fully participate and understand the information being presented. Increasing parental involvement among unduplicated pupils, ensuring that all families feel connected to and invested in their children's education.	Host at least four school-wide events, 2 workshops, and 1 parent meeting each trimester.

Local Control and Accountability Plan

Goal 4 Action 4	Unduplicated student groups face unique challenges that can impact their behavior and disciplinary outcomes.	Lashon Academy will monitor disciplinary data to identify and address any disparities in disciplinary actions involving all students, including Special Education (SPED) and unduplicated pupils.Using data to pinpoint specific areas where unduplicated students are disproportionately affected by disciplinary actions.Developing and implementing targeted intervention strategies to address identified disparities and support positive behavior among unduplicated pupils.Addressing the root causes of disciplinary issues and providing targeted support helps improve behavioral and academic outcomes for unduplicated pupils.	Maintain green or above color performance on the applicable indicator annually.

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.

To determine the contribution of an action towards meeting the increased or improved services requirement without direct LCFF fund expenditure, we identify the specific action and the targeted student groups, set a percentage goal for the contribution, and measure baseline metrics before implementation. We project the expected outcomes and calculate the action's impact by comparing these outcomes to the baseline. This calculation helps us determine the proportional contribution towards our overall improvement goals.

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.

The additional concentration grant add-on funding will be used to hire more staff dedicated to providing direct services to foster youth, English learners, and low-income students. This will include adding behavior aides, instructional assistants, and support staff to address the unique needs of these students, ensuring they receive targeted academic support, mental health services, and other resources necessary for their success. This plan aims to enhance the educational experience and outcomes for these vulnerable student populations.

Local Control and Accountability Plan

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	45 classified staff serving 610 students (1:14) ratio
Staff-to-student ratio of certificated staff providing direct services to students	N/A	38 certificated staff serving 610 students (1:16) ratio

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:

- o 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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

Local Control and Accountability Plan Instructions

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

Local Control and Accountability Plan Instructions

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

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

- 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:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.
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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.

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  o 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).

  o 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.

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- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

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- 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.

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o   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.

   o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

   o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

   o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

● Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

   o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

      ▪   The reasons for the ineffectiveness, and

      ▪   How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **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.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

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

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

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

    o 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.

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

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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

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- 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).

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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

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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.

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- o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

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- o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

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- **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

Local Control and Accountability Plan Instructions

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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

Local Control and Accountability Plan Instructions

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,376,900.00	$ 3,858,718.90

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	Teacher Training	No	$ 15,000	$ 24,500
1	2	Credential Verification	No	$ 2,000,000	$ 2,068,934
1	3	Technology Devices	Yes	$ 80,000	$ 91,826
1	4	Technology	Yes	$ 35,000	$ 82,458
1	5	Safe and Clean Campus	No	$ 300,000	$ 317,557
1	6	Curriculum and Materials	Yes	$ 100,000	$ 125,937
2	1	Professional Development	Yes	$ 120,000	$ 211,494
2	2	Professional Development	Yes	$ 15,000	$ 53,690
2	3	Professional Development	No	$ 65,000	$ 68,805
2	4	English Learner Development	Yes	$ 60,000	$ 60,000
2	5	English Learner Support	Yes	$ 140,000	$ 140,000
2	6	Student Support	Yes	$ 80,000	$ 186,612
3	1	Assessment Training	Yes	$ 45,000	$ 50,352
3	2	Assessments	Yes	$ 7,800	$ 15,635
3	3	Assessment Software	Yes	$ 9,500	$ 15,635
3	4	Assessment Technology	Yes	$ 2,500	$ 4,943
3	5	Assessment Analysis	Yes	$ 130,000	$ 130,000
4	1	Parent Engagement	Yes	$ 2,600	$ 21,526
4	2	Parent Engagement	No	$ 4,500	$ 9,975
4	3	Community Engagement	Yes	$ 50,000	$ 50,000
4	4	School Climate	Yes	$ 25,000	$ 37,322
4	5	School Climate	Yes	$ 90,000	$ 91,519
				$ -	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,180,894	$ 674,600	$ 1,398,948	$ (724,348)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Technology Devices	Yes	$ 80,000	$ 91,825.52	0.00%	0.00%
1	4	Technology	Yes	$ 35,000	$ 82,457.71	0.00%	0.00%
1	6	Curriculum and Materials	Yes	$ -	$ 125,936.73	0.00%	0.00%
2	1	Professional Development	Yes	$ 80,000	$ 211,493.54	0.00%	0.00%
2	2	Professional Development	Yes	$ 15,000	$ 53,690.16	0.00%	0.00%
2	4	English Learner Development	Yes	$ 60,000	$ 60,000.00	0.00%	0.00%
2	5	English Learner Support	Yes	$ 100,000	$ 140,000.00	0.00%	0.00%
2	6	Student Support	Yes	$ 80,000	$ 186,611.95	0.00%	0.00%
3	1	Assessment Training	Yes	$ 45,000	$ 50,351.66	0.00%	0.00%
3	2	Assessments	Yes	$ -	$ 15,635.25	0.00%	0.00%
3	3	Assessment Software	Yes	$ 9,500	$ 15,635.25	0.00%	0.00%
3	4	Assessment Technology	Yes	$ 2,500	$ 4,943.21	0.00%	0.00%
3	5	Assessment Analysis	Yes	$ 90,000	$ 130,000.00	0.00%	0.00%
4	1	Parent Engagement	Yes	$ 2,600	$ 51,525.60	0.00%	0.00%
4	3	Community Engagement	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
4	4	School Climate	Yes	$ 25,000	$ 37,322.40	0.00%	0.00%
4	5	School Climate	Yes	$ -	$ 91,518.81	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 8,009,197	$ 2,180,894	0.00%	27.23%	$ 1,398,948	0.00%	17.47%	$ 781,946.21	9.76%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 8,882,941	$ 2,427,521	27.328%	0.000%	27.328%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,416,500	$ -	$ -	$ 175,000	$ 3,591,500.00	$ 3,072,500	$ 519,000

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	Teacher Training	Schoolwide	No	Schoolwide	All	All	YearRound		$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
1	2	Qualified Personnel	Schoolwide	No	Schoolwide	All	All	YearRound	$ 2,000,000	$ -	$ 2,000,000	$ -	$ -	$ -	$ 2,000,000	0.000%
1	3	Teachnology Devices	Schoolwide	No	Schoolwide	All	All	YearRound	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	4	Technology	Schoolwide	No	Schoolwide	All	All	YearRound	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
1	5	Safe and Clean Campus	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ -	$ 350,000	$ 350,000	$ -	$ -	$ -	$ 350,000	0.000%
1	6	Curriculum and Materials	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ -	$ 95,000	$ 95,000			$ -	$ 95,000	0.000%
2	1	Professional Development	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ 175,000	$ -	$ 175,000	$ -	$ -		$ 175,000	0.000%
2	2	Professional Development	Schoolwide	Yes	Limited	All	All	YearRound	$ -	$ 15,000	$ 15,000	$ -	$ -		$ 15,000	0.000%
2	3	English Language Development	Schoolwide	Yes	Limited	All	All	YearRound	$ 70,000		$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
2	4	English Language Development	EL	Yes	Schoolwide	English Learners	All	YearRound	$ 60,000	$ -	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
2	5	English Learner Support	EL	Yes	Limited	English Learners	All	YearRound	$ 140,000	$ -	$ 140,000	$ -	$ -		$ 140,000	0.000%
2	6	Classroom Support	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ 175,000	$ -		$ -	$ -	$ 175,000	$ 175,000	0.000%
3	1	Targeted Instruction	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ 50,000	$ -	$ 50,000	$ -	$ -		$ 50,000	0.000%
3	2	Targeted Instruction	Schoolwide	Yes	Limited	All	All	YearRound	$ 15,000	$ -	$ 15,000	$ -	$ -		$ 15,000	0.000%
3	3	Assessment Growth	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ -	$ 10,000	$ 10,000	$ -	$ -		$ 10,000	0.000%
3	4	Assessment Technology	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
3	5	Support	Schoolwide	Yes	Limited	All	All	YearRound	$ 120,000	$ -	$ 120,000	$ -	$ -		$ 120,000	0.000%
4	1	Parent Engagement	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ 20,000		$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	2	Parent Engagement	Schoolwide	Yes	Limited	All	All	YearRound	$ 7,500	$ -	$ 7,500	$ -	$ -		$ 7,500	0.000%
4	3	Attendance	Schoolwide	No	Schoolwide	All	All	YearRound	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	4	School Climate	Schoolwide	Yes	Limited	All	All	YearRound	$ 40,000	$ -	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
4	5	School Climate	Schoolwide	Yes	Schoolwide	All	All	YearRound	$ 90,000	$ -	$ 90,000		$ -		$ 90,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,882,941	$ 2,427,521	27.328%	0.000%	27.328%	$ 1,261,500	0.000%	14.201%	Total:	$ 1,261,500
								LEA-wide Total:	$ -
								Limited Total:	$ 407,500
								Schoolwide Total:	$ 854,000

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	5	Safe and Clean Campus	Yes	Schoolwide	All	All	$ 350,000	0.000%
1	6	Curriculum and Materials	Yes	Schoolwide	All	All	$ 95,000	0.000%
2	1	Professional Development	Yes	Schoolwide	All	All	$ 175,000	0.000%
2	2	Professional Development	Yes	Limited	All	All	$ 15,000	0.000%
2	3	English Language Development	Yes	Limited	All	All	$ 70,000	0.000%
2	4	English Language Development	Yes	Schoolwide	English Learners	All	$ 60,000	0.000%
2	5	English Learner Support	Yes	Limited	English Learners	All	$ 140,000	0.000%
2	6	Classroom Support	Yes	Schoolwide	All	All	$ -	0.000%
3	1	Targeted Instruction	Yes	Schoolwide	All	All	$ 50,000	0.000%
3	2	Targeted Instruction	Yes	Limited	All	All	$ 15,000	0.000%
3	3	Assessment Growth	Yes	Schoolwide	All	All	$ 10,000	0.000%
3	4	Assessment Technology	Yes	Schoolwide	All	All	$ 4,000	0.000%
3	5	Support	Yes	Limited	All	All	$ 120,000	0.000%
4	1	Parent Engagement	Yes	Schoolwide	All	All	$ 20,000	0.000%
4	2	Parent Engagement	Yes	Limited	All	All	$ 7,500	0.000%
4	4	School Climate	Yes	Limited	All	All	$ 40,000	0.000%
4	5	School Climate	Yes	Schoolwide	All	All	$ 90,000	0.000%