

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: King-Chavez Preparatory Academy

CDS Code: 37-68338-0111906

School Year: 2024-25

LEA contact information:

Matthew Mason

Principal

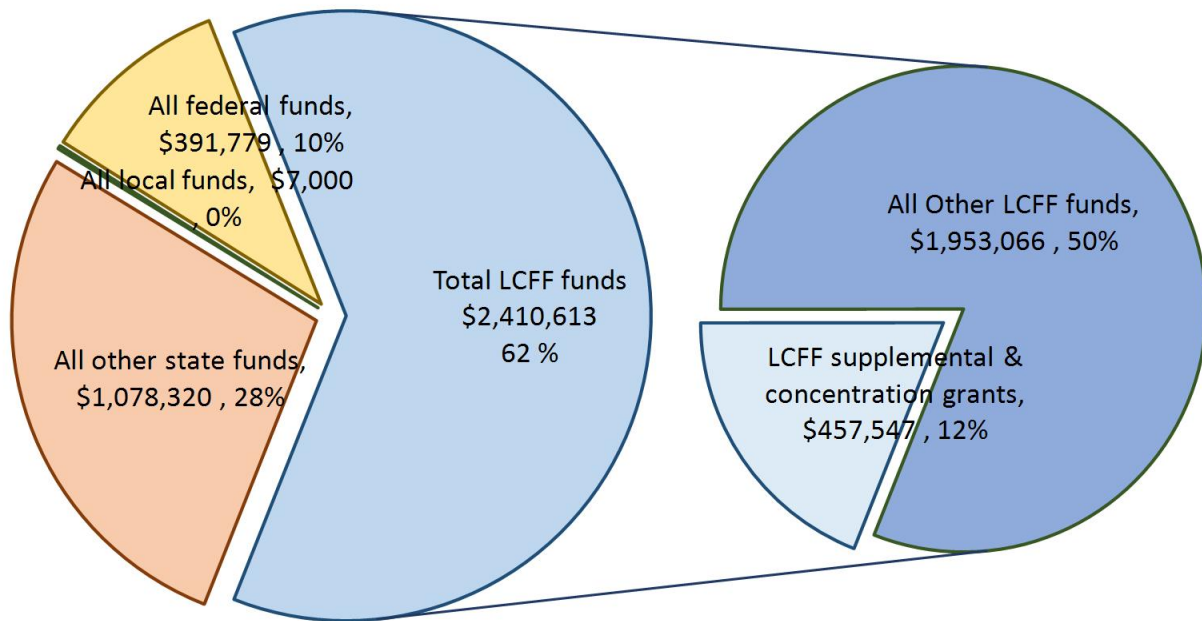
mmason@kingchavez.org

(619) 744-3828

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

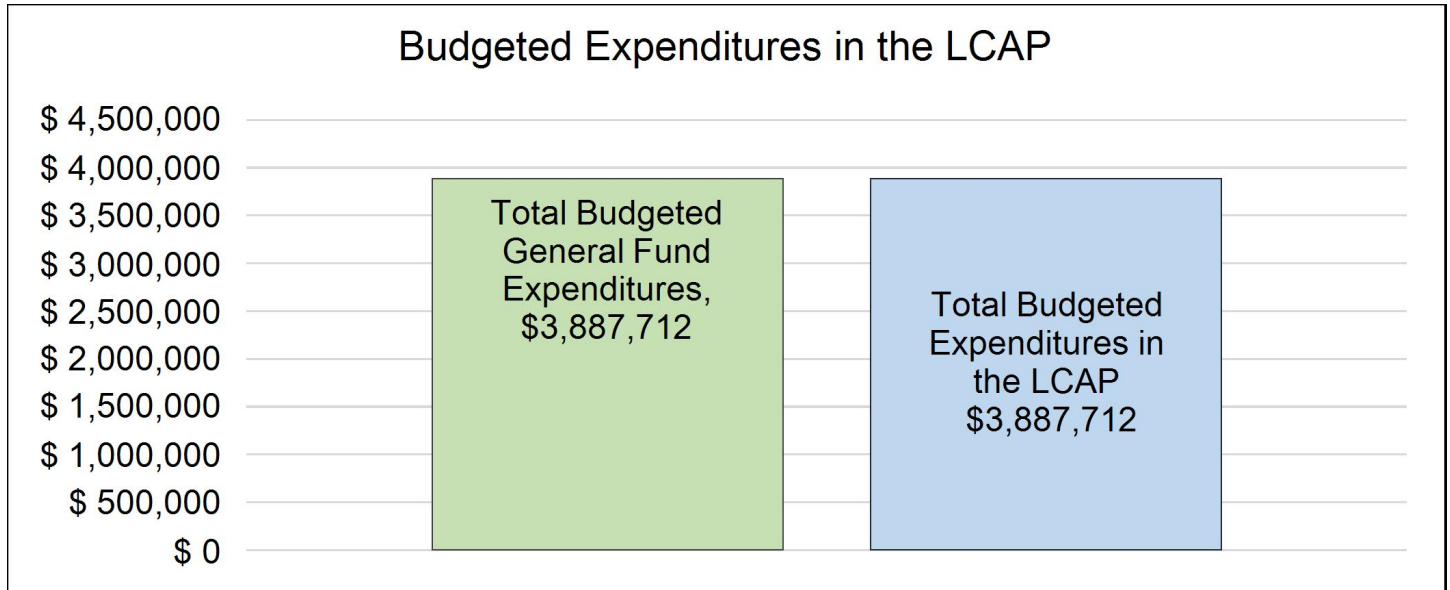


This chart shows the total general purpose revenue King-Chavez Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for King-Chavez Preparatory Academy is \$3,887,712, of which \$2,410,613 is Local Control Funding Formula (LCFF), \$1,078,320 is other state funds, \$7,000 is local funds, and \$391,779 is federal funds. Of the \$2,410,613 in LCFF Funds, \$457,547.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much King-Chavez Preparatory 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: King-Chavez Preparatory Academy plans to spend \$3,887,712 for the 2024-25 school year. Of that amount, \$3,887,712 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

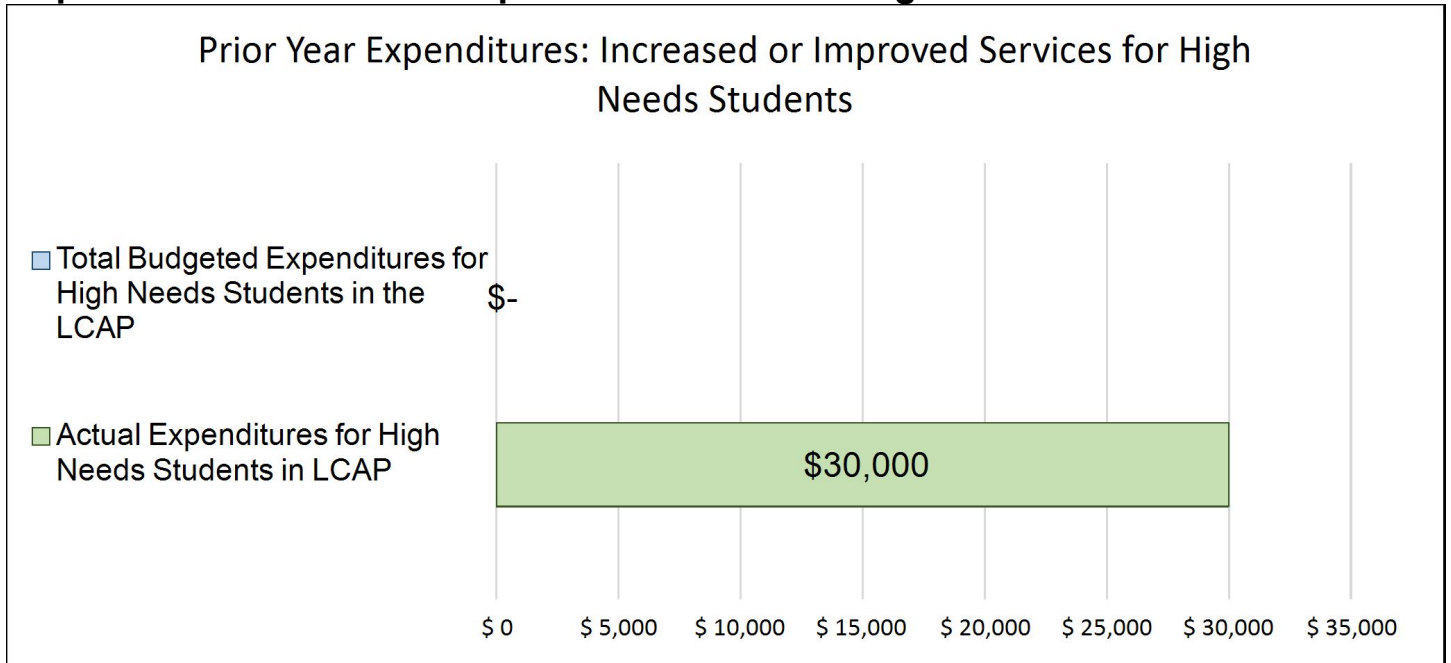
Not applicable

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

In 2024-25, King-Chavez Preparatory Academy is projecting it will receive \$457,547.00 based on the enrollment of foster youth, English learner, and low-income students. King-Chavez Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. King-Chavez Preparatory Academy plans to spend \$457,547 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, King-Chavez Preparatory Academy's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. King-Chavez Preparatory Academy actually spent \$30000 for actions to increase or improve services for high needs students in 2023-24.

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
King-Chavez Preparatory Academy	Matthew Mason Principal	mmason@kingchavez.org (619) 744-3828

Goals and Actions

Goal

Goal #	Description
1	Improved academic achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA: Average Distance from Standard (DFS) for significant subgroups	2018-2019 All Students: DFS - 62.7 Hispanic: DFS -62.5 SED: DFS -62.2 ELs: DFS -79.3 Students with Disabilities: DFS - 143.4 2019-2020 N/A (COVID-19)	2020-2021 No CAASPP administered, school used a locally determined assessment (NWEA)	2021-2022 All Students: DFS - 67.6 Hispanic: DFS -67.4 SED: DFS -68.1 ELs: DFS -88.4 Students with Disabilities: DFS -134	2022-2023 All Students: DFS - 71.1 Hispanic/Latino: DFS - 72.2 SED: DFS -70.8 ELs: DFS -95.7 Students with Disabilities: DFS - 130.7	All Students: DFS -50 Hispanic/Latino: DFS - 50 SED: DFS -50 ELs: DFS -65 Students with Disabilities: DFS -125
CAASPP Mathematics: Average Distance from Standard (DFS) for significant subgroups	2018-2019 All Students: DFS - 107.2 Hispanic: DFS -106.9 SED: DFS -107.1 ELs: DFS -119.9 Students with Disabilities: DFS - 182.5 2019-2020 N/A (COVID-19)	2020-2021 No CAASPP administered, school used a locally determined assessment (NWEA)	2021-2022 All Students: DFS - 136.3 Hispanic: DFS -136.2 SED: DFS -136.2 ELs: DFS -149.6 Students with Disabilities: DFS - 178.5	2022-2023 All Students: DFS - 144.2 Hispanic/Latino: DFS - 144.3 SED: DFS -144.1 ELs: DFS -172.7 Students with Disabilities: DFS -196	All Students: DFS -95 Hispanic/Latino: DFS - 95 SED: DFS -95 ELs: DFS -105 Students with Disabilities: DFS -160

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Locally administered normed assessment (NWEA): School Conditional Growth Percentile in Math and Reading.	2019-2020 Math: 91st percentile Reading: 94th percentile	Fall 2021 to Winter 2022 Math: 29th percentile Reading: 68th percentile	Fall 2021 to Spring 2022 Math: 73rd percentile Reading: 30th percentile	Fall 2022 to Spring 2023 Math: 37th percentile Reading: 33rd percentile	>42nd percentile growth
English Learner Progress Indicator: Progress Level	2019 "Medium" Progress (49.7%) 2020 N/A (COVID-19)	2021 N/A on the California Dashboard	2022 "High" Progress (60.9%)	2023 "High" Progress (55%)	"Medium" Progress (45-55%)
English Learner Reclassification Rate	2018-2019 0% 2019-2020 0% (COVID-19)	2020-2021 11.7%	2021-2022 14.3%	2022-2023 20%	10%
California Science Test (CAST): % Met/Exceeded	2018-2019 12.3% 2019-2020 N/A (COVID-19)	2020-2021 N/A (COVID-19)	2021-2022 8.3%	2022-2023 11.6%	20%
Programs and Services a. % of students with access to the content and performance standards adopted by the state board b. % of Unduplicated Pupils receiving	2020-2021 a. 100% b. 100% c. 100% d. 100%	2021-2022 a. 100% b. 100% c. 100% d. 100%	2022-2023 a. 100% b. 100% c. 100% d. 100%	2023-2024 a. 100% b. 100% c. 100% d. 100%	a. 100% b. 100% c. 100% d. 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
targeted support based on academic needs c. % of EL students receiving integrated and designated English Language Development instruction d. % of Special Needs students receiving appropriate services					

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.

Planned actions did not differ substantively from the actual implementation. The school regularly supported instruction through coaching and observations. An area of challenge was to address the math need interventions while also scheduling other targeted support.

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

There were additional expenses for Special Education due to a larger than expected group of Students with Disabilities.

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

The school supported our teachers with content area and English Learner-focused trainings (Action 1.1). With the exception of science and CAASPP ELA for Students with Disabilities, CAASPP and NWEA MAP metrics decreased. However, YTD NWEA MAP growth data shows that the restructured academic interventions (Action 1.2) are having a positive effect. English Learner Programming and Supports (Action 1.3) were universally implemented. This resulted in Very High English Learner progress. The school offered consistent support and programming for our Special Education students (Action 1.4).

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

Metrics and actions for English Learners will be split into a separate goal in order to focus on that subgroup.

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.

Goals and Actions

Goal

Goal #	Description
2	A caring, healthy, and inclusive school community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Parent Survey (CSPS): % of parents who agree... a. the school seeks input b. parents feel welcome to participate c. the school has adults who really care about students	2020-2021 a. 95% b. 93% c. 89%	2021-2022 a. 79% b. 89% c. 87%	2022-2023 a. 75% b. 88% c. 81%	2023-2024 a. 85% b. 89% c. 96%	a. 95% b. 95% c. 95%
California School Staff Survey (CSSS): % of staff who... a. agree this school encourages parents to be active partners in educating their child b. indicate they have sufficient professional development or other supports to meet the social, emotional, and	2020-2021 a. 100% b. 43% c. 93%	2021-2022 a. 78% b. 17% c. 91%	2022-2023 a. 87% b. 33% c. 91%	2023-2024 a. 92% b. 58% c. 96%	a. 90% b. 50% c. 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developmental needs of youth c. agree adults have close professional relationships					
California Healthy Kids Survey (CHKS): Median % reporting... a. caring adults in school b. high levels of school connectedness	2020-2021 a. 68% b. N/A due to COVID-19 (66% in 2019-2020)	2021-2022 a. 52% b. 51%	2022-2023 a. 58% b. 53%	2023-2024 a. 61% b. 64%	a. 75% b. 75%
Physical Fitness Test (PFT): Participation rate	2018-2019 99.2% 2019-2020 N/A (COVID-19)	2020-2021 Student performance data was not reported this year	2021-2022 100%	2022-2023 99.4%	95%
Attendance: a. Chronic Absence rate b. Average Daily Attendance (ADA)	2020-2021 a. 18.8% b. 93.9%	2021-2022 a. 35.2% All Students, 46.2% SWD b. 90.8%	2022-2023 a. 24.5% All Students, 42.2% SWD b. 92.5%	2023-2024 through January 31 a. 25% b. 92.3%	a. <15% All Students and SWD subgroups b. 95%
Middle School Dropout Rate	2019-2020 0%	2020-2021 1.7%	2021-2022 0%	2022-2023 0%	0%
Suspension Rate	2020-2021 0%	2021-2022 4.5%	2022-2023 13.7%	2023-2024 through January 31 7.8%	<6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	2020-2021 0%	2021-2022 0%	2022-2023 0.4%	2023-2024 through January 31 0.4%	<0.5% over the LCAP term
Local Indicators Self-Reflection Tool for Parent and Family Engagement: Average rating on "Building relationships"	2020-2021 a. 3/5	2021-2022 3.5/5	2022-2023 3.5/5	Not yet available	4/5

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.

Planned actions did not differ substantively from the actual implementation of the actions. Successes include more frequent parent meetings with improved attendance. The school faced challenges finding meeting times that worked for all of our parent body, but continued to leverage technology in order to promote access and involvement. The school has found that evening meetings worked for many of our parents. For others, the school scheduled one-to-one as needed with individual families.

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

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

Staff report the training (Action 2.1) they received was sufficient in most areas, but there remains a need for more training to meet the social, emotional, and developmental needs of youth and to increase school connectedness. Surveys demonstrate that the majority of parents have positive perceptions of engagement initiatives (Action 2.2). However, the school will continue to promote increased parent involvement and

attendance at school events. The school maintained existing partnerships and pursued new relationships as part of a community school initiative (Action 2.3). YTD suspension rates are down significantly, and staff will use evidence-based practices (Action 2.4) practices to proactively address behavioral issues . YTD Chronic absenteeism is also on track to decrease year over year. The school is proactively reaching out to families of chronically absent students (Action 2.5).

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

The school will add a staff survey metric related to shared decision making. Behavioral Interventions and Support (Action 2.4) will be moved to the "A safe and functional learning environment" Goal, along with suspension/expulsion metrics. "Professional Development: Non-Instructional" and ""Professional Development: Academics" will be folded into a single "Professional Development" action.

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.

Goals and Actions

Goal

Goal #	Description
3	A safe and functional learning environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC: % of core teachers a. Fully credentialed b. Meeting state certification/licensure requirements	2019-2020 a. 73.3% b. 86.7%	2020-2021 a. 93.5% b. 100%	2021-2022 a. 94.4% b. 100%	2022-2023 a. 82% b. 94% 2023-2024 a. 89.5% b. 94.7%	a. 90% b. 100%
Surveys on safety: a. % of staff who agree the school is a safe place for students b. % of parents who agree the school is a safe place for their children c. Median % of students reporting the school is safe	2019-2020 a. 86% b. 96% c. 68% 2020-2021 N/A (COVID-19)	2021-2022 a. 74% b. 92% c. 45%	2022-2023 a. 76% b. 70% c. 48%	2023-2024 a. 92% b. 92% c. 76%	a. 95% b. 95% c. 75%
Master schedule: % of students who have access to and	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrolled in the broad course of study described in the school's charter					
Curriculum inventory: % of students who have access to sufficient instructional materials relative to the program described in the school's charter	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%
Facilities Inspection Tool (FIT) rating	2020-2021 "Good"	2021-2022 "Good"	2022-2023 "Good"	2023-2024 "Good"	"Good"

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.

The implementation of these actions matched the description. A success was the beautification and upkeep of our facilities. A challenge was finding fully credentialed teachers in hard-to-staff subject areas.

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

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

The school fulfilled its base staffing needs (Action 3.1) despite a shortage of qualified applicants. Observations and evaluations (Action 3.2) show that staff members are effective in the classroom and other duties. The school invested in operations (Action 3.3) and earned a "Good" rating on the inspection tool. Surveys indicate a wide variety of educational partners perceive the school as safe (Action 3.4). Staff has undergone Violent Critical Incident training and revised the school safety plan to promote a safe campus. The curriculum inventory shows the school purchased sufficient instructional materials (Action 3.5) and provided additional supplies for low-income students. The school maintained a 1:1 student-to-device ratio and all students had access to the internet in order to complete coursework (Action 3.6).

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

The "Base Staffing" action will be split into "Credentialed Staffing" and "Classified Staffing" for clarity. "General Supplies and Operations" will also be split. "Material Support for Low Income and Foster Youth" will be folded into "General Supplies" and "School Safety" will be folded into "Facilities, Operations, and Safety."

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
King-Chavez Preparatory Academy	Matthew Mason Principal	mmason@kingchavez.org (619) 744-3828

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.

King-Chavez Preparatory Academy (KC Prep) is a public charter middle school that serves grades 6-8. KC Prep forms part of the King-Chavez Neighborhood of Schools (KCNS), a network serving the Historic Barrio District of San Diego. The school has an enrollment of about 243 students that reflects the current demography of Barrio Logan. Approximately 95% are Hispanic. 47% of students are designated as English Learners, 98% are socio-economically disadvantaged, and 24% are Students with Disabilities.

Our mission is to "seek excellence in academics, arts, and athletics from the foundation of love." KC Prep provides a warm and caring environment in which students actively learn academic content as well as positive values. Our students become self-actualizing people who understand the connection between hard work, high expectations, and success. Teachers work with a standards-based curriculum emphasizing literacy and analytical skills development. Staff participate in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to promote communication between instructors, students, and parents.

Reflections: Annual Performance

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

CAASPP ELA and Math: Achievement was Very Low on the California School Dashboard. Improved performance in both subject areas is an identified need. Steps to address academic readiness include targeted academic support (Action 1.1), professional development (Action 1.2), and the development of the Focus Goal "Close the English Learner achievement gap."

Suspension Rate: The school's suspension rate increased significantly. Evidence-based interventions to address high suspension rates include proactive parent engagement (Action 3.2) and Socio-Emotional and Behavioral (SEB) Supports(Action 3.4).

English Learner Progress Indicator: A "Very High" (55%) rate of English Learners demonstrated progress, an increase of 25% from the previous year.

Reflections: Technical Assistance

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

King-Chavez Preparatory Academy is eligible for Differentiated Assistance because the EL, SED, SWD, and HI subgroups had a Red on the California School Dashboard in academics and the suspension rate. The school is also eligible for Additional Targeted Support and Improvement (ATSI) for the English Learner subgroup for the same reasons. School and network leaders engaged in a data analysis process facilitated by the San Diego County Office of Education that looked at disaggregated student data on the CAASPP, NWEA MAP, and behavior incidents to determine a root cause.

The school identified an academic achievement gap between English Learners and All Students. This was likely due in part to persistent deficits in language acquisition evidenced by the high rate of Long-Term English Learners. Barriers to understanding and lack of academic success may have also contributed to poor behavior. The other subgroups (SED, SWD, HI) had significant overlapping numbers of English Learners. In response, the school developed focus Goal 2 "Closing the English Learner Achievement Gap". Related actions include 2.1 (Integrated ELD), 2.2 (Designated ELD), and 2.3 (Support for At-Risk and Long-Term English Learners).

The school will monitor progress on addressing the suspension rate through the metric in Goal 3, Action 3.4 (Socio-Emotional and Behavioral Supports). Year-to-date suspension rates are down significantly due to the consistent implementation of proactive and restorative interventions. The school will monitor the progress of each of these subgroups in the identified areas. No resource inequities were identified; The school will continue to monitor resource inequities as part of the ongoing needs assessment cycle.

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.

King-Chavez Preparatory Academy

Support for Identified Schools

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

The LEA reviewed and synthesized data for each of the State priority indicators as part of a school-level needs assessment. Academic data included CAASPP and ELPAC scores, as well as NWEA MAP results in both Math and Reading. Engagement data included suspension and

chronic absence rates. The SSC and leadership also reviewed qualitative data including parent, staff, and student surveys. The results of the needs assessment indicated a significant achievement gap for our English Learner students.

This root cause analysis informed the school's educational partners as they considered and recommended evidence-based interventions to meet the identified need. These included targeted professional development, supplemental instructional materials, teacher support/coaching, monitoring of attendance, and home-school initiatives. Selected interventions were then reviewed by LEA leadership and the SSC for feasibility and relevance to the identified needs, i.e. English Learner support. The recommendations that emerged from the process were incorporated into the Local Control Accountability Plan (LCAP). The LEA supported the development of the CSI plan by instituting a continuous improvement process with regular checkpoints.

King-Chavez Preparatory Academy reviewed the school-level budget through the LCAP development process. No financial inequities were identified; however, the needs assessment identified the amount of resources targeted towards English Learners as a potential area of focus. Specifically, the amount of professional development targeted towards supporting English Learners may not be sufficient to meet student needs. The school will continue to monitor the allocation of resources for inefficiencies which may be addressed through the implementation of the school plan.

Monitoring and Evaluating Effectiveness

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

The LEA will routinely gather quantitative and qualitative data related to evidence-based interventions and the dashboard indicators as part of the monitoring process. Specific data points include: 1) Trimesterly NWEA MAPs Reading and Math for all grades; 2) State assessments, including CAASPP and ELPAC results for all grades; 3) Monthly classroom observations; 4) Monthly reports on suspension rates; 5) Monthly reports on chronic absenteeism; and 6) Annual climate surveys administered to staff, students, and parents. Academic and suspension data will be disaggregated to focus on the English Learner and All Students subgroups.

Progress data will be shared with the School Site Council (SSC) and leadership, who will review the data as part of the school planning requirements. The LEA leadership will monitor the implementation of the process to ensure that each group fulfills their role. The LEA will also provide trainings/presentations in order to build educational partner capacity to understand each metric. These will include local context as well as normed comparisons when available.

Evaluation will focus on indicators of efficacy related to the plan's implementation, as well as measurable outcomes for each State priority indicator. The leadership team will then evaluate progress towards the LCAP targets that address the root cause of the English Learner achievement gap identified in the needs assessment. If needed, the leadership team and the SSC will refine targets in response to quantitative and qualitative data as part of the continuous improvement process.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Weekly staff meetings; Yearly Climate Survey (CSSS); 1-on-1 check-ins with the principal; Quarterly SSC/ELAC meetings
Principals and administrators	Biweekly Principal meetings; Monthly school leadership team meeting; Quarterly SSC/ELAC meetings
Other school personnel	Monthly staff meetings; yearly Climate Survey (CSSS); Quarterly SSC/ELAC meetings
Parents	Yearly California School Parent Survey (CSPS); Yearly Title 1 meeting; Coffee with the Principal meetings; Quarterly SSC/ELAC meetings
Students	Yearly California Healthy Kids Survey (CHKS)

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

Teachers: Instructional staff indicated a need for content-area specific training, collegial coaching and co-teaching opportunities (Goal 1, Action 2). They also expressed interest in exploring standards-based instructional materials in mathematics (Goal 4, Action 3).

Principals and administrators: Review of English Learner academic achievement showed a performance gap. This group signaled a need for systemic support for English Learners. KC Leaders will organize highly effective resources to support the implementation of integrated ELD best practices (Goal 2, Action 1).

Other school personnel: Other school personnel noted that student attendance was an important precondition for learning (Goal 3, Action 5). They expressed the importance of expanding how we celebrate the growth and progress of students on campus (Goal 3, Action 3).

Parents: Parents highlighted the importance of personalized support (Goal 1, Action 1) and effective behavior-management (Goal 3, Action 4). Parents would also like to see more tutoring opportunities after school (Goal 3, Action 1).

Students: Survey results and attendance patterns showed the need for increased student connectedness (Goal 3, Action 3). KC Prep will continue to reinforce culturally responsive practices and will provide more opportunities for student engagement (Goal 3, Action 3) on campus.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic achievement	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Performance on the 2023 California Assessment of Student Performance and Progress (CAASPP) was "Very Low" in ELA and Mathematics. Achievement for the Socio-Economically Disadvantaged (SED) and Hispanic/Latino groups tracks All Students, since there is significant overlap. Students with Disabilities (SWD) scored below these groups in both ELA and Mathematics. No California Alternate Assessment (CAA) results are available due to the small number of students tested; Actions/Services directed towards these students will be reflected in overall school performance. The California Science Test (CAST) also showed a need for improvement with just over 10% of students meeting/exceeding the standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: Distance from Standard (DFS) for significant subgroups	2022-2023 All Students: DFS -71.1 Hispanic/Latino: DFS -72.2 SED: DFS -70.8 SWD: DFS -130.7			2025-2026 All Students: DFS -60 Hispanic/Latino: DFS -60 SED: DFS -60 SWD: DFS -110	
1.2	CAASPP Mathematics: Distance from Standard (DFS) for significant subgroups	2022-2023 All Students: DFS -144.2			2025-2026 All Students: DFS -125	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: DFS - 144.3 SED: DFS -144.1 SWD: DFS -196			Hispanic/Latino: DFS -125 SED: DFS -125 SWD: DFS -175	
1.3	CAASPP: % Met/Exceeded Standard a. ELA b. Mathematics	2022-2023 a. ELA: 18.2% b. Mathematics: 3.8%			2025-2026 a. ELA 25% b. Mathematics 15%	
1.4	Verified assessment (NWEA MAP): Percentile/ Conditional Growth Index for Reading and Math	2022-2023 Reading: 33rd percentile/ -0.4 CGI Math: 37th percentile/- 0.3 CGI			2025-2026 Reading: 42nd percentile/ -0.2 CGI Math: 42nd percentile/ -0.2 CGI	
1.5	California Science Test (CAST): % Met/Exceeded Standard	2022-2023 11.6%			2025-2026 20%	
1.6	Programs and services: a. % of students receiving targeted support based on academic needs b. % of Students with Disabilities receiving appropriate services	2023-2024 a. 100% b. 100%			2026-2027 a. 100% b. 100%	

Goal Analysis [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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Response to Instruction and Intervention (RTI2)	Deliver targeted academic support as part of a Multi-Tiered System of Supports (MTSS) * Implement assessment calendar * Analyze student achievement data and identify needs * Provide high-quality differentiated instruction	\$211,533.00	Yes
1.2	Professional Development	Provide job-specific training that builds capacity in all staff * Coordinate professional development in the academic content and performance standards * Conduct improvement-focused performance evaluations and coaching	\$192,541.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Special Education	Provide appropriate services for Students with Disabilities (SWD) * Develop, implement, and monitor Individualized Educational Plans (IEPs) and 504 plans * Collaborate with general education teachers to enable SWD to access the state academic content standards	\$485,405.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Close the English Learner achievement gap	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

English Learner (EL) CAASPP results were behind their peers in both ELA and math. This underscores the importance of access to the academic standards, integrated/designated English Language Development (ELD), and making annual progress in learning English.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA: Distance from Standard (DFS) for ELs	2022-2023 ELs: DFS -95.7			2025-2026 EL DFS: -80	
2.2	CAASPP Mathematics: Distance from Standard (DFS) for ELs	2022-2023 ELs: DFS -172.7			2025-2026 EL DFS: -150	
2.3	English Learner Progress Indicator (ELPI): Progress Level	2023 "High" 55%			2026 "High" 55%+	
2.4	English Learner Reclassification a. Reclassification rate b. % of Long-Term English Learners (LTELs)	2022-2023 a. 20% b. 30.9%			2025-2026 a. 12% b. 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	% of EL students: a. accessing the academic Standards through Integrated ELD b. receiving Designated ELD instruction	2023-2024 a. 100% b. 100%			2026-2027 a. 100% b. 100%	

Goal Analysis [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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Integrated ELD	Build language and academic proficiency in EL students across the content areas * Implement Structured English Immersion Language Acquisition program	\$91,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Offer professional development focused on Specially Designed Academic Instruction in English (SDAIE) strategies and embedding the ELD standards across the content areas * Offer support in home language development 		
2.2	Designated ELD	Implement Designated ELD for all English Learners <ul style="list-style-type: none"> * Support teachers, administrators and counselors in understanding and implementing the ELD standards * Provide instructional coaching and feedback * Purchase ELD supplemental instructional materials 	\$154,670.00	Yes
2.3	Support At-Risk and Long-Term English Learners (LTELs)	Provide focused support and resources that address At-Risk and LTEL needs: <ul style="list-style-type: none"> * Small group instruction * ELPAC test preparation * ELD supplemental instructional materials * Professional development 	\$13,184.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	A caring and inclusive school community	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our mission statement, “We seek excellence in Academics, the Arts and Athletics from the Foundation of Love,” states the belief that positive relationships lead to success. Analysis of survey data and attendance rates showed a continued need to cultivate these caring relationships and engage educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Parent Survey (CSPS): % of parents who agree... a. the school seeks input b. parents feel welcome to participate c. the school has adults who really care about students	2023-2024 a. 85% b. 89% c. 96%			2026-2027 a. 90% b. 95% c. 95%	
3.2	Climate School Staff Survey (CSSS): % of staff who agree...	2023-2024 a. 92% b. 96% c. 82%			2026-2027 a. 95% b. 95% c. 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a. this school encourages parents to be active partners b. adults at the school have close professional relationships c. the school promotes staff participation in decision-making					
3.3	California Healthy Kids Survey (CHKS): Median % reporting... a. caring adults in school b. high levels of school connectedness	2023-2024 a. 61% b. 64%			2026-2027 a. 65% b. 70%	
3.4	Attendance: a. Chronic Absenteeism rate b. Average Daily Attendance (ADA)	2022-2023 a. 24.5% b. 92.5%			2025-2026 a. 15% b. 93.5%	
3.5	Suspension Rate	2022-2023 All Students: 13.7% Hispanic/Latino: 14.2% SED: 14.1% SWD: 20% EL: 15.7%			2025-2026 All Students: 9.9% Hispanic/Latino: 9.9% SED: 9.9% SWD: 14% EL: 9.9%	
3.6	Expulsion Rate	2022-2023 0.4%			<0.5% over the LCAP term	
3.7	Middle School Dropout Rate	2022-2023 0%			2025-2026 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Partner with community organizations to provide additional services for students and families. * Update the needs assessment/assets map each year * Conduct outreach and events * Develop capacity in parents, volunteers, and staff to lead or assist with community initiatives	\$362,456.00	No
3.2	Parent Engagement	Involve parents as partners in their child's education	\$32,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Hold school events, meetings, and workshops * Publicize programs for unduplicated pupils and Students with Disabilities * Translate communications * Provide resources and training to implement effective parent groups and enhance home-school partnerships 		
3.3	Student Engagement	Offer student-centered programming during and outside of school hours <ul style="list-style-type: none"> * Support student governance groups * Offer opportunities for students to develop in the arts, athletics, and academics * Promote positive relationships between students and educators * Student transportation and field trips 	\$7,000.00	No
3.4	Socio-Emotional and Behavioral (SEB) Supports	Implement evidence-based support systems and interventions as part of a Multi-Tiered System of Support (MTSS) <ul style="list-style-type: none"> * Communicate expectations to educational partners * Offer professional development on restorative practices * Log behaviors and analyze data by subgroup to ensure equity * Implement a screening process to ensure students receive mental health services based on needs * Provide for counseling services 	\$168,224.00	Yes
3.5	Attendance	Implement evidence-based attendance interventions: <ul style="list-style-type: none"> * Monitor attendance data * Recognize high attendance * Hold attendance meetings with at-risk families * Implement Attendance Intervention Plans when needed 	\$69,154.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	A safe and functional learning environment	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to provide the infrastructure, supplies, and staff necessary to create a safe and functional learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers: a. fully credentialed b. appropriately assigned	2023-2024 a. 89.5% b. 94.7%			2026-2027 a. 95% b. 100%	
4.2	Surveys on safety: a. % of staff who agree the school is a safe place for students b. % of parents who agree the school is a safe place for their children c. Median % of students reporting the school is safe	2023-2024 a. 92% b. 92% c. 76%			2026-2027 a. 95% b. 95% c. 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Facilities Inspection Tool (FIT) rating	2023-2024 "Good"			2026-2027 "Good"	
4.4	Master schedule: % of students who have access to and are enrolled in the broad course of study described in the school's charter	2023-2024 100%			2026-2027 100%	
4.5	Curriculum: % of students with access to standards-aligned instructional materials	2023-2024 100%			2026-2027 100%	

Goal Analysis [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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Base staffing	Employ staff to implement the high quality educational program described in the school's charter.	\$1,164,573.00	No
4.2	General supplies	Provide for office materials and classroom supplies	\$44,255.00	No
4.3	Instructional materials	Inventory, research, and purchase standards-aligned materials to support teaching and learning.	\$51,554.00	No
4.4	Facilities, Operations, and Safety	Create an inviting and safe learning environment. * Develop and implement the Comprehensive School Safety Plan * Conduct facilities inspections * Coordinate repairs as needed * Manage supplies, equipment, and services	\$839,134.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$457,574	\$13,184

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.428%	0.000%	\$0.00	23.428%

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 #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Response to Instruction and Intervention (RTI2)</p> <p>Need: Academic achievement</p> <p>Scope: LEA-wide</p>	The California Department of Education (CDE) defines MTSS as a framework for academic, behavioral, and social success. In line with Universal Design for Learning principles, the needs of EL, foster youth, and low-income students were considered first when developing our MTSS.	CAASPP ELA and Math; NWEA MAP Reading and Math

Goal and Action #	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
2.1	<p>Action: Integrated ELD</p> <p>Need: Academic achievement gap in both ELA and Math</p> <p>Scope: LEA-wide</p>	The CDE states that Integrated ELD instruction is a component of Tier I instruction for English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning. Integrated ELD is embedded across the content areas during regular lessons for all students.	CAASPP ELA and Math
3.4	<p>Action: Socio-Emotional and Behavioral (SEB) Supports</p> <p>Need: Our unduplicated student subgroups tend to be suspended at higher rates.</p> <p>Scope: LEA-wide</p>	Positive behavior interventions meet needs most associated with low-income students and foster youth, as these groups tend to have higher suspension than the state All Students average. These practices are provided schoolwide in the interests of fairness and because they are part of the MTSS framework for all students.	Suspension rate
3.5	<p>Action: Attendance</p> <p>Need: The attendance rate of our low-income and EL students is lower than for all students. Educational partner feedback indicated we need to proactively monitor attendance data and create a positive culture regarding attendance throughout the LEA.</p> <p>Scope:</p>	We will emphasize the importance of attendance via early interventions, nudge letters, incentives, and parent meetings. These evidence-based strategies will increase attendance rates for low-income and English Learner students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize impact for all students.	Chronic absentee rate; Average Daily Attendance (ADA)

Goal and Action #	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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Designated ELD</p> <p>Need: English Learners need to make progress towards learning English.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Designated ELD is differentiated to the language level of each English Learner. Leveled instruction accelerates language acquisition.	English Learner Progress Indicator (ELPI)
2.3	<p>Action: Support At-Risk and Long-Term English Learners (LTELs)</p> <p>Need: At-Risk and Long-Term English Learners need to address language and academic deficits preventing them from being eligible for reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Targeted instruction will help At-Risk and Long-Term English Learners break through language learning plateaus and meet reclassification criteria.	LTEL %; Reclassification rate

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.

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.

King-Chavez Preparatory Academy is a single-site LEA with an unduplicated pupil count greater than 55%. The LEA will use concentration add-on funding to increase and/or retain the number of staff who will provide the following direct services to students: promote attendance (Goal 4, Action 5) and Academic Interventions (Goal 1, Action 1)

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		1:26
Staff-to-student ratio of certificated staff providing direct services to students		1:11

2024-25 Total Expenditures Table

LCAP Year	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 %)
Totals	1,953,066	457,574	23.428%	0.000%	23.428%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,410,613.00	\$1,078,320.00	\$7,000.00	\$391,779.00	\$3,887,712.00	\$2,661,060.00	\$1,226,652.00

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
1	1.1	Response to Instruction and Intervention (RTI2)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$211,533.00	\$0.00	\$155,527.00	\$36,006.00		\$20,000.00	\$211,533.00
1	1.2	Professional Development	All		No				2024-2027	\$180,291.00	\$12,250.00		\$68,850.00		\$123,691.00	\$192,541.00
1	1.3	Special Education	Students with Disabilities		No				2024-2027	\$345,405.00	\$140,000.00	\$225,000.00	\$229,722.00		\$30,683.00	\$485,405.00
2	2.1	Integrated ELD	English Learners		Yes	LEA-wide	English Learners	All Schools	2024-2027	\$91,529.00	\$0.00				\$91,529.00	\$91,529.00
2	2.2	Designated ELD	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$138,569.00	\$16,101.00	\$66,654.00			\$88,016.00	\$154,670.00
2	2.3	Support At-Risk and Long-Term English Learners (LTELs)	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$13,184.00	\$0.00	\$13,184.00				\$13,184.00
3	3.1	Community Engagement	All		No				2024-2027	\$141,967.00	\$220,489.00		\$362,456.00			\$362,456.00
3	3.2	Parent Engagement	All		No				2024-2027	\$32,500.00	\$0.00	\$32,500.00				\$32,500.00
3	3.3	Student Engagement	All		No				2024-2026	\$0.00	\$7,000.00			\$7,000.00		\$7,000.00

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
3	3.4	Socio-Emotional and Behavioral (SEB) Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$168,224.00	\$0.00	\$153,028.00	\$15,196.00			\$168,224.00
3	3.5	Attendance	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$66,654.00	\$2,500.00	\$69,154.00				\$69,154.00
4	4.1	Base staffing	All		No				2024-2027	\$1,164,573.00	\$0.00	\$1,104,122.00	\$60,451.00			\$1,164,573.00
4	4.2	General supplies	All		No				2024-2027	\$0.00	\$44,255.00		\$44,255.00			\$44,255.00
4	4.3	Instructional materials	All		No				2024-2027	\$37,860.00	\$13,694.00		\$13,694.00		\$37,860.00	\$51,554.00
4	4.4	Facilities, Operations, and Safety	All		No				2024-2027	\$68,771.00	\$770,363.00	\$591,444.00	\$247,690.00			\$839,134.00

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
1,953,066	457,574	23.428%	0.000%	23.428%	\$457,547.00	0.000%	23.427 %	Total:	\$457,547.00
								LEA-wide Total:	\$377,709.00
								Limited Total:	\$79,838.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Response to Instruction and Intervention (RTI2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,527.00	
2	2.1	Integrated ELD	Yes	LEA-wide	English Learners	All Schools		
2	2.2	Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$66,654.00	
2	2.3	Support At-Risk and Long-Term English Learners (LTEs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,184.00	
3	3.4	Socio-Emotional and Behavioral (SEB) Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,028.00	
3	3.5	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	\$69,154.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,321,990.00	\$5,392,042.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development: Academics	No	\$68,347.00	68,347
1	1.2	Response to Instruction and Intervention	Yes	\$331,521.00	301,521.00
1	1.3	English Learner Programming and Supports	Yes	\$320,266.00	320,266
1	1.4	Special Education Services	No	\$400,208.00	500,260
2	2.1	Professional Development: Non-instructional	No	\$48,600.00	48,600
2	2.2	Parent Engagement	No	\$71,783.00	71,783
2	2.3	Community Partnerships	No	\$239,359.00	239,359
2	2.4	Behavioral Interventions and Support	No	\$257,814.00	257,814
2	2.5	Attendance	No		
3	3.1	Base Staffing	No	\$3,042,031.00	3,042,031.00
3	3.2	Staff Support and Evaluation	No		

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)
3	3.3	General Supplies and School Operations	No	\$354,981.00	354,981
3	3.4	School safety	No	\$47,849.00	47,849
3	3.5	Instructional Materials	No	\$110,365.00	110,365
3	3.6	Low-Income and Foster Youth Support	Yes	\$28,866.00	28,866

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
552,619	\$0.00	\$30,000.00	\$0.00	21.000%	25.000%	4.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Response to Instruction and Intervention	Yes		30000		
1	1.3	English Learner Programming and Supports	Yes			21%	25%
3	3.6	Low-Income and Foster Youth Support	Yes				

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,228,916	552,619	0	24.793%	\$30,000.00	25.000%	26.346%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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