LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Leadership Academy High Desert

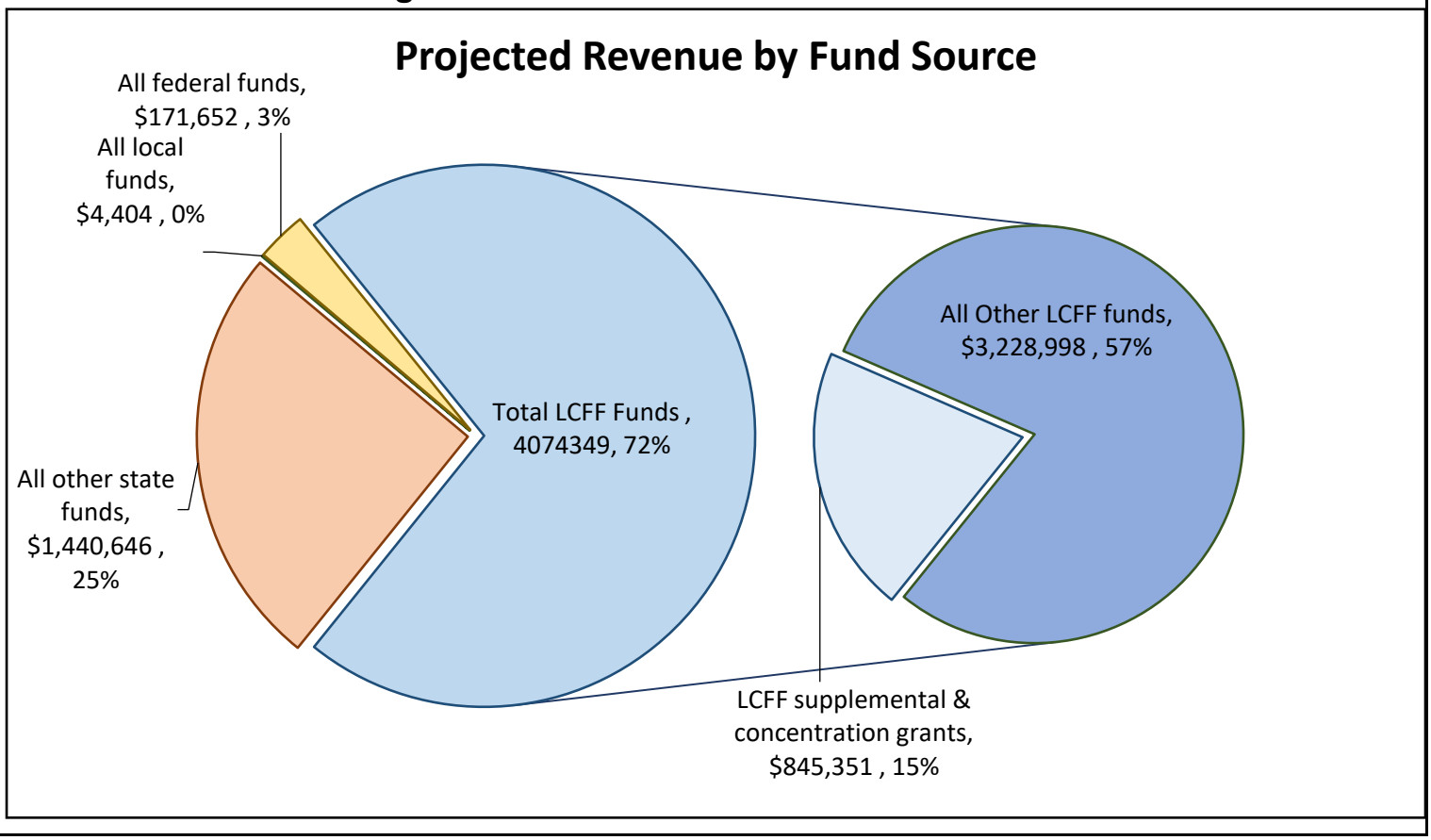
CDS Code: 36-75044-0107516

School Year: 2025-26

LEA contact information: Desiree Gardner, Business Manager desiree.gardner@slahd.com

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

Budget Overview for the 2025-26 School Year

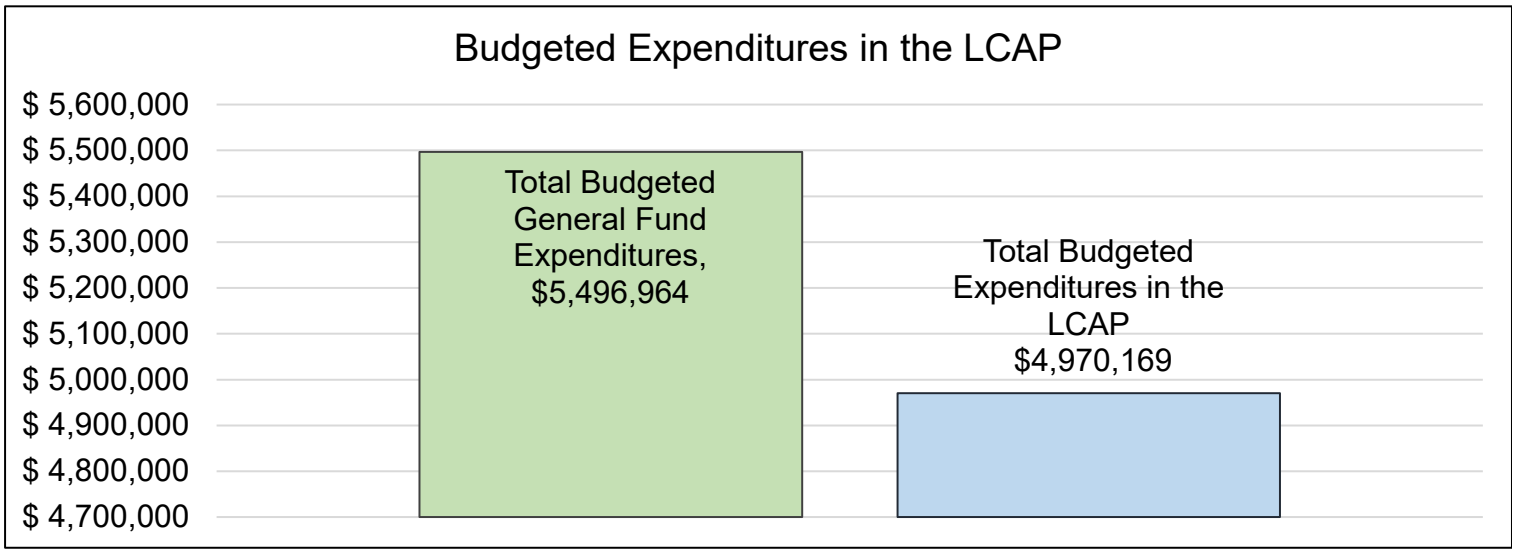


This chart shows the total general purpose revenue Summit Leadership Academy High Desert expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Leadership Academy High Desert is $5,691,051.00, of which $4,074,349.00 is Local Control Funding Formula (LCFF), $1,440,646.00 is other state funds, $4,404.00 is local funds, and $171,652.00 is federal funds. Of the $4,074,349.00 in LCFF Funds, $845,351.00 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 Summit Leadership Academy High Desert plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Leadership Academy High Desert plans to spend $5,496,964.00 for the 2025-26 school year. Of that amount, $4,970,169.00 is tied to actions/services in the LCAP and $526,795.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

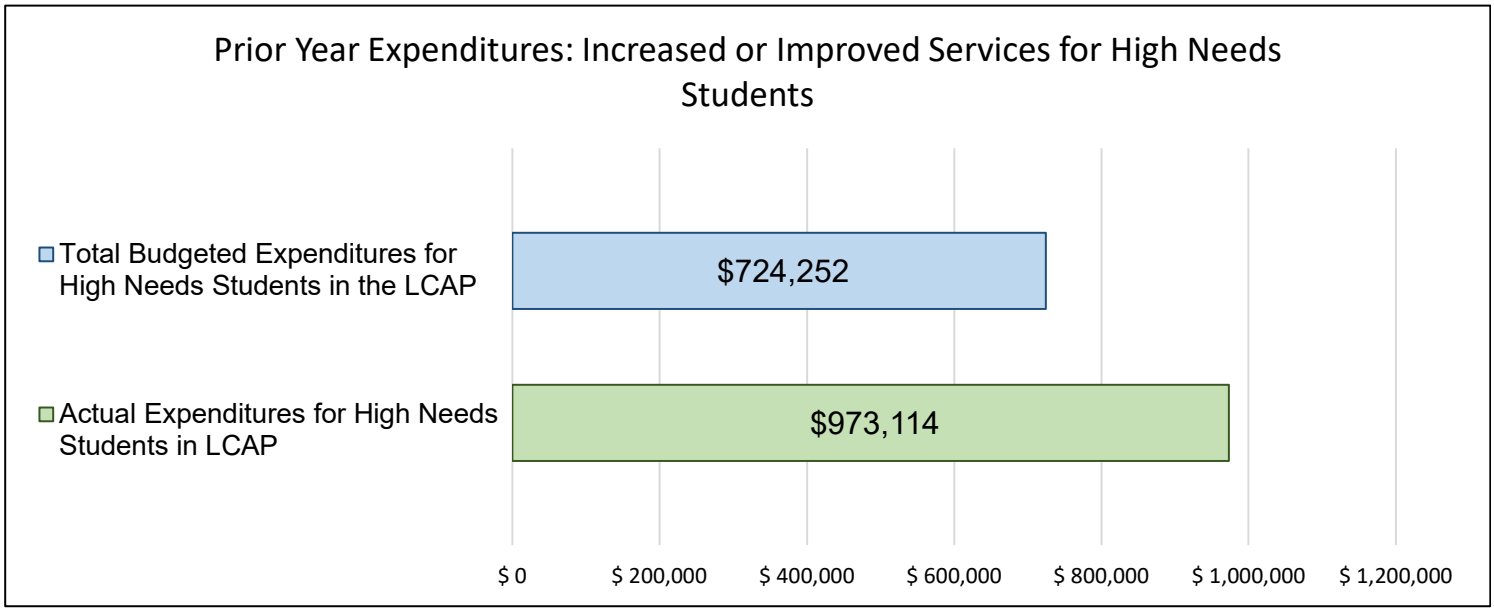
Expenditures for general office supplies, legal, audit accounting,business office staff and district oversight fee are not included within the LCAP expenses.

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

In 2025-26, Summit Leadership Academy High Desert is projecting it will receive $845,351.00 based on the enrollment of foster youth, English learner, and low-income students. Summit Leadership Academy High Desert must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Leadership Academy High Desert plans to spend $936,873.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Summit Leadership Academy High Desert's LCAP budgeted $724,252.00 for planned actions to increase or improve services for high needs students. Summit Leadership Academy High Desert actually spent $973,114.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Leadership Academy-High Desert	Victor Allende Executive Director	victor.allende@slahd.com 7609499202

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Summit Leadership Academy – High Desert (SLA) is a tuition-free public charter school established in 2004, serving students in grades 7 through 12 from the Hesperia, Oak Hills, Adelanto, Phelan, Apple Valley, and Victorville communities. Summit Leadership Academy – High Desert offers a leadership program for all students, equipping them with the skills and integrity needed to succeed in leadership roles. The school provides a traditional educational experience with small class sizes – averaging 25 students per class – that allow for personalized instruction. Current academic offerings focus on public service careers and college preparation, helping students become leaders in their communities. SLA's team of educators mentor and challenge students to grow as scholars and individuals as they prepare for life after graduation. Community service, rigorous academics, strong values, and physical health make up the core components of Summit Leadership Academy's heart, mind, body, and soul philosophy. Students, families, and staff collaborate to ensure all students have access to the programs and opportunities they need to reach their goals. SLA is governed by a Board of Directors, which generally meets monthly at the school site.

It is Summit Leadership Academy's mission to provide rigorous academics and public service education to develop students into future leaders. SLA strives to develop self-motivated lifelong learners who have mastered the skills, knowledge, and expertise necessary to succeed not only in an academic environment but to transition and become a successful, globally aware, citizen able to compete and thrive in an ever-changing world.

SLA serves approximately 253 students from a beautifully diverse community. Significant student groups include 70.4% Hispanic students, 15.0% African American students and 8.7% White students. Additionally, 76.3% of students are socioeconomically disadvantaged, 21.3% are English Learners, 20.9% are students with disabilities, 5.9% are homeless youth and 1.2% are foster youth. The school has an unduplicated pupil percentage of 80% (2024-25 DataQuest).

Summit Leadership Academy - High Desert is 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.

2024 Dashboard Performance

Summit Leadership Academy - High Desert (SLA) is proud of the progress made on the California School Dashboard.

Academic Performance in English Language Arts (ELA): Despite maintaining an Orange performance level, SLA saw significant growth and progress with students meeting grade-level standards in ELA. Overall, all students scored 111.4 points below standard - an improvement of 37.3 points from the previous year. Significant progress was made among Hispanic students and socioeconomically disadvantaged students, both receiving an Orange performance level. Hispanic students improved by 16.7 points, scoring 109.4 points below standard, while socioeconomically disadvantaged students showed a substantial gain of 47.1 points, with an average score of 110.9 points below standard.

Academic Performance in Math: SLA maintained an Orange performance level in Math. The school demonstrated progress overall, with all students scoring 191.9 points below standard - an improvement of 7.4 points from the previous year. Progress was also made among Hispanic students and socioeconomically disadvantaged students, both receiving an Orange performance level. Hispanic students improved by 8.6 points, scoring 189.8 points below standard, while socioeconomically disadvantaged students increased 6.4 points, with an average score of 193.1 points below standard. Despite the progress made, efforts in improving Math outcomes will continue in the 2025-26 school year.

English Learner Progress Indicator: SLA English Learners demonstrated tremendous success on the English Learner Progress Indicator. The school increased its ELPI by a substantial 28.5% with 44.7% of English Learners making progress towards English language proficiency or maintaining the highest level.

Graduation Rate: SLA had a graduation rate of 94.6% and received a Yellow performance level. This is a decline of 5.4% from the previous year, however, it still meets the Year 3 Outcome target of a 4- and 5-year graduation rate above 90%.

College/Career Indicator (CCI): SLA has made significant progress in preparing its graduates for college and career readiness. The school's CCI shows that 16.7% of graduates are classified as "Prepared," representing a substantial increase of 11.9% from the previous year. Notably, 14.7% of socioeconomically disadvantaged students met the "Prepared" criteria, reflecting a 9.6% improvement.

Suspension Rate: SLA made significant progress in reducing suspension rates through its focused efforts on creating a safe, inclusive environment and fostering active engagement with educational partners. On the 2023 Dashboard, the school initially received a Red performance level for all students and all significant student groups. In the most recent year, SLA improved to a Yellow performance level overall, with 22.5% of students suspended at least one day—a decrease of 8.1 percentage points. Two of the school's largest student groups—Hispanic students and socioeconomically disadvantaged students—also improved from Red to Yellow. Suspension rates declined to 21.7% (down 4.7 percent) for Hispanic students and to 23.2% (down 7.6 percent) for socioeconomically disadvantaged students. Additionally, several student groups moved from Red to Orange, including African American students (28.6%, a decline of 21.4%), White students (11.8%,a decline of 7.0%), English Learners (20.9%, a decline of 9.7%), and Long-Term English Learners (22.6%, a decline of 9.3%). These improvements reflect the school's commitment to restorative practices, social-emotional learning, and targeted supports for high-need populations. Despite overall progress across several student groups, the suspension rate for students with disabilities increased by 3.3%, reaching the highest rate among all groups at 31.0%. As a result, the school received a Red performance level for this group on the California Dashboard and is currently receiving Targeted Support and Improvement (TSI) to address this area of concern.

Chronic Absenteeism: SLA has also seen a significant decline in Chronic Absenteeism rates from 2022-23 to 2023-24 for all students and significant student groups (Hispanic and socioeconomically disadvantaged). On the 2023 Dashboard, the school received a Red performance level for all students and both significant groups. On the 2024 Dashboard, SLA improved to an Orange performance level

across all three groups. Overall, the chronic absenteeism rate for all students decreased by a substantial 21.0 percentage points, with 41.8% of students identified as chronically absent. Among Hispanic students, the rate declined by 29.8 percent to 37.5%, while the rate for socioeconomically disadvantaged students dropped by 17.8 percent to 44.3%. SLA will continue to strengthen its engagement strategies and support systems to further improve student attendance.

Local Indicators: All state-mandated local indicator requirements were met.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to English Learner Progress, Chronic Absenteeism, Suspension Rate and English Language Arts on the 2023 Dashboard:

English Learner Progress: English Learners (see Actions 3.1, 3.2, 3.3 and 3.4).The successful combined implementation of Action 3.1 Data, Reporting & Analysis, Action 3.2 Curriculum, Action 3.3 Professional Development and Action 3.4 Academic Intervention has led to improved outcomes for English Learners on the ELPI. The analysis of disaggregated data by the IT liaison ensures accurate, real-time analysis to monitor EL progress. Standards-aligned curriculum and scaffolding are designed to support English Learners progress towards proficiency. Academic supports include daily intervention periods, after-school tutoring and foundational courses to reinforce literacy. In addition, teachers receive professional development focused on instructional strategies for English Learners (including long-term English Learners).

Chronic Absenteeism: All students, socioeconomically disadvantaged students, Hispanic students (see Actions 1.2 Socio-emotional Wellness, 1.6 Attendance and 1.7 Activities). The combined implementation of Actions 1.2, 1.6 and 1.7 provides a comprehensive approach to reducing chronic absenteeism for all students and significant student groups. Through Action 1.2 Socio-emotional Wellness, SLA supports improved attendance by providing wrap-around services, SEL curriculum and mental health resources to address barriers with attendance. In addition the Wellness Center, calming corners and regular SEL check-ins provide a safe, supportive and welcoming environment that fosters connection with the school. Action 1.6 Attendance includes clear restorative practices used in attendance and behavioral meetings.Action 1.7 Activities also supports increased student engagement and a sense of belonging through the variety of activities and events offered at the school.

Suspension Rate: All students, English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students (See Actions 1.2 and 1.7). SLA is reducing suspension rates through proactive, restorative practices such as PBIS and MTSS, social emotional learning and expanded mental health supports (Action 1.2 Socio-emotional Wellness). These efforts combined with Action 1.7 Activities reinforce positive student incentives and engagement activities that create a safe and supportive school environment.

English Language Arts: socioeconomically disadvantaged students (see Actions 3.1, 3.2 and 3.3). The successful combined implementation of Action 3.1 Data, Reporting & Analysis, Action 3.2 Curriculum, Action 3.3 Professional Development and Action 3.4 Academic Intervention has led to improved outcomes in ELA for socioeconomically disadvantaged students. The school analyzes data to identify performance gaps and provide targeted interventions. Professional development is focused on evidence-based instructional practices such as differentiating instruction to better support socioeconomically disadvantaged students. In addition, academic interventions – including daily in-class intervention periods, after-school tutoring, foundational ELA courses and summer enrichment programs – provide additional learning opportunities to close achievement gaps and prevent learning loss.

Learning Recovery and Emergency Block Grant (LREBG)

The school does not have any unexpended LREBG funding.

Reflections: Technical Assistance

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

Summit LeadershipAcademy - HIgh Desert (SLA) has been identified for Targeted Support and Improvement (TSI) based on continued increase of suspension rates among Students with Disabilities (SWD). SLA has implemented a multi-tiered system of supports focused on prevention, wellness, and inclusive practices. Positive Behavioral Interventions and Supports (PBIS), a student incentive program, and restorative practices are being used to reduce exclusionary discipline. A new SEL curriculum, regular check-ins, and classroom calming corners will support emotional regulation and belonging. The Wellness Center offers expanded mental health services through partnerships with Desert Mountain SELPA and telehealth providers. Special education staff receive targeted professional development on trauma-informed care, implicit bias, and inclusive strategies. School leaders and staff use disaggregated data to monitor outcomes and guide interventions for SWD. Additionally, upgraded facilities and safety systems, along with increased family engagement and community partnerships, contribute to a more supportive environment aimed at reducing suspensions and improving student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Summit Leadership Academy - High Desert is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents provided valuable input through various methods, including online surveys and meetings with school leadership via the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent groups. These surveys captured parent preferences regarding curriculum delivery (such as textbook hard copies versus web-based formats), communication methods, IT support needs, desired extracurricular activities, and strategies to build school pride and improve student motivation. This feedback played a key role in shaping decisions related to extracurricular programming, communication strategies, and student engagement initiatives. Additionally, parent group discussions helped identify both strengths and areas for growth within the school community.
Teachers, administrators, and other school personnel	Teachers, administrators, and staff were actively engaged through weekly meetings with the Executive Director, where they discussed barriers to student learning and collaborated on strategies to address them. Their insights led to significant initiatives, including the addition of enrichment and dual enrollment courses, the realignment of science instruction, the development of intervention curriculum, and the strategic scheduling of classes to ensure equitable access for all students. Staff also participated in surveys to provide input on professional development topics, safety and security concerns, and counseling needs, which informed improvements in those areas.
Students	Students participated in surveys to share their perspectives on how they learn best, what extracurricular activities interest them, and what could help boost school pride and academic motivation. Their voices influenced key decisions, such as expanding enrichment opportunities, implementing dual enrollment options, and designing programs aimed at increasing student engagement and academic success.
Board	The Board is kept informed of stakeholder feedback through reports and regular communication with school leadership. Board members used this information to guide strategic planning and support initiatives aligned with the needs and priorities identified by parents, students, and staff. Their role was instrumental in approving and reinforcing changes related to curriculum, scheduling, and student support services based on the collective input of the school community.

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

Parents, students, staff, and the Board all played important roles in shaping school decisions through ongoing feedback. Parents shared preferences on curriculum formats, communication, and school culture, influencing programs that promote student engagement. Teachers and staff collaborated with leadership to address learning barriers, resulting in curriculum improvements, new course offerings, and better class scheduling. Student surveys helped guide enrichment and motivation strategies, while the Board used stakeholder input to support strategic planning and ensure alignment with community needs.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Create a safe and inclusive educational environment that prioritizes the mental, physical, and emotional well-being of students, fostering academic achievement and leadership development. This environment will address the needs of the whole student, supporting both academic success and personal growth. At the same time, we will strengthen engagement with educational partners—students, families, and community members—by ensuring that diverse perspectives are heard and incorporated, and that everyone is actively involved in supporting the holistic development of each student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 4: Pupil Achievement (Pupil Outcomes), 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.

The previous Goals 1 and 2 were combined to better reflect the strong connection between student well-being and educational partner engagement. This also aligns closely with Summit Leadership Academy – High Desert's Mission and Vision. The school's mission emphasizes providing rigorous academics and public service education to develop future leaders, while the vision focuses on shaping self-motivated, lifelong learners prepared to thrive in a complex, global society.

Goal 1 addressed the importance of a safe and supportive learning environment that nurtures students' mental, physical, and emotional well-being—foundational elements for academic achievement and leadership development. Goal 2 focused on strengthening engagement with educational partners, including students, families, and community members, to build strong networks of support.

By merging these goals, the school recognizes that academic and personal success are most effectively achieved when students are supported not only by school systems, but also by an engaged and inclusive community. A safe, inclusive environment and active educational partner engagement are both essential to preparing students to lead, serve, and adapt in an ever-changing world. This combined goal ensures that the school is addressing the needs of the whole student, while also fostering meaningful collaboration that helps every learner grow into a capable, confident, and globally aware citizen.

Measuring and Reporting Results

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

1.1	Facility maintenance will be measured by use of an annual internal facility evaluation form.	Facility condition is currently measured as "good."	Good		Facility condition is measured as "good."	Maintain
1.2	Number of safety incidents	# of reportable accidents/injuries - 1	2024-25 6 (2 staff; 4 student (as of 1/31/25))		# of reportable accidents/injuries - 1	Increase by 5
1.3	Students' sense of belonging	Sown to Grow Survey: Sense of Belonging score - 2.56	2024-25 3.7		Sown to Grow Survey: Sense of Belonging score - 3.25	Increase by 1.14
1.4	Staff safety metric	2024-25 82.4%	N/A New Metric Baseline established in 2024-25		TBD in Year 2	N/A
1.5	Suspension rates	2022-23 Suspension Rate All 30.6% EL: 30.6% SED: 30.9% SWD: 27.7% African American: 50% Hispanic: 26.4% White: 18.8%	2023-24 Suspension Rate All 22.5% EL: 20.9% LTEL: 22.6% SED: 23.2% SWD: 31.7% African American: 28.6% Hispanic: 21.7% White: 11.8%		Suspension rate - <7%	All: Decrease by 8.1% EL: Decrease by 9.7% SED: Decrease by 7.7% SWD: Increase by 3.3% African American: Decrease by 21.4% Hispanic: Decrease by 4.7% White: Decrease by 7.0%
1.6	Expulsion rates	2022-23 Expulsion Rate - .3%	2023-24 0.92%		Expulsion rate - <0.3%	Increase by 0.62%

1.7	Chronic absenteeism rate	2022-23 Chronic Absenteeism Rate - Dashboard All 62.8% Hispanic: 67.3% SED: 62.1%	2023-24 Chronic Absenteeism Rate - Dashboard All 41.8% Hispanic: 37.5% SED: 44.3%		Chronic Absence Rate- 50%	All: Decrease by 16.7% Hispanic: Decrease by 29.8% SED: Decrease by 17.8%
1.8	Attendance rate	Attendance Rate - 88%	85.36% (P-2)		Attendance Rate - 94%	Decrease by 2.64%
1.9	Parent interaction & events	ParentSquare interactions - <1% SSC/ELAC - 1 Other - 1	ParentSquare interactions - 0 SSC/ELAC - 3 Other - N/A		ParentSquare interactions - 10% SSC/ELAC - 3 Other - 10	ParentSquare interactions - Maintain SSC/ELAC - +2 Other - Maintain
1.10	Seeking parent input rating: Efforts school is making to seek parent input in making decisions	New Metric Baseline to be established in 2024-25	N/A New Metric Baseline established in 2024-25		TBD in Year 2	N/A
1.11	Extracurricular activities offerings	Clubs - 2 Athletics - 1 co-ed 3 boys 4 girls	Clubs - 2 Athletics - 2 co-ed 2 boys 2 girls		Clubs - 4 Athletics - 6	Clubs - Maintain Athletics - Maintain
1.12	Number of events held	# of Educational partner events - 6 # of Student events - 26 # of Community events - 7	# of Educational partner events-18 # of Student events - 57 # of Community events - 6		# of Educational partner events - 10 # of Student events - 25 # of Community service events - 10	# of Educational partner events: -2 # of Student events: -12 # of Community events: -1
1.13	CTSO events	Cadet Corps - 4 SkillsUSA - 5	Cadet Corps - 11; SkillsUSA - 6 Combo - 2		Cadet Corps - 5 SkillsUSA - 5	Cadet Corps: +7 SkillsUSA : +1
1.14	Stability rate	Stability rate - 50.9%	48.9% (2023-24)%		Stability rate - 60%	Decrease by 2%

1.15	Volunteers	# of approved volunteers - 2	7		# of approved volunteers - 6	Increase of 5 volunteers

Goal Analysis for 2024-2025

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

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

All actions have been implemented as planned.

Summit Leadership Academy - High Desert (SLA)l has made notable progress in supporting student behavior, wellness, engagement and access. The implementation of the Minga app and Class Dojo reinforced PBIS/MTSS efforts by tracking behavior and rewarding positive actions (Action 1.2 Socio-emotional Wellness). The expanded Wellness Center and preparation for the SEL curriculum "Sown to Grow" support mental health and restorative practices (Action 1.2 Socio-emotional Wellness). Family engagement (Action 1.4 Community Outreach) increased through events like Coffee with the Principal and bilingual outreach, while extracurricular activities—including athletics, CTE, and student leadership (Action 1.5 Athletics and Action 1.7 Activities)—boosted school spirit and participation. Facility upgrades and safety protocols (Action 1.3 Safety & Security) created a secure learning environment, and expanded transportation and academic supports helped reduce barriers to attendance and promote equitable access to learning (Action 1.6 Attendance).

Despite implementation progress, SLA continues to face key challenges that impact consistent implementation. Restroom vandalism and limited supervisory staff highlight the need for better monitoring and operational support. Recruitment remains difficult, especially for support roles, and more professional development and onboarding are needed to ensure consistent practices. The referral process for interventions requires refinement, and the school is working to secure long-term counseling services. Family engagement is improving but still affected by scheduling barriers, staff transitions, and increased enrollment, which have strained systems like records management.

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

Action 1.2 Socio-emotional Wellness: Budgeted $246,941; Actual $197,686 Difference due to $40,000 budgeted for privacy pods were capitalized on the balance sheet.

Action 1.6 Attendance (*formerly Action 2.3*): Budgeted $563,444; Actual $812,255 Difference due to an increase in expenditures for home to school transportation costs.

Action 1.7 Activities (*formerly Action 2.4*): Budgeted $37,605; Actual $29,299 Difference due to Reduced Skills USA and class advisor stipends from preliminary budget.

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

Overall, the school's actions were effective in making progress toward key the goal. Facilities were rated "Good" and maintained through formal evaluations and monitoring systems. Safety improved, with suspension rates dropping from 30.6% to 22.5% overall, including a 21.4% decrease for African American students and a 4.7% decrease for Hispanic students. Chronic absenteeism decreased significantly—from 62.8% to 41.8% overall—and attendance initiatives, such as added transportation and personalized outreach, supported a 2.64% improvement in daily attendance (from 85.36% to 88%). Socio-emotional wellness efforts included the launch of a SEL curriculum and student incentive programs; sense of belonging rose slightly, from 2.56 to 2.64 on the Sown to Grow survey. Community engagement showed mixed results: SSC/ELAC participation tripled (from 1 to 3), volunteers increased from 2 to 7, but ParentSquare interactions remained below 1%. Athletics expanded to six teams and clubs were maintained, while student events more than doubled from 26 to 57, supporting increased school pride and student involvement.

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.

Goal 1 was combined with what was previously Goal 2 to better reflect the strong connection between student well-being and educational partner engagement. This combined goal ensures that the school is addressing the needs of the whole student, while also fostering meaningful collaboration that helps every learner grow into a capable, confident, and globally aware citizen.

In combining the previous Goal 1 and Goal 2, SLA reduced redundancy in Metrics 1.3 Students' sense of belonging, 1.5 Suspension Rates and 1.6 Expulsion Rates which previously was included in both goals. The school added two new metrics. Metric 1.4 is a staff safety rating that better measures overall school safety and climate with staff in mind. Metric 1.10 focuses on parent engagement, in particular how the school seeks parent input in making decisions. In addition, Metrics 1.5 and 1.7 have been updated to include significant student group data to identify and address any gaps in outcomes ensuring all students receive the support they need.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	Facilities	Maintain facilities in accordance with health code, education code, and other applicable regulations. This includes space leases, maintenance and custodial supplies, custodial personnel, and outsourced maintenance service. Renovate student restrooms to modernize and improve areas deemed deficient according to the Good Repair Standard. Maintain the work order tracking system, formalized employee checklists, and standardized manager inspections. Ensure proper management of shared spaces, such as the cafeteria and field, on the co-located property.	$ 422,978	No

1.2	Socio-emotional Wellness	The school will connect students and families to wrap-around services to meet the needs of the whole student; these services include mental health support and counseling to meet socio-emotional needs. Policies and procedures will be implemented to standardize pre-intervention strategies and provide incentives for positive reinforcement under the PBIS and MTSS programs. Standard operating procedures will define community agreements/norms, outline the process in which students progress through the various tiers, delineate procedures for office-managed versus staff-managed problems with a flow chart, and explain the manner in which the process is documented at each step. A student incentive program has been developed with a written policy that outlines the criteria and mechanisms for earning incentives and rewards based on specific achievements. This plan has been shared with staff, parents, and students. The school is currently gathering feedback to refine it. Next steps will include identifying staff and systems to monitor progress. (WASC) A comprehensive social-emotional learning (SEL) curriculum - Sown to Grow - has been researched and identified for implementation in 2024-25 school year. SEL lesson plans will be integrated into the curriculum to support students' social and emotional development. Staff and faculty will receive professional development to effectively deliver the SEL curriculum, respond appropriately to student concerns and issues, and take proactive steps to identify and combat systemic racism and implicit bias. Subject matter experts will provide mental health training to staff to prepare them to identify and respond appropriately to student mental health needs. The Sown to Grow survey will be distributed at least two times per year to evaluate students' sense of belonging on campus. This will allow staff to directly engage with students who report having a low sense of belonging. In addition, weekly SEL check-ins will be utilized to track students' wellness throughout the school year. To enhance wellness services, the school is planning to establish a dedicated wellness center and recognizes the need for additional spaces, such as PODS, to meet the needs of SLA's underserved student population. Through the Community Schools Partnership Program (CSPP), calming corners will be introduced to every classroom to provide environmental enrichment for students. Desert Mountain Children's SELPA and telehealth vendors will provide counseling services, along with wellness coaches, to further support students' mental health needs.	$ 208,630	No

1.3	Safety & Security	The school utilizes a variety of security systems to monitor safety, including student tracking, visitor management, cybersecurity, and alarm and surveillance systems. These systems are fully installed and staff is fully trained on how to use them. Systems will be augmented as necessary to meet the operational needs of the school. In addition, Raptor technology scans all visitors for compliance with Megan's Law and criminal background checks, ensuring added security. Liability insurance is in place to protect the school's assets. The safety/threat assessment committee leads professional development, evaluates threats to safety on campus quarterly and post-incident, and identifies and makes recommendations for school safety improvements. The committee will develop a master plan for all safety-related professional development and drills for the entire year. Quarterly professional development topics and weekly safety short topics include de-escalation, slips & falls prevention, safe lifting techniques, ladder safety, emergency response, and other risk management matters. To enhance the overall safety and well-being of students, SLA is researching possible contract options for onsite health services and exploring ways to enhance cyber security. Additionally, the Wellness Center offers support for students to reduce suspensions and expulsions by providing relevant strategies to prevent repeated violations. Conflict resolution meetings hosted in the Wellness Center have also helped decrease suspension and expulsion rates. In terms of digital safety, the school uses Block C web filtering to monitor student communications, with trigger warning systems in place to identify and respond to cyber bullying and self-harm, helping to prevent crises and save lives. The school continues to provide staff training through Vector and offers psychoeducation on topics such as bullying and substance abuse to support a safer environment.	$ 53,370	Yes

1.4	Community Outreach (CSPP)	Assign staff to collaborate with families to promote participation in school academic and extra-curricular programs, coordinate school events and activities, celebrate student achievement, and foster a positive school climate. A dedicated staff member will serve as the primary point of contact for family outreach. Various communication avenues - including ParentSquare, social media, newsletters, and both virtual and in-person meetings - will be utilized to inform families and to offer virtual options to attend meetings/events. Staff will receive professional development to utilize communication technology. Bilingual staff will be hired and retained to eliminate communication barriers; currently, 100% of front office staff are bilingual. Faculty members will be assigned morning and afternoon duty. Staff will also build and maintain community partnerships to afford students opportunities for community service projects as well as career preparation resources. SLA community events, such as Back-to-School Night and orientation, will be held at the beginning of the year to promote family engagement. To increase collaboration with families, School Site Council (SSC)/English Learner Advisory Council (ELAC), Parent Advisory Committee (PAC) will be held quarterly and Coffee with the Principal Events will be held monthly both virtually and in-person. (WASC). SLA will designate staff to coordinate quarterly parent nights to connect families with community resources and provide evidence-based strategies to assist in the development of home and school partnerships. A web-based volunteer application process will be used to remove barriers and increase the number of eligible volunteers. SLA will continue to partner with a third-party vendor for student recruitment and to share student success with the community. The partnership supports social media engagement, advertising, and communication tools. The school also aims to improve its posting of organic content on social media to better highlight student achievement and activities.	$ 97,608	No
1.5	Athletics	Offer five sports and add a cheer squad, maintaining gender equity. Pep Squad and/or Cheer Squad will attend home games and host seasonal pep rallies to increase school spirit. The Pep Squad, in collaboration with other clubs/sports, will expand the selection of spirit gear in the student store to instill school pride. Sports conditioning and skill building will be implemented throughout the year as part of the athletic program to prepare students for CIF-level competition.	$ 58,736	No

1.6	Attendance	Staff will be assigned to monitor student attendance, manage the SARB process, and execute interventions for those who are chronically absent. Restorative practices will be used in attendance meetings to help identify and eliminate barriers to regular attendance. Designated bilingual staff and technological communications - such as automated notification systems - will notify parents of student absences in their preferred language. A new attendance initiative will include sending personalized postcards to students who miss school, reinforcing school connection and encouraging improved attendance. Home-to-school transportation shall be provided to students who live too great a distance to walk and are unable to transport on their own. Due to high demand, an additional bus route has been added to improve access and reliability. Breakfast and Lunch meals shall be served each day; all students receive free meals via the Community Eligibility Provision. Uniform dress code pieces and school supplies shall be provided to remove barriers to student attendance. A data consultant is contracted to validate attendance data and ensure compliance with reporting requirements. Designated staff will oversee data management to ensure accuracy and timely reporting. A marketing firm is contracted to increase enrollment as well as communicate school programs and student achievements to the community. SLA will offer before- and after- school opportunities to mitigate learning loss – particularly for chronically absent students.	$ 882,785	Yes
1.7	Activities	Pep Squad will host a variety of activities including pep rallies, dances, and lunch socials for all grades. Class Advisors will also be assigned to establish annual traditions by grade level and other activities to create a sense of community and school pride on campus through fun activities. Faculty members will advise student-led clubs for both junior high and high school. CTE teachers will participate in community events with students such as parades, presenting colors, Patriot Day celebrations, and other local activities. CTE students will engage in Cadet Corps and SkillsUSA events to demonstrate acquired skills, motivate students to increase their skills knowledge, and generate school spirit through competition. Staff and faculty will be assigned to support CTE teachers as they prepare students for specific pathway competitions	$ 106,128	No

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	Prepare students for post-graduate success in college and career with a primary focus on leadership and public service.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning), 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.

The goal was developed to align with Summit Leadership Academy's mission to provide rigorous academics and public service education to develop students into future leaders. It directly supports the school's academic program by ensuring alignment with state standards and enhancing both college preparation and career technical education pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ASVAB qualifying rate	ASVAB Qualifying rate - 12.5%	20.00%		ASVAB Qualifying rate - 21.5%	Increase by 7.5%
2.2	Graduation rate *Metric updated to utilize Dashboard combined 4-/5-year rate*	2022-23 Grad Rate - Dashboard Combined 4-/5-year All 100% Hispanic: 100% SED: 100%	2023-24 Grad Rate - Dashboard Combined 4-/5-year All 94.6% Hispanic: 100% SED: 91.7%		Grad Rate - Dashboard Combined 4-/5-year - 90% or higher for all students and student groups	All : Decrease by 5.4% Hispanic: Maintain SED: Decrease by 8.3%

2.3	CTE completers *Data source updated to utilize Dashboard Additional Reports: Met UC/CSU Requirements and CTE Pathway Completion Report*	Met CTE Pathway Completion Report 2022-23 Dashboard (#/%) All - 25/55.6% Hispanic -20/60.6% SED - 24/57.1% SWD - 8/61.5%	Met CTE Pathway Completion Report 2023-24 Dashboard (#/%) All - 16/43.2% Hispanic - 9/37.5% SED - 15/42.9% SWD -5/41.7%		CTE completers rate - 25%	All - Decrease by 12.4% Hispanic - Decrease by 23.1% SED - Decrease by 14.2% SWD - Decrease by 19.8%
2.4	A-G eligibility rate *Data source updated to utilize Dashboard Additional Reports: Met UC/CSU Requirements and CTE Pathway Completion Report*	Met UC/CSU Requirements Report 2022-23 Dashboard (#/%) All - 2/4.4% Hispanic -1/3.0% SED - 2/4.8% SWD - 1/7.7%	Met UC/CSU Requirements Report 2023-24 Dashboard (#/%) All - 1/2.7% Hispanic - 0/0% SED - 0/0% SWD - 0/0%		A-G eligibility rate - 10%	All - Decrease by 1.7% Hispanic - Decrease by 3% SED - Decrease by 4.8% SWD - Decrease by 7.7%
2.5	ELA Distance from Standard Data Source: Ca Dashboard *Metric updated from SBAC ELA Pass Rate*	2022-23 ELA Distance from Standard (DFS) All Students: -148.6 SED: -158.0 Hispanic: -126.6	2023-24 ELA Distance from Standard (DFS) All Students: -111.4 SED: -110.9 Hispanic: -109.9		ELA DFS -100 points or higher	All Students: Increase by 37.2 SED: Increase by 47.1 Hispanic: Increase by 16.7

2.6	Math Distance from Standard Data Source: Ca Dashboard *Metric updated from SBAC Math Pass Rate*	2022-23 Math Distance from Standard (DFS) All Students: -199.3 SED: -199.6 Hispanic: -198.3	2023-24 Math Distance from Standard (DFS) All Students: -191.9 SED: -193.1 Hispanic: -189.8		Math DFS -180 points or higher	All Students: Increase by 7.4 SED: Increase by 6.5 Hispanic: Increase by 8.5
2.7	Science Distance from Standard Data Source: Ca Dashboard *Metric updated from SBAC CAST Pass Rate*	2022-23 CAST Distance from Standard (DFS) All Students: -39.0 SED: -40.4 Hispanic: -37.3	2023-24 CAST Distance from Standard (DFS) All Students: -29.5 SED: -30.5 Hispanic: -28.6		Science DFS -25 points or higher	All Students: Increase by 9.5 SED: Increase by 9.9 Hispanic: Increase by 8.7
2.8	Post-secondary college attendance	College-Going rate - 40% 2020-21	College-Going rate - 39.5% 2021-22		College-Going rate - 50%	Decrease by 0.5%
2.9	College course completion	College credit completion - 81%	92% (23/25) - all college credit courses 88% (7/8) - non-CTE 100% (16/16) CTE course		College credit completion - 30%	Increase by 11%
2.10	% EL improving on ELPAC (ELPI)	% EL improving on ELPAC (ELPI) - 16.5%	% EL improving on ELPAC (ELPI) - 44.7%		% EL improving on ELPAC (ELPI) - 20%	Increase by 28.2%
2.11	Reclassification Rate	2023-24 1%	N/A Metric Added in 2025		5%	N/A

2.12	Work-based Learning	WBL completion - n/a	TBD Data unavailable at the time of publishing		WBL completion - 25%	TBD
2.13	Teachers appropriately credentialed / assigned	Course misassignments - 10	Course misassignments - 3.65		Course misassignments - 10	Decrease by 6.35 assignments
2.14	Broad course of study	100% of students have access to and are enrolled in required core subject areas and a broad course of study.	100%		100% of students have access to and are enrolled in required core subject areas and a broad course of study.	Maintain
2.15	Students with access to standards aligned materials	Students with access to standards aligned materials - 100%	100%		Students with access to standards aligned materials - 100%	Maintain
2.16	College/Career Indicator *Metric Updated in 2024 to better measure College and Career Readiness*	2022-23 CCI Dashboard All: 4.8% Hispanic: 6.5% SED: 5.1%	2023-24 CCI Dashboard All: 16.7% Hispanic: 4.3% SED: 14.7%		CCI - 15% or higher	All: Increase by 11.9% Hispanic: Increase by 2.2% SED: Increase by 9.1%

Goal Analysis for 2024-25

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

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

All actions were implemented as planned.

SLA successfully implemented several key actions tied to college readiness, technology, instruction, and student support. College course offerings expanded, with additional classes like Spanish planned for next year (Action 2.1 College & Career (CTE)). A major internet infrastructure upgrade improved campus connectivity, while auto-rostering via Clever and the deployment of hotspot-enabled Chromebooks enhanced digital access. The Elevate app was also introduced to support mobile access to tools (Action 2.2 Technology). Instructionally (Action 2.3), the school launched after school tutoring with late bus access, implemented a teacher portfolio system, and saw i-Ready score gains. Operationally, the addition of admin support staff strengthened communication, compliance, and services, including expanded medical-related student support (Action 2.4 Special Education).

There is a need to refocus efforts on expanding Dual and Concurrent Enrollment to improve College & Career Indicators (CCI) and provide more students with access to college-level coursework. Additionally, increasing the consistent use of ParentSquare is necessary to strengthen communication and engagement with 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.

Action 2.2 Technology (*formerly Action 3.2*): Budgeted $132,548; Actual $207,256 Difference due to increased technology expenses including additional chromebooks, staff technology devices and more student mobile data.

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

The actions were mostly effective . The school continues to focus on advancing College & Career readiness through comprehensive support systems. The ASVAB qualifying rate improved notably by 7.5%, rising to 21.5%, reflecting successful career preparation efforts supported by dedicated counselors and CTE pathways, including partnerships with local colleges for college credit courses. However, graduation rates declined by 5.4% overall (down to 94.6%), with significant decreases among socioeconomically disadvantaged students (SED) by 8.3%. CTE completer rates fell by 12.4% overall, and A-G eligibility rates dropped below 3%, signaling challenges in meeting UC/CSU requirements despite 100% a-g compliant course offerings. Academic achievement showed positive trends, with ELA, Math, and Science Distance from Standard improving by 37.2, 7.4, and 9.5 points respectively, indicating gains in core subject proficiency. College-going rates remained stable at about 40%, while college credit completion increased substantially to 92%, supporting postsecondary readiness. Technology upgrades achieved a 1:1 device ratio and enhanced connectivity, although internet stability remains a work in progress. Instructional efforts included hiring more teachers and tutors, with professional development focused on equity, MTSS, and PBIS, supporting differentiated instruction and SEL integration slated for 2024-25. Special Education services were supported through contracted therapies and targeted staff training, with improved organizational models and equity-focused leadership ensuring compliance and support for diverse learners. Overall, while foundational systems and supports are strong and technology access is equitable, critical metrics like graduation and CTE completion rates highlight areas for continued improvement to fully realize college and career readiness goals.

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

Several metrics have been updated to better align with the California School Dashboard and more accurately measure SLA's goals:

Metric 2.2 Graduation Rate: Rather than have a separate metric for 4-year graduates and one for 5-year graduates, the school will utilize the 4-/5-year combined rate that is being reported on the Dashboard. The 3-Year Target will remain the same for this metric.

Metrics 2.3 CTE Completers and 2.4 A-G Eligibility Rate: The data source has been updated to utilize state-provided reports from the Dashboard rather than local sources. The 3-Year Target for Metric 2.3 (CTE completers) has been increased to 45%.

Metrics 2.5 ELA Distance from Standard, 2.6 Math Distance from Standard and 2.7 Science Distance from Standard: These were modified to focus on the Dashboard's Distance from Standard (DFS) versus Pass Rates. The DFS better reflects student growth and academic improvement versus proficiency. It also allows the school to monitor and address any gaps amongst student groups more clearly than proficiency rates alone. Year 3 Targets have been updated for Metrics 2.5, 2.6, and 2.7 to better reflect a target aligned to Distance from Standard.

Metric 2.11 Reclassification Rate: This new metric has been added to measure English Learner's progress. SLA will calculate rates using End-of-Year (EOY) CALPADS-submitted data.

Metric 2.16 College/Career Indicator: This has been updated to capture the full scope of college and career readiness using the Dashboard's CCI, not limiting the school to A-G and CTE Pathway completion only. Year 3 Targets have been updated for CCI.

In addition, Metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.16 have been updated to include significant student group data to identify and address any gaps in outcomes ensuring all students receive the support they need.

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

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	College & Career (CTE)	A dedicated Guidance Counselor supports students through matriculation, connects students to college resources such as the Victor Valley College Bridge program, and prepares them for post-secondary opportunities The Counselor also ensures students have equitable access to the courses required to meet their post-secondary goals. 100% of courses offered are a-g compliant. Instructional materials and supplies will continue to be allocated to support both a–g and CTE coursework. Career Technical Education (CTE) courses will be offered in the public safety and/or military science pathways. The school will partner with the local community college to offer college credit for advanced Career Technical Education courses. Efforts are underway to increase the number of college credit courses offered on campus during regular school hours. To increase community engagement and improve career readiness programs, the school will develop pre-apprentice partnerships in the High Desert. Work-based learning opportunities occur within the classroom, coordinating schoolwide events, performing community service, and participating in Career and Technical Student Organizations (CTSO). Students participate in leadership conferences led by staff and CTSOs.	$ 521,608	Yes

2.2	Technology	Technology devices and services are procured and maintained to provide access to web-based instructional programs and to support academic achievement through a variety of learning modalities. Devices are distributed to ensure all students have equitable access to the curriculum. The school has purchased additional Chromebooks and have achieved a 1:1 ratio. Data-enabled Chromebooks are provided to Independent Study and Homeless students, as well as those with limited or no internet access at home. A dedicated staff member has been hired to serve as the liaison with the school's IT vendor and to manage IT assets. This staff member also plays a key role in developing system integration strategies and building in-house expertise in technology systems. Upgrades have been made to the phone system to improve communication infrastructure campus-wide. While the school has experienced challenges with internet stability, a resolution is in place, and the internet upgrade project is anticipated to be completed by the second semester. Internet connectivity backup options have also been implemented to minimize disruptions. Parents will receive training on technology systems to increase the use of technology to monitor students' information and progress. Professional development is provided to staff to utilize technology systems. Schoolwide data-driven instruction and analysis support student learning loss and provide teachers with strategies to engage students. SLA will research and possibly contract additional technological services to enhance recordkeeping and provide additional device monitoring capability.	$ 193,811	No

2.3	Instruction	SLA will hire additional teachers to potentially expand course offerings. The School shall make every effort to employ highly qualified teachers and support staff to promote schoolwide academic success. Teachers with preliminary credentials will complete and/or continue the Induction program. Additional tutors have also been hired to support academic interventions. Department Heads will utilize data to determine adjustments to professional development topics throughout the year. (WASC) Staff have been trained in PBIS and MTSS strategies and utilize flowcharts to support decision-making when behavioral or academic escalation is needed. Documentation is tracked consistently in the student information system (SIS) and other appropriate platforms. School leaders and designees will oversee programs and operations to ensure quality and compliance. Educators will provide designated EL instruction and administer state testing. Collectively, faculty will develop a written incentive program with criteria, rewards, and timelines to encourage academic achievement and to motivate students to devote increased effort to state tests and local benchmark assessments. This program will also include parent communications to explain and depict student test scores including translated materials and graphics. School leaders, teachers, and support staff will utilize PBIS and MTSS strategies and the SIS to execute and document the behavior and academic intervention process. Educators select equity literature to supplement culturally sensitive curriculum. The independent study program will serve students who are unable to attend school in-person or who prefer to learn independently. Additional curricular tools are necessary to differentiate instruction in correlation with students' assessed academic levels. A complete social-emotional curriculum was researched and identified for implementation in 2024-25. Educators partner with the Counselor and Wellness Center staff to embed SEL in the curriculum.	$ 1,614,090	No

2.4	Special Education	Special Education Teachers and support staff will provide IEP-related services directly to students and support general education teachers in doing so as well. Administrators, administrative support staff, and contracted experts will oversee data collection and compliance with the special education program requirements. SLA contracts special education services such as nurse service, speech therapy, occupational therapy, and psycho-educational evaluations to support students' academic growth. Special Education staff and faculty will receive specialized professional development as it relates to their respective positions. A Department Head and supervisor will increase communication and organization within the Special Education department through the revised staffing model, additional support staff, and effective use of technology systems. Department Heads will mentor teachers and provide professional development with a special focus on embedding leadership and special learner strategies in the curriculum as well as understanding implicit bias; the collective department heads and administration shall comprise the equity leadership team.	$ 527,785	No

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	SLA will augment academic preparation and intervention for English Language Arts with specific focus on reading and writing.	Equity Multiplier Focus 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)

An explanation of why the LEA has developed this goal.

This goal was developed with input from faculty, support staff, parents, and SBCSS collaborators in response to the English Language Performance Indicator for English Learners and the ELA Academic indicator for socioeconomically disadvantaged students. With over 80% of students being classified as either socioeconomically disadvantaged and/or Hispanic, the majority of schoolwide initiatives outlined in the LCAP will benefit these subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Distance from Standard Data Source: Ca Dashboard *Metric updated from SBAC ELA Pass Rate*	2022-23 ELA Distance from Standard (DFS) All Students: -148.6 SED: -158.0 Hispanic: -126.6	2023-24 ELA Distance from Standard (DFS) All Students: -111.4 SED: -110.9 Hispanic: -109.9		ELA DFS -100 points or higher	All Students: Increase by 37.2 SED: Increase by 47.1 Hispanic: Increase by 16.7
3.2	Math Distance from Standard Data Source: Ca Dashboard *Metric updated from SBAC Math Pass Rate*	2022-23 Math Distance from Standard (DFS) All Students: -199.3 SED: -199.6 Hispanic: -198.3	2023-24 Math Distance from Standard (DFS) All Students: -191.9 SED: -193.1 Hispanic: -189.8		Math DFS -180 points or higher	All Students: Increase by 7.4 SED: Increase by 6.5 Hispanic: Increase by 8.5
3.3	English Learner proficiency rate	16.50%	% EL improving on ELPAC (ELPI) - 44.7%		20%	Increase by 5.68%
3.4	Local ELA indicator	iReady tier 1 Reading - 4%	14%		20%	Increase by 10%
3.5	Local Math indicator	iReady tier 1 Math - 4%	14%		20%	Increase by 10%
3.6	CAST passing rate	2022-23 CAST Distance from Standard (DFS) All Students: -39.0 SED: -40.4 Hispanic: -37.3	2023-24 CAST Distance from Standard (DFS) All Students: -29.5 SED: -30.5 Hispanic: -28.6		Science DFS -25 points or higher	All Students: Increase by 9.5 SED: Increase by 9.9 Hispanic: Increase by 8.7

Goal Analysis for 2024-25

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

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

All actions were implemented as planned.

SLA made strong progress toward academic goals by strengthening data-driven instruction and targeted interventions. A contracted data firm and dedicated IT liaison supported comprehensive analysis across platforms like i-Ready and Edgenuity (Action 4.1 Data Reporting & Analysis), while weekly professional development emphasized evidence-based strategies for underserved students (Action 4.3). Expanded after-school tutoring, summer enrichment, and foundational courses offered multiple layers of academic support (Action 4.4 Academic Intervention), and a daily intervention period curriculum—developed in collaboration with teachers—helped address learning gaps schoolwide (Action 4.2).

A key challenge remains the need to expand individualized and small-group workshops to help staff better utilize curriculum data for guiding instruction and meeting the diverse needs of all learners.

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

Action 3.2 Curriculum (*formerly Action 4.2*): Budgeted $50,784; Actual $91,145 Difference due to an increase in Edgenuity license purchases and additional CTE curriculum.

Action 3.3 Professional Development (*formerly Action 4.3*): Budgeted $13,500; Actual $23,500 Difference due to increased admin and classified staff professional development.

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

The actions were effective in improving student outcomes, particularly in ELA and science. ELA Distance from Standard improved by +37.2 points overall and +47.1 points for socioeconomically disadvantaged students, showing strong impact from scaffolded curriculum and data-informed instruction. Science scores also rose by +9.5 points, reflecting improved rigor and targeted support. Professional development focused on supporting English Learners and low-income students contributed to the ELPAC proficiency rate jumping from 16.5% to 44.7%. The integration of tools like iReady and IXL, managed by the IT liaison, allowed teachers to track progress and tailor instruction effectively. Academic interventions—including daily intervention periods, after-school tutoring, and a summer enrichment program for 7th–9th graders—helped raise Tier 1 placement on iReady by +10% in both reading and math. However, math DFS gains were modest (+7.4 points), suggesting the need for deeper focus in numeracy strategies. These efforts reflect solid progress, especially for historically underserved groups, while identifying math as a key area for continued growth.

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.

Several metrics have been updated to better align with the California School Dashboard and more accurately measure SLA's goals:

Metrics 3.1 ELA Distance from Standard, 3.2 Math Distance from Standard and 3.6 Science Distance from Standard: These were modified to focus on the Dashboard's Distance from Standard (DFS) versus Pass Rates. The DFS better reflects student growth and academic improvement versus proficiency. It also allows the school to monitor and address any gaps amongst student groups more clearly than proficiency rates alone. Year 3 Targets have been updated for Metrics 3.1, 3.2 and 3.6 to better reflect a target aligned to Distance from Standard. In addition, Metrics 3.1, 3.2 and 3.6 have been updated to include significant student group data to identify and address any gaps in outcomes ensuring all students receive the support they need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Reporting & Analysis	SLA contracts with a third-party data firm to provide detailed data analysis of benchmark assessments and state tests. This data is used to identify trends and monitor student academic and behavioral progress by analyzing individual, aggregated, and disaggregated data for all students, including English learners and socioeconomically disadvantaged students. SLA has a dedicated information technology liaison on staff who has developed expertise in all data tools and systems to improve collection, reporting, and analysis. This includes analytical tools within online curriculum (i.e. Savvas, HMH, McGraw HIll, Edgenuity, IXL, iReady).	$ 61,223	No
3.2	Curriculum	SLA utilizes curriculum that aligns with state standards and scaffolds lessons to meet students' individual needs. The curriculum also allows educators to analyze disaggregated assessment data to inform instructional practices, address diverse learning needs for significant student groups (including English Learners and socioeconomically disadvantaged students) and support individual student growth.	$ 83,184	No

3.3	Professional Development	The designated testing coordinator will provide professional development to educators regarding instructional strategies and tools available to support long-term English Learners and socioeconomically disadvantaged students. In collaboration with the IT liaison, this individual will also provide professional development to faculty and staff to increase the utilization and efficiency of web-based platforms. Although the majority of educators are highly qualified, alternative strategies are necessary to address the unique needs of socioeconomically disadvantaged populations. Focused professional development and research regarding evidence-based strategies will provide educators with the tools and skills necessary to support student achievement. The executive director and/or designated faculty members will continue to lead weekly professional development workshops to improve instructional practices proven effective for underserved populations.	$ 14,415	No
3.4	Academic Intervention	SLA will use a rotating schedule of after-school tutoring led by faculty to provide students with multiple opportunities for additional support. Additional tutors have been hired to augment the tutoring already provided by faculty, ensuring increased availability and individualized attention for students who need it most. In addition to summer school credit recovery, a summer enrichment program for incoming 7th-9th grades will mitigate learning loss and help students to build skills in preparation for the upcoming school year. These in-house summer programs are designed not only for credit recovery but also for academic enrichment, giving students a head start and reinforcing foundational concepts. Foundational support courses for English and Mathematics for 9th grade students will provide additional academic instruction during regular school hours to improve academic performance in core classes. SLA has partnered with teaching staff to develop the curriculum for the daily intervention period, creating a targeted approach to bridge learning gaps and remediate deficient areas across all grade levels for all students (including socioeconomically disadvantaged students and English Learners).	$ 123,819	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 845,351	$

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
26.180%	0%	$0	26.180%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Safety and Security **Need:** Low Income students, English Learners, and Foster Youth need to feel physically and mentally safe in order to attend school and be able to learn. **Scope:** LEA-wide	The school provides additional resources to ensure students feel safe at school and using school technology. This action is primarily directed at unduplicated students, but since all students will benefit, it is provided on a LEA-wide basis.	1.3, 1.4 Student survey results
1.6	**Action:** Attendance **Need:** Low Income, English Learners, and Foster Youth require additional resources and monitoring to promote attendance and access to educational and wellness programs. **Scope:** LEA-wide	Designated staff will monitor student attendance, keep record of services provided and areas of need, and connect families to resources. This action is primarily directed at unduplicated students, but since all students will benefit, it is provided on a LEA-wide basis.	1.7 Chronic absenteeism rate for SED, EL, and FY
2.1	**Action:** College & Career (CTE) **Need:** Low Income, English Learners, and Foster Youth require additional access to college and career preparation courses and programs. **Scope:** LEA-wide	These programs provide additional staff to prepare students to enroll in college, attend trade school, or join the workforce through real-world experiences, industry networking, and assistance navigating pathways to completion. This is provided schoolwide since Unduplicated Pupils make up 90% of the population. This action is primarily directed at unduplicated students, but since all students will benefit, it is provided on a LEA-wide basis.	ASVAB passing rate, A-G eligibility rate, post secondary college attendance, and CTE Completer count.

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
	N/A		

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.

N/A

Additional Concentration Grant Funding

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

The school is actively recruiting additional staff in the following positions: tutor and special education aide. Each of these positions will have specified duties to support students in these categories

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services 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
2025-26	$ 3,228,998	$ 845,351	26.180%	0.000%	26.180%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,604,476	$ 1,808,160	$ -	$ 557,533	$ 4,970,169	$ 3,258,604	$ 1,711,037

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facilities	All	No			All Schools	Ongoing	$ 121,868	$ 301,111	$ 358,395	$ 5,874		$ 58,709	$ 422,978	0.000%
1	1.2	Socio-emotional Wellness	Students with Disabilities Foster Youth Low Income	No	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$ 197,469	$ 11,160	$ 17,571	$ 190,750		$ 309	$ 208,630	0.000%
1	1.3	Safety & Security	All	Yes	LEA-wide	All	All Schools	Ongoing		$ 53,370	$ 53,370	$ -		-	$ 53,370	0.000%
1	1.4	Community Outreach (CSPP)	All	No			All Schools	Ongoing	$ 70,283	$ 27,325	$ 12,079	$ 71,024		$ 14,505	$ 97,608	0.000%
1	1.5	Athletics	All	No			All Schools	Ongoing	$ 30,756	$ 27,980	$ 58,736	$ -		-	$ 58,736	0.000%
1	1.6	Attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$ 114,047	$ 768,738	$ 882,732	$ -		$ 53	$ 882,785	0.000%
1	1.7	Activities	All	No			All Schools	Ongoing	$ 80,151	$ 25,977	$ 12,846	$ 93,282		-	$ 106,128	0.000%
2	2.1	College & Career (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$ 466,761	$ 54,847	$ 771	$ 520,837		-	$ 521,608	0.000%
2	2.2	Technology	All	No			All Schools	Ongoing		$ 193,811	$ 938	$ 65,583		$ 127,290	$ 193,811	0.000%
2	2.3	Instruction	All	No			All Schools	Ongoing	$ 1,565,06	$ 49,029	$ 1,138,904	$ 353,254		$ 121,932	$ 1,614,090	0.000%
2	2.4	Special Education	Students with Disabilities English Learners	No		English Learners	All Schools	Ongoing	$ 488,389	$ 39,396	$ 27,787	$ 365,023		$ 134,975	$ 527,785	0.000%
3	3.1	Data Reporting & Analysis	All	No			All Schools	Ongoing		$ 61,223	$ 26,450	$ 10,300		$ 24,472	$ 61,223	0.000%
3	3.2	Curriculum	All	No			All Schools	Ongoing		$ 83,184	$ -	$ 19,740		$ 63,444	$ 83,184	0.000%
3	3.3	Professional Development	All	No			All Schools	Ongoing		$ 13,886	$ -	$ 2,572		$ 11,844	$ 14,415	0.000%
3	3.4	Academic Intervention	All	No			All Schools	Ongoing	$ 123,819	$ -	$ 13,897	$ 109,922	$ -	-	$ 123,819	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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	Totals by Type	Total LCFF Funds
$ 3,228,998	$ 845,351	26.180%	0.000%	26.180%	$ 936,873	0.000%	29.014%	**Total:**	$ 936,873
								LEA-wide Total:	$ 936,873
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Safety & Security	Yes	LEA-wide	All	All Schools	$ 53,370	0.000%
1	1.6	Attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$ 882,732	0.000%
2	2.1	College & Career (CTE)	Yes	LEA-wide	English Learners	All Schools	$ 771	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,992,301.00	$ 5,461,263.00

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	Facilities	No	$ 393,909	$ 404,537
1	1.2	Socio-emotional Wellness (DA)	No	$ 246,941	$ 197,686
1	1.3	Safety & Security	No	$ 97,522	$ 97,779
2	2.1	Community Outreach (CSPP)	No	$ 194,590	$ 180,879
2	2.2	Athletics	No	$ 56,525	$ 56,635
2	2.3	Attendance	Yes	$ 563,444	$ 812,255
2	2.4	Activities	No	$ 37,605	$ 29,299
3	3.1	College & Career (CTE)	Yes	$ 391,450	$ 385,334
3	3.2	Technology (CSI)	No	$ 132,548	$ 207,256
3	3.3	Instruction	No	$ 1,992,007	$ 2,171,992
3	3.4	Special Education	No	$ 391,455	$ 406,072
4	4.1	Data Reporting & Analysis (CSI, DA)	No	$ 430,021	$ 396,894
4	4.2	Curriculum (DA)	No	$ 50,784	$ 91,145
4	4.3	Professional Development (DA)	No	$ 13,500	$ 23,500
4	4.4	Academic Intervention (DA)	No	$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 673,526	$ 724,252	$ 973,114	$ (248,862)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Attendance	Yes	$ 563,393	$ 812,255.00	0.000%	0.000%
3	3.1	College & Career (CTE)	Yes	$ 160,859	$ 160,859.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,697,986	$ 673,526	0.000%	24.964%	$ 973,114	0.000%	36.068%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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