LCFF Budget Overview for Parents

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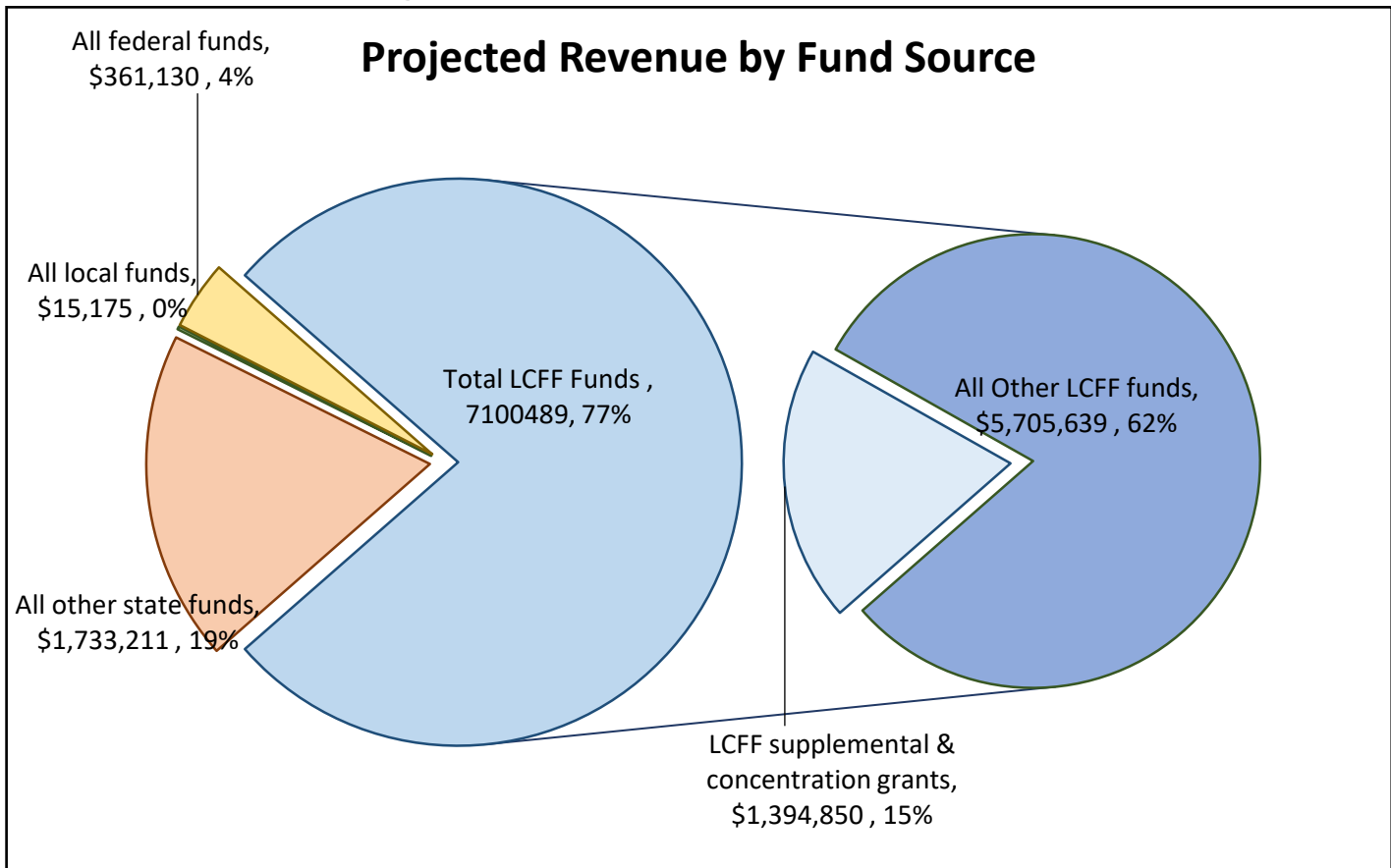
CDS Code: 36 75044 0118059

School Year: 2024-25

LEA contact information: Debbie Tarver (760) 948-4333 debbie.tarver@lepacademy.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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $361,130 , 4%

All local funds, $15,175 , 0%

All other state funds, $1,733,211 , 19%

Total LCFF Funds , 7100489, 77%

All Other LCFF funds, $5,705,639 , 62%

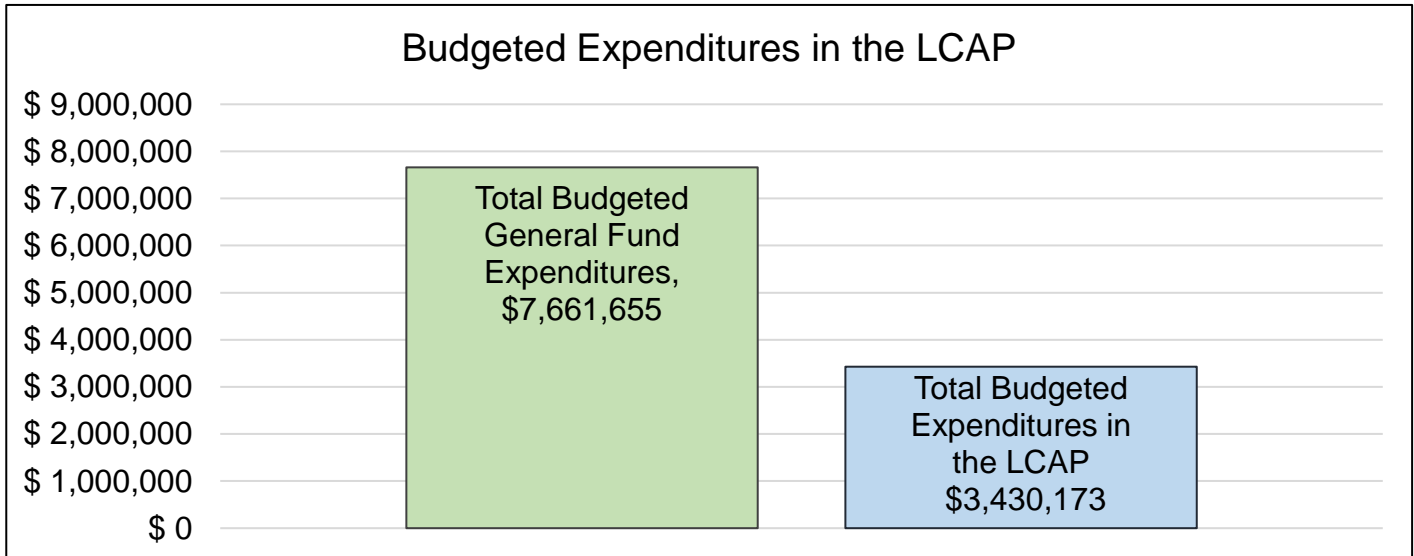LCFF supplemental & concentration grants, $1,394,850 , 15%

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

The text description for the above chart is as follows: The total revenue projected for LaVerne Elementary Preparatory Academy is $9,210,005.00, of which $7,100,489.00 is Local Control Funding Formula (LCFF), $1,733,211.00 is other state funds, $15,175.00 is local funds, and $361,130.00 is federal funds. Of the $7,100,489.00 in LCFF Funds, $1,394,850.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart with y-axis from $ 0 to $ 9,000,000 in increments of $1,000,000.
- Total Budgeted General Fund Expenditures, $7,661,655
- Total Budgeted Expenditures in the LCAP $3,430,173

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

The text description of the above chart is as follows: LaVerne Elementary Preparatory Academy plans to spend $7,661,655.00 for the 2024-25 school year. Of that amount, $3,430,173.13 is tied to actions/services in the LCAP and $4,231,481.87 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
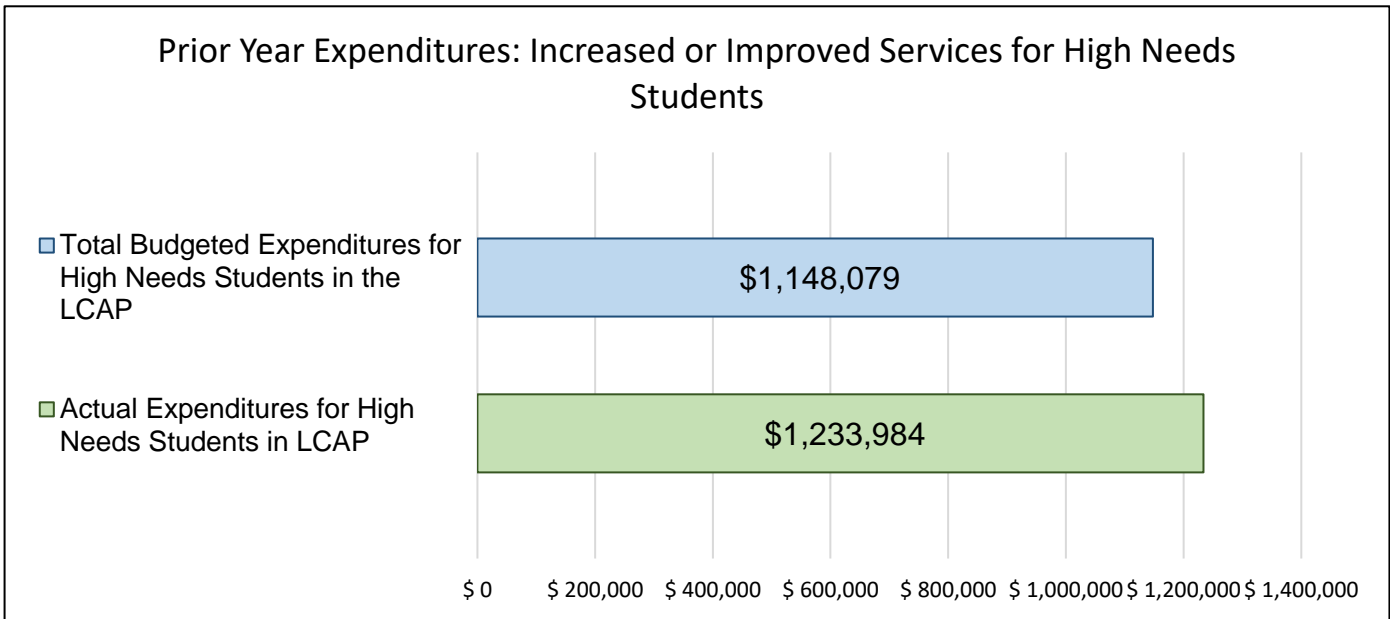
General fund budgeted expenditures that are not in the LCAP include all salaries and benefits, the cost of books and other reference materials, all material and supplies, food expenses, district oversight fees, dues and membership fees, the total cost of license and fees, other insurance costs, real estate taxes, total professional/consulting service and operating expenditures, accounting and legal fees, accreditation/third party review fees, the cost of business services, all contract labor fees, special education contractors, and the full cost of postage, shipping, and delivery.

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

In 2024-25, LaVerne Elementary Preparatory Academy is projecting it will receive $1,394,850.00 based on the enrollment of foster youth, English learner, and low-income students. LaVerne Elementary Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. LaVerne Elementary Preparatory Academy plans to spend $1,394,850.00 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 2023-24

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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,148,079
☐ Actual Expenditures for High Needs Students in LCAP	$1,233,984

Axis: $ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000 $ 1,400,000

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

The text description of the above chart is as follows: In 2023-24, LaVerne Elementary Preparatory Academy's LCAP budgeted $1,148,079.00 for planned actions to increase or improve services for high needs students. LaVerne Elementary Preparatory Academy actually spent $1,233,984.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LaVerne Elementary Preparatory Academy	Debra Tarver Executive Director	debbie.tarver@lepacademy.com 760-948-4333

Goals and Actions
Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of alignment of curriculum.	100% Alignment	100% Alignment of all curricula to California state standards.	100% Alignment of all curricula to California state standards.	100% Alignment of all curricula to California state standards.	Maintain 100% alignment of Curriculum
SBAC growth for Unduplicated Pupils	Unduplicated scholars demonstrated 2% growth on the SBAC assessment. 2018-19 SBAC Economically Disadvantaged and EL scholars who exceeded and met standards combined demonstrated over 2% growth in ELA	Original: Due to pause in State Assessments, the outcome will be Adjusted 2021-22 outcome – unduplicated scholars demonstrated 2% growth on the SBAC assessment. Adjusted:	Original: The 2022-2023 SBAC data serves as a baseline for future SBAC assessments. It is the goal that unduplicated scholars will continue to demonstrate 2% growth on SBAC assessment. Adjusted:	Not currently available.	Ensure Unduplicated scholars demonstrate 2% growth annually on the SBAC assessment.

	and math.	2021-22 SBAC: ELA	2022-23 SBAC: ELA		
		Economically Disadvantaged	**Economically Disadvantaged**		
		Standard Exceeded: 14.29%	Standard Exceeded: 19.16%		
		Standard Met: 30.36%	Standard Met: 31.14%		
		Standard Nearly Met: 33.93%	Standard Nearly Met: 27.54%		
		Standard Not Met: 21.43%	Standard Not Met: 22.16%		
		English Learners	**English Learners**		
		Standard Exceeded: 11.48%	Standard Exceeded: 5.00%		
		Standard Met: 27.87%	Standard Met: 25.00%		
		Standard Nearly Met: 32.79%	Standard Nearly Met: 38.33%		
		Standard Not Met: 27.87%	Standard Not Met: 31.67%		
		Foster Youth	**Foster Youth**		
		Data Unavailable	Data Unavailable		
		2021-22 Math SBAC	2022-23 Math SBAC		
		Economically Disadvantaged	**Economically Disadvantaged**		
		Standard Exceeded: 17.86%	Standard Exceeded: 19.76%		
		Standard Met:			

| | | 21.43%

Standard Nearly Met:
30.36%

Standard Not Met:
30.36%

English Learners

Standard Exceeded:
6.56%

Standard Met:
26.23%

Standard Nearly Met:
40.98%

Standard Not Met:
26.23%

Foster Youth

Data Unavailable | Standard Met:
21.56%

Standard Nearly Met:
34.13%

Standard Not Met:
24.55%

English Learners

Standard Exceeded:
8.33%

Standard Met:
28.33%

Standard Nearly Met:
31.67%

Standard Not Met:
31.67%

Foster Youth

Data Unavailable | | |

Goal Analysis

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

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

The 2023 Dashboard ELA data showed all major subgroups scored a performance level of yellow or orange. All major subgroups performed below standard except for White scholars. White scholars scored 38.5 points above standard. However, their change level declined by 23.3 points. Points below standard for the major subgroups was most significant for scholars with Disabilities followed by ELs. Scholars with Disabilities scored 83.1 points below standard, but due to the small number of scholars in this subgroup, the group was not given a performance level. Their change level declined by 32.3 points. ELs performed 17.1 points below standard and declined performance by 10.4 points. All major subgroups' change levels showed a decline in performance on the ELA assessment.

The 2023 Dashboard Math data showed all major subgroups scored a performance level of yellow. All major subgroups performed below standard except White scholars, who performed above standard. Points below standard for the major subgroups was most significant for scholars with Disabilities followed by ELs. Scholars with Disabilities scored 64.5 points below standard but due to the small number of

scholars in this subgroup, it was not given a performance level. Although ELs performed 17.8 points below standard, they increased their change level. Scholars with Disabilities and Socioeconomically Disadvantaged scholars' change level status was maintained. White and Hispanic change levels both declined between 2 to 3 points.

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for a majority of actions within goal 1. Action 1- The estimated budgeted expenditures related to monitoring teacher's records was determined using salaries. However, due to a change in staffing, the estimated actual expenditure was slightly less than budgeted. Action 2- The estimated budgeted expenditures related to purchase of curriculum and instructional materials was determined using the preliminary budget. However, the estimated actuals was much lower than projected because a significant amount of curriculum was purchased during the prior school year. Action 3-The estimated actual expenditures were significantly more than the budgeted expenditures. The budgeted expenditures were based on prior year expenses. However, no salaries were included. The estimated actual expenditures included the salaries of the music coordinator as well as other expenses resulting in the discrepancy. Action 5- The estimated actual expenditures were significantly less than the budgeted expenditures. The budgeted expenditure was based on the prior year cost of collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program. However, the participation rate was less this school year resulting in minimal cost. Action 6- The budgeted expenditures were significantly more than the estimated actual expenditures. The budgeted expenditures were based on the prior year cost of intervention provided to unduplicated pupils. This included salaries of teachers and instruction aides who provided intensive support, small group instruction, push in and pull out among other strategies. The estimated actual expenditures were significantly less than budgeted because a significant amount of the salary for the staff position of Assessment and Curriculum Director was not included within the action resulting in a reduced cost. Action 7- The discrepancy between the budgeted expenditures and estimated actual expenditures was the result of the salaries assigned to this action. The budgeted expenditures were based on the adopted budget. Staff who implemented this action had a higher salary than what was initially determined resulting in the difference.

The 2022-2023 SBAC data serves as a baseline for future SBAC assessments. It is the goal that unduplicated scholars will continue to demonstrate 2% growth on SBAC assessment.

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

- Increased collaboration time for teachers

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

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of times scholars are assessed using school-wide assessment tools.	Scholars are assessed using i-Ready three times during the school year.	Scholars were assessed using i-Ready three times during the school year.	Scholars were assessed using i-Ready three times during the school year.	Scholars were assessed using i-Ready three times during the school year.	Assess scholars three times during the school year using local benchmark assessment.
Scholars' growth on school-wide assessment tools.	2020-21 Percent of scholars in Tier I during Final Assessment is 50% in math and 53% in reading. 2020-21 Percent of scholars in Tier I during Final Assessment:	During the 2021-2022 school year, 47% of scholars scored in Tier 1 in math and 48% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1	During the 2022-23 school year, 46% of scholars scored in Tier 1 in math and 52% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1	During the 2023-24 school year, 49% of scholars scored in Tier 1 in math and 54% in reading on the Final i-Ready assessments. Percent of scholars placing in Tier 1	Scholars' growth will increase by 3% annually in reading and math.

	Math i-Ready	during the Final i-Ready assessment:	during the Final i-Ready assessment:	during the Final i-Ready assessment:	
	Kinder- 74%	Math i-Ready 2021-2022	Math i-Ready 2022-2023	Math i-Ready 2023-24	
	1st- 59%	Kinder- 43%	Kinder- 42%	Kinder- 40%	
	2nd- 26%	1st- 49%	1st- 40%	1st- 37%	
	3rd- 40%	2nd- 35%	2nd- 40%	2nd- 49%	
	4th- 44%	3rd- 40%	3rd- 50%	3rd- 66%	
	5th- 53%	4th- 56%	4th- 41%	4th- 55%	
	6th- 47%	5th- 53%	5th- 52%	5th- 49%	
		6th- 57%	6th- 65%	6th- 61%	
	Reading i-Ready				
	Kinder- 82%	Reading i-Ready 2021-2022	Reading i-Ready 2022-2023	Reading i-Ready 2023-24	
	1st- 63%	Kinder- 50%	Kinder- 53%	Kinder- 56%	
	2nd- 47%	1st- 49%	1st- 57%	1st- 54%	
	3rd- 56%	2nd- 52%	2nd- 69%	2nd- 59%	
	4th- 37%	3rd- 56%	3rd- 55%	3rd- 75%	
	5th- 26%	4th- 38%	4th- 38%	4th- 45%	
	6th- 38%	5th- 43%	5th- 40%	5th- 37%	
		6th- 41%	6th- 51%	6th- 53%	

Goal Analysis

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

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

There were no substantive changes in the planned actions and actual implementation of these actions. i-Ready assessment data shows that scholars demonstrated 3% growth in Math from the 22-23 school year, compared to 23-24. In reading, scholars demonstrated 2% growth on i-Ready assessments from 22-23 to 23-24.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for two actions within goal 2. Action 3- The discrepancy between the budgeted expenditures and the estimated actual expenditures was only about $1,900 but since the projected and actual cost to implement this action was not too significant, the percentage showing material difference seems greater. The estimated actual expenditures included the purchase of IXL Learning and other testing supplies which was slightly less than what was projected. Action 4- The budgeted expenditures related to assessing scholars and analyzing data in order to inform instruction was based on prior year spending. The material difference between the budgeted expenditures and the estimated actual expenditures was only 11%. The slight increase in spending was a result of increased staff salaries/positions.

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

i-Ready assessment data continues to be an effective tool for monitoring scholars' progress toward academic proficiency in Math and Reading. Additionally, Interim assessments continue to be effective in providing teachers with valuable information about scholar progress toward content standard proficiency.

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

To ensure that scholars meet their learning goals, our teachers and staff will continue to analyze assessment data and provide ongoing instruction, including using their i-Ready learning path and teacher-assigned lessons. Professional development including curricular training and additional collaboration time will serve to equip our teachers and staff with the strategies and tools needed to provide the best possible education to our scholars.

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

Continued use of ELPAC assessment data will help identify and provide support for our ELL scholars. We also have identified the need to provide additional SDAIE training for our teachers so they are able to utilize instructional strategies that benefit ELL scholars.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of facilities that will be well maintained.	100% of the facilities are well maintained.	Overall, facilities are well maintained.	Facilities continue to be well maintained.	Facilities continue to be well maintained.	Will continue to be 100% maintained.
Percentage of the Suspension Rate that will be maintained.	Suspension Rate is maintained at 1% or less (0% in 2020-21).	Suspension rate was maintained at 1% or less in 2021-2022.	Suspension rate was maintained at 0.5% or less in 2022-2023.	Suspension rate was maintained at 0.5% or less in 2022-2023.	The suspension rate will be maintained at 1% or less.
Percentage of the Expulsion Rate that will be maintained.	Expulsion Rate is maintained at 0%.	Expulsion rate is maintained at 0%.	Expulsion rate is maintained at 0%.	Expulsion rate is maintained at 0%	Expulsion rate will be maintained at 0%.

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for both actions within goal 3. Action 1- The estimated budgeted expenditures related to safety and maintenance of facilities was based on prior year spending which included the cost of materials and supplies, equipment, cost of utilities, operations and housekeeping, cost of repairs and maintenance staff salaries. The estimated actual expenditures included the cost of the actions budgeted as well as the cost for rentals, leases, repairs and non-capitalized improvements. The amount spent in the object codes that were budgeted was significantly larger than previous school year. Action 2- The discrepancy between the budgeted expenditures and the estimated actual expenditures was only about $1,700 but since the projected and actual cost to implement this action was not significant, the percentage showing material difference seems greater. The budgeted expenditures only included a portion of the cost of PD from the adopted budget. A staff member's partial salary contributed toward ensuring successful implementation of the action resulting in increased cost.

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

Providing administration, teachers, and office staff with training on classroom behavior management, social emotional learning, and instructional techniques to engage scholars has proven to be effective in supporting scholars with behavioral issues. The focus on classroom behavior management and emphasis on PBIS and SWAT have helped to maintain suspension and expulsion percentages.

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

No significant changes will be made to the planned goal, metrics, desired outcomes, or action for the coming year. The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting scholars with behavior issues. Parents will be informed of the school's PBIS and SWAT plans for addressing behavioral issues and mitigating the need for disciplinary action.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mental health services will be provided to scholars.	Scholars were provided access to school counselors and the school psychologist.	Support staff was made available to scholars as needed.	Additional support staff was made available to scholars as needed.	Support staff was made available to scholars as needed.	Continue providing services to scholars as needed.
Staff will receive professional development and support in relation to SEL.	Provide professional development trainings to staff in 2021-2022.	A variety of professional development was provided to staff and a Well-being curriculum was implemented in classrooms.	A variety of professional development was provided to staff and SEL curriculum was utilized at all grade levels.	A variety of professional development was provided to staff and SEL curriculum was utilized at all grade levels.	All staff will continue to receive professional development days of training geared towards SEL.
Parent Wellness Support will be provided to families.	Provide services for families in 2021-2022.	Parents were provided services throughout the year through outside agencies and the	Parents were provided services throughout the year through outside agencies and the	Parents were provided services throughout the year through outside agencies and the	LEPA will continue to provide support services for families.

		scholar Support Team.	scholar Support Team.	scholar Support Team.	

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for two actions within goal 4. Action 2-The estimated actual expenditures were significantly more than the budgeted expenditures. The estimated actual expenditures included social emotional PD through Diane Alber, training on addressing scholar's behavior needs through San Bernardino County and other trainings. Action 3- The budgeted expenditures were significantly more than the estimated actual expenditures. The budgeted expenditures were based on the prior year cost of social-emotional group instruction provided through contract labor- Educational Behavioral and Support Services. The discrepancy between the budgeted expenditures and estimated actual expenditures was the result of the salary assigned to this action as well as minimal use of the services provided by the contract labor.

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

Making support staff available to scholars, including a variety of professional development to staff along with SEL curriculum, and providing services to parents throughout the year through outside agencies and the scholar Support Team were very effective in making progress toward the goals set during this LCAP cycle.

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

After reflecting on prior practice, analyzing Dashboard data and input from Educational Partners, we have decided to add the goal of monitoring chronic absenteeism more closely. Attendance will continue to be monitored daily using the school's SIS system and the school's Registrar will monitor attendance records weekly throughout the school year to identify patterns of absence to avoid scholars becoming chronically absent. The front office staff will continue to contact parents daily when a scholar is absent from school. These measures, together with providing SEL support to scholars and families will help to improve rates of chronic absenteeism.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

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

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

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

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

    - The reasons for the ineffectiveness, and

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LaVerne Elementary Preparatory Academy	Debra Tarver Executive Director	debbie.tarver@lepacademy.com 760-948-4333

Plan Summary 2024-25

General Information

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

LaVerne Elementary Preparatory Academy (LEPA) is a directly funded public charter school, which opened in 2008, serving scholars in grades TK-6 in the surrounding neighborhood of Hesperia. The goal of LEPA is to prepare scholars for entrance into college, university, or trade school. Scholars enrolled at LEPA are equipped with the skills and desire necessary to be self-motivated learners. LEPA recruitment strategies target scholars whose educational needs are not best served in large schools or overcrowded classrooms, who do not perform well on state tests, special education scholars, or scholars whose second language is English. LEPA seeks to enroll scholar demographics that are reflective of the surrounding community and the Hesperia School District. During the 2023-24 school year, our demographics included 86.23% Hispanic/Latino scholars and 8.60% White scholars. Other demographics include 2.49% African American, 0.57% Asian, 2.10% Two or More Races. 21% of our scholars were classified as English Language Learners. 69% are considered socio-economically disadvantaged and 5.8% are scholars with Disabilities.

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

Reflections: Annual Performance

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

Dashboard Data

ELA

All Students

All Students | State

Yellow

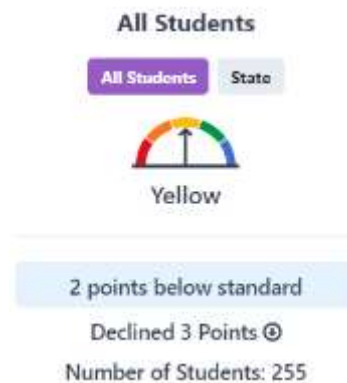3 points above standard

Declined 18.6 Points ⊕

Number of Students: 255

As stated on the California Dashboard, ELA data shows how well scholars met grade-level standards on the English Language Arts assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2023 Dashboard, all scholars at LEPA received a performance level of yellow in ELA. The data reveals that the "all scholars" score was 3 points above standard. Although scholars performed 3 points above standard, the change status declined by 18.6 points.

Student Groups	Points Above/Below Standard	Performance Levels	Change Levels	Points Decreased
White	38.5	No Color	Declined	23.3
English Learners	-17.1	Orange	Declined	10.4
Hispanic	-2.6	Yellow	Declined	18.6
Socioeconomically Disadvantaged	-4.8	Yellow	Declined	8.4
Students with Disabilities	-83.1	No Color	Declined	32.3

The 2023 Dashboard ELA data showed all major subgroups scored a performance level of yellow or orange. All major subgroups performed below standard except for White scholars. White scholars scored 38.5 points above standard. However, their change level declined by 23.3 points. Points below standard for the major subgroups was most significant for scholars with Disabilities followed by ELs. Scholars with Disabilities scored 83.1 points below standard, but due to the small number of scholars in this subgroup, the group was not given a performance level. Their change level declined by 32.3 points. ELs performed 17.1 points below standard and declined performance by 10.4 points. All major subgroups' change levels showed a decline in performance on the ELA assessment.

Math

All Students

All Students | State

Yellow

2 points below standard

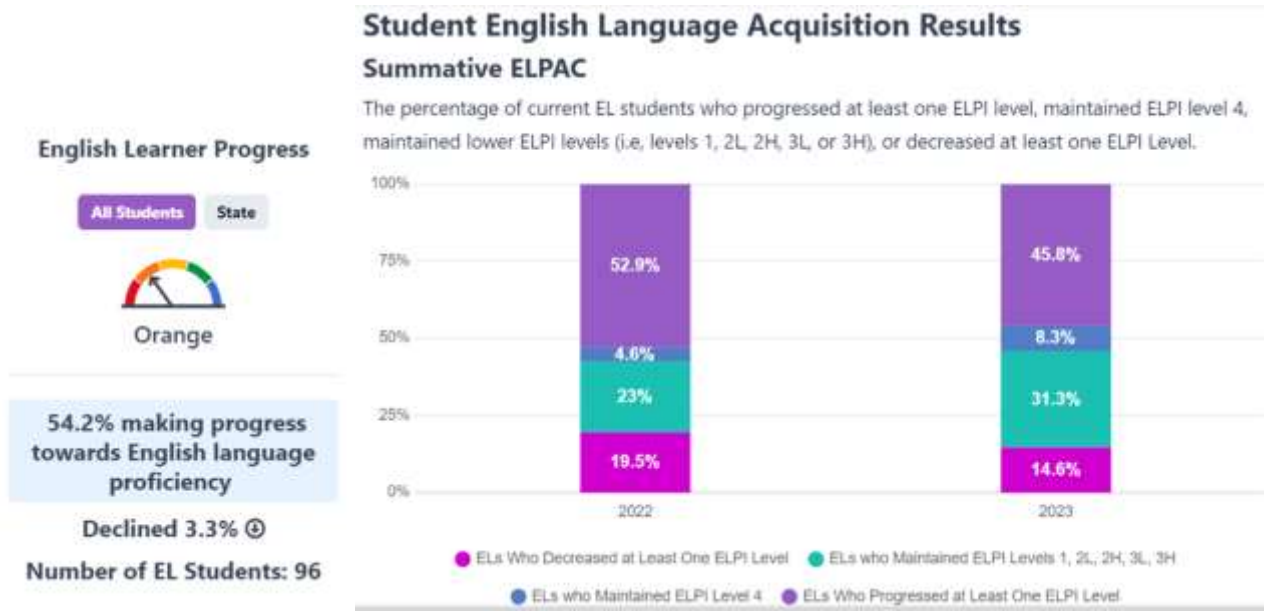Declined 3 Points ⊕

Number of Students: 255

As stated on the California Dashboard, Math data shows how well scholars met grade-level standards on the Mathematics assessment. This measure is based on scholar performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by scholars in grades 3–8 and grade 11. According to the 2023 Dashboard, all scholars at LaVerne received a performance level of yellow in Math. The data reveals that the "all scholars" score was 2 points below standard. Not only was scholar performance 2 points below standard, the change status also declined by 3 points.

Student Groups	Points Below/Above Standard	Performance Levels	Change Levels	Points Increased
White	23.8	No Color	Declined	3
English Learners	-17.8	Yellow	Increased	4.3
Hispanic	-6.7	Yellow	Declined	4.5
Socioeconomically Disadvantaged	-11.4	Yellow	Maintained	2.1
Students with Disabilities	-64.5	No Color	Maintained	2.4

The 2023 Dashboard Math data showed all major subgroups scored a performance level of yellow. All major subgroups performed below standard except White scholars, who performed above standard. Points below standard for the major subgroups was most significant for scholars with Disabilities followed by ELs. Scholars with Disabilities scored 64.5 points below standard but due to the small number of scholars in this subgroup, it was not given a performance level. Although ELs performed 17.8 points below standard, they increased their change level. scholars with Disabilities and Socioeconomically Disadvantaged scholars' change level status was maintained. White and Hispanic change levels both declined between 2 to 3 points.

English Learner Progress

Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

English Learner Progress

All Students | State

Orange

54.2% making progress towards English language proficiency

Declined 3.3%

Number of EL Students: 96

2022: 52.9% / 4.6% / 23% / 19.5%
2023: 45.8% / 8.3% / 31.3% / 14.6%

- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

As stated on the California Dashboard, the EL progress data shows the percentage of current EL scholars making progress towards English language proficiency or maintaining the highest level. Based on the 2023 Dashboard, "all scholars" at LaVerne scored a performance level of orange which is the second lowest performance level. 54.2% of EL scholars were identified as making progress toward English language proficiency. The change level declined by 3.3%. The Summative ELPAC data also showed 4.9% fewer ELs decreased at least one ELPI level from 2022 to 2023. In addition, 7.1% fewer EL scholars progressed at least one ELPI level from 2022 to 2023.

Student Groups	Points Below/Above Standard	Change Levels	Points Increased/Decreased
Current Els	-41.4	Declined	24.6
Recently Reclassified Els	72.5	N/A	N/A
English Only	11.2	Declined	20

The 2023 Dashboard EL Data Comparison showed that Current ELs performed below standard. Current ELs were 41.4 points below standard. In addition, Recently Reclassified ELs and English Only scholars all performed above standard. However, the change level declined for current ELs and EO scholars.

Student Groups	Points Below/Above Standard	Change Levels	Points Increased/Decreased
Current Els	-36.5	Declined	5
Recently Reclassified Els	51.2	N/A	N/A
English Only	2.8	Declined	4.4

The 2023 Dashboard Math Data Comparison showed that Current ELs performed below standard. Current ELs were 36.5 points below standard. In addition, Recently Reclassified ELs and English Only scholars all performed above standard. However, the change level declined for current ELs and EO scholars.

Chronically Absenteeism

All Students

Yellow

11% chronically absent

Declined 13% ⊕

Number of Students: 535

Per CDE, the Chronic Absenteeism measure shows how many scholars were absent for 10 percent or more of the instructional days they were enrolled to attend. According to the 2023 Dashboard, LaVerne had a chronically absent status of 11%. This status resulted in a performance level of yellow. Data shows that the chronic absenteeism status declined 13%.

Student Groups	Chronically Absent Percentage	Performance Levels	Change Levels	Change Level Percentage
African Americans	18.2%	No Color	Declinced	-9.1%
English Learners	12.7%	Yellow	Declinced	-10.2%
Hispanic	10.8%	Yellow	Declinced	-13.4%
Socioeconomically Disadvantaged	15.1%	Yellow	Declinced	-16.4%
Students with Disabilities	19.4%	Yellow	Declined	-18.1%
White	13%	Yellow	Declined	-14.3%

According to the 2023 Dashboard, all subgroups, except African Americans, received the second lowest performance level- orange. Scholars with Disabilities had the highest chronic absenteeism rate of 19% followed by African American scholars at 18.2%. Due to the small number of African American scholars, this subgroup was not given a performance level. All other subgroups showed a decline in the chronically absent percentage.

Suspension Rate

All Students

Blue

0% suspended at least one day

Maintained -0.2%

Number of Students: 545

Per the California Dashboard, this suspension data is the percentage of scholars in kindergarten through grade 12 who have been suspended for at least one aggregate day during the given school year. According to the 2023 Dashboard, LaVerne had a suspension rate of 0% suspended at least one day. This status resulted in a performance level of blue which is the desired performance level. Data shows that the suspension rate status maintained 0% from the previous year.

| Student Groups	Suspended at least One Day	Performance Levels	Change Levels	Change Level Percentage
African Americans	0.0%	No Color	Maintained	0.0%
English Learners	0.0%	Blue	Maintained	0.0%
Hispanic	0.0%	Blue	Maintained	0.0%
Socioeconomically Disadvantaged	0.0%	Blue	Maintained	0.0%
Students with Disabilities	0.0%	Blue	Maintained	0.0%
White	0.0%	Blue	Maintained	0.0%

Similar to the "all scholars" suspension rate data, all major subgroups received the highest performance level- blue. African American scholars did not receive a color status due to the small number of scholars in this subgroup was not given a performance level. The suspension rate performance level was 0.0%. In addition, all major subgroups maintained a suspension rate of 0.0%.

Dashboard Local Indicators

| Local Indicator	2019	2022	2023	2024
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met	Met

LaVerne continues to meet standards for all local indicators.

2022-23 CAASPP
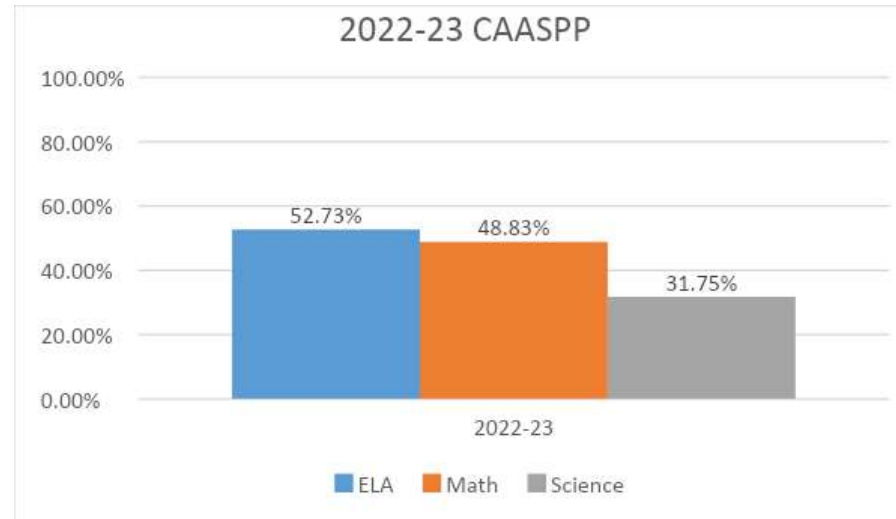
52.73% of scholars met or exceeded standards on the 2022-23 ELA CAASPP assessment. 48.83% of scholars met or exceeded standards on the 2022-23 Math CAASPP assessment. 31.75% of scholars met or exceeded standards on the 2022-23 Science CAASPP assessment

ELA

ELA CAASPP: Grade Level Performance
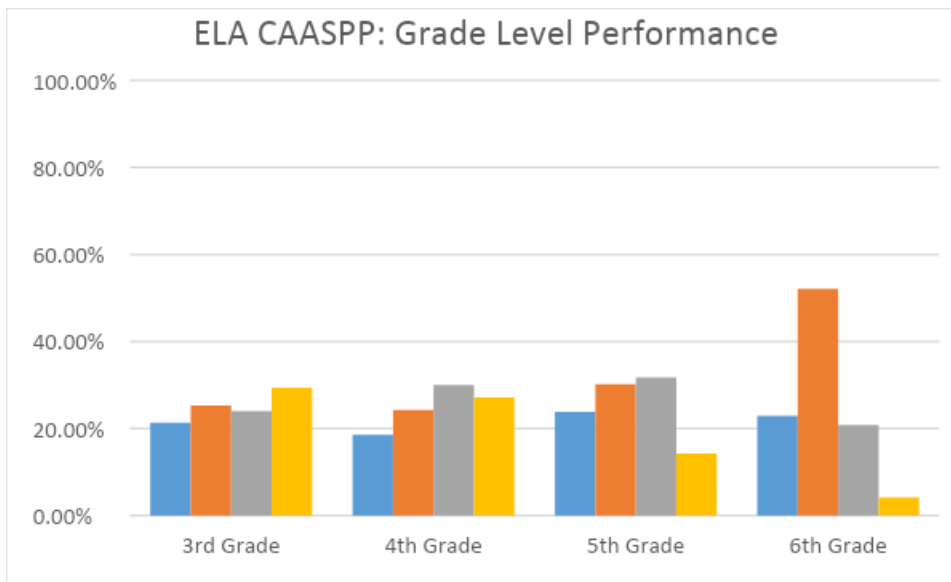
The percentage of scholars who "Met" and "Exceeded" standards in the 2022-23 CAASPP ELA assessment ranged from 42 to 75 percent. 4th grade had the lowest percentage of scholars who "Met" and "Exceeded" standard, 22.92%. 6th grade had the highest percentages of scholars who "Met" and "Exceeded" standards at 75%.

ELA CAASPP: Subgroup Performance
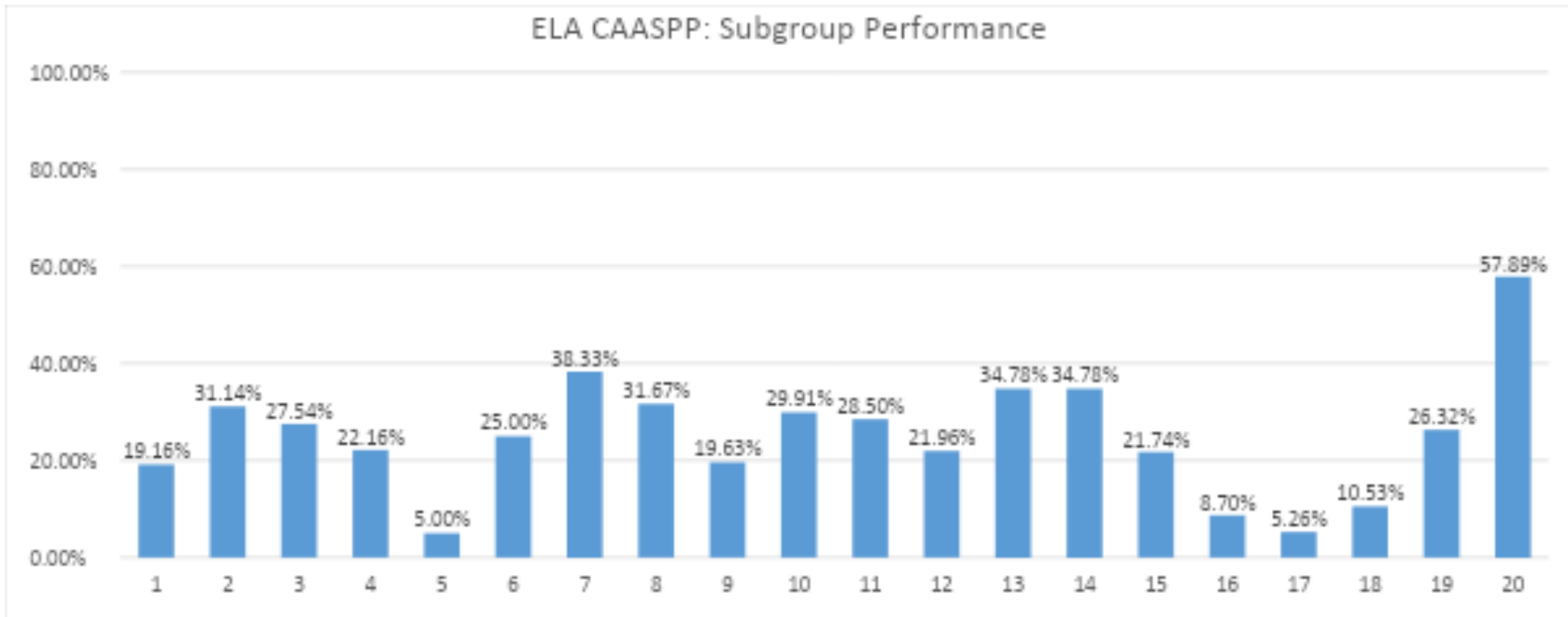
Major subgroup data showed that performance on the ELA CAASPP assessment had mixed results. Scholars with Disabilities had the lowest percentage of scholars who "Met" and "Exceeded" standard, 15.79%. Only 30% of ELs "Met" and "Exceeded Standards". 49.54% of Hispanic or Latino scholars "Met" and "Exceeded Standards". The two highest performing major subgroups were Economically Disadvantaged and White scholars. 50.30% of Economically Disadvantaged scholars "Met" and "Exceeded Standards" and 69.56% of White scholars "Met" and "Exceeded Standards".
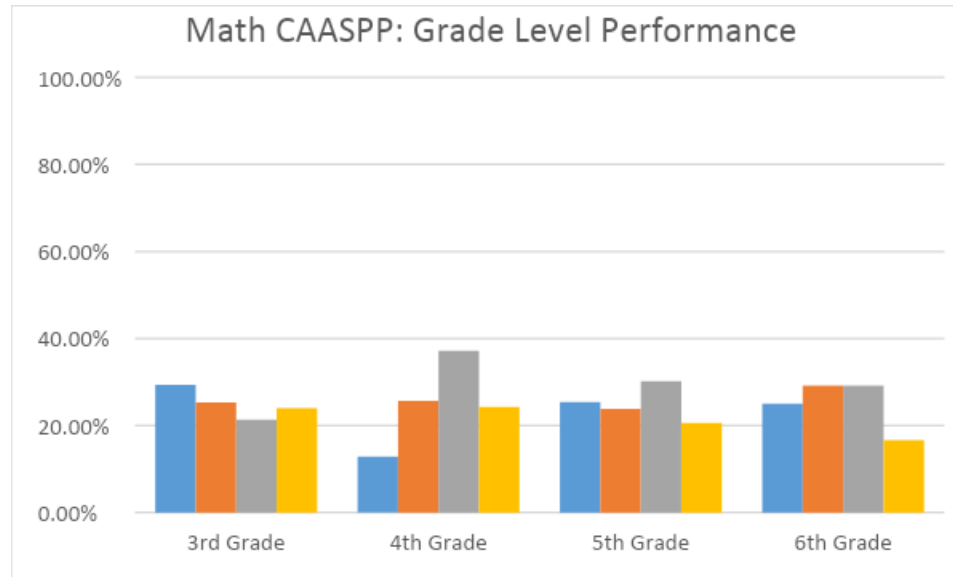
Math

The percentage of scholars who "Met" and "Exceeded" standards in the 2022-23 CAASPP Math assessment ranged from 38 to 54 percent. 4th grade had the lowest percentage of scholars who "Met" and "Exceeded" standard, 38.75%. 3rd grade had the highest percentages of scholars who "Met" and "Exceeded" standards at 54.66%.
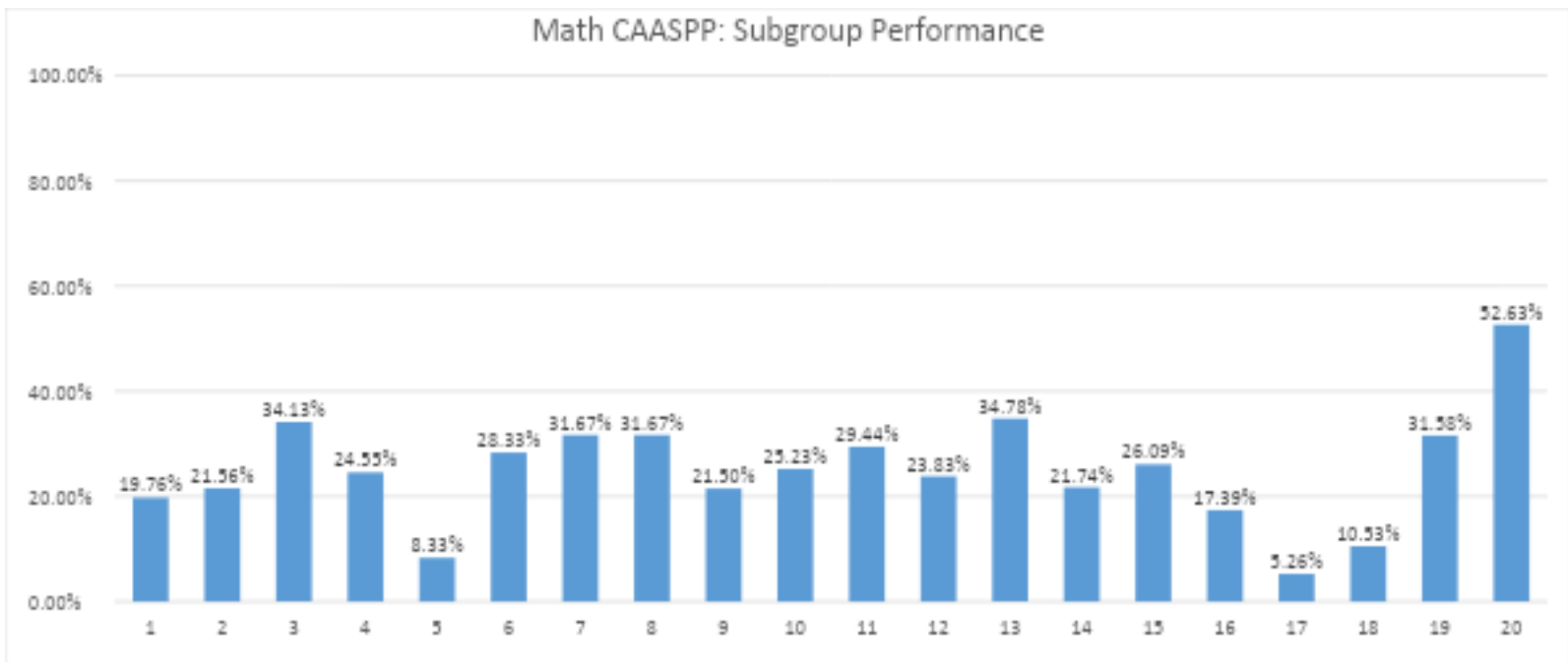
Math CAASPP: Subgroup Performance

Major subgroup data showed that performance on the Math CAASPP assessment had mixed results. Scholars with Disabilities had the lowest percentage of scholars who "Met" and "Exceeded" standard, 15.79%. Only 36.66% of ELs "Met" and "Exceeded Standards". 41.32% of Economically Disadvantaged scholars "Met" and "Exceeded Standards". The two highest performing major subgroups were Hispanic or Latino and White scholars. 46.73% of Hispanic or Latino scholars "Met" and "Exceeded Standards" and 56.52% of White scholars "Met" and "Exceeded Standards".

Science

CAASPP: Science Grade Level Performance
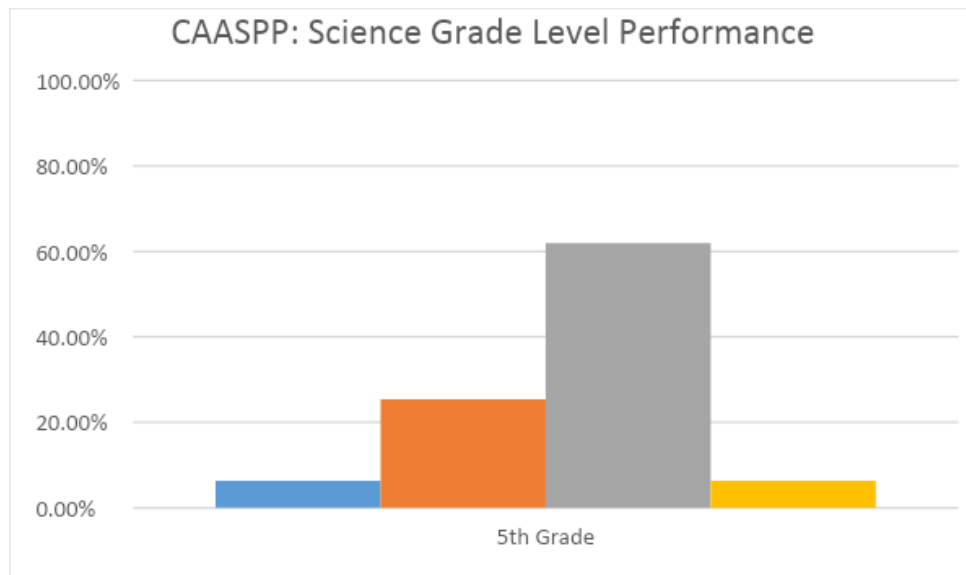
Data was only available for one grade level- 5th grade. Only 31.75% of 5th grade scholars "Met" and "Exceeded" standard. A majority of scholars in the 5th grade nearly met standards.

Science CAASPP: Subgroup Performance
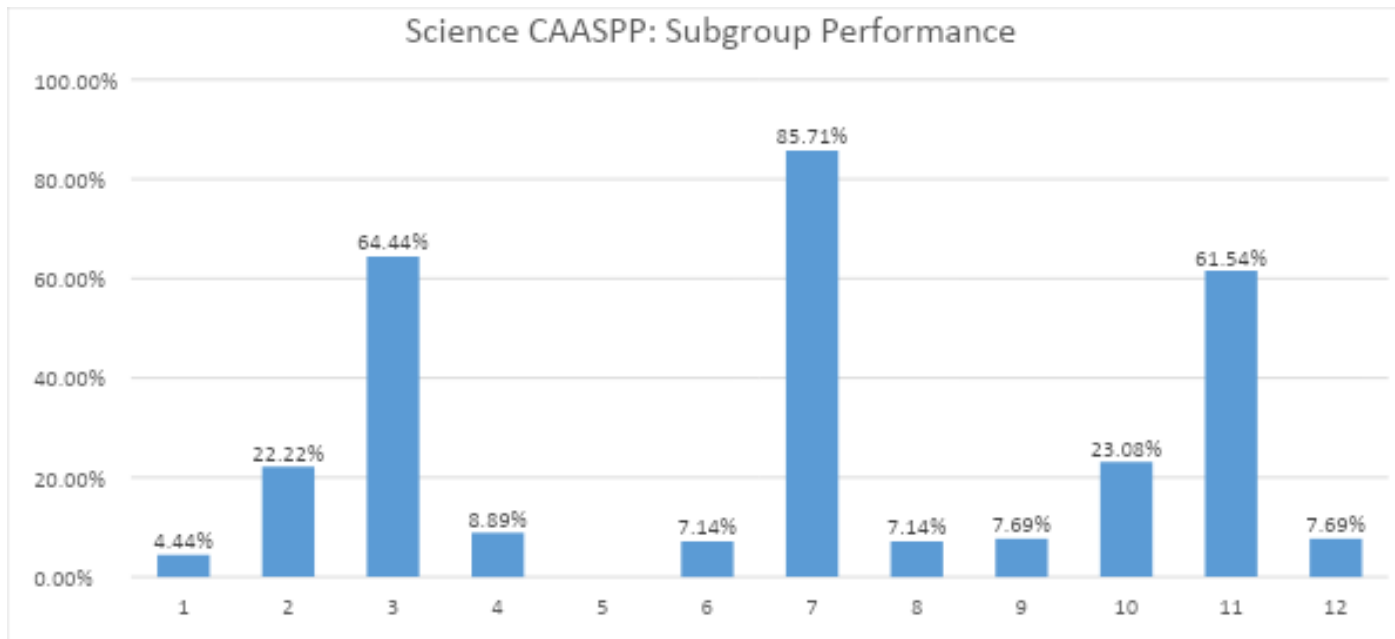
Major subgroup data showed that performance on the Science CAASPP assessment was very low. Data was not available publically for Black and African American and scholars with Disabilities to protect scholar privacy as fewer than 11 scholars tested. Of the remaining major subgroups, English Learners had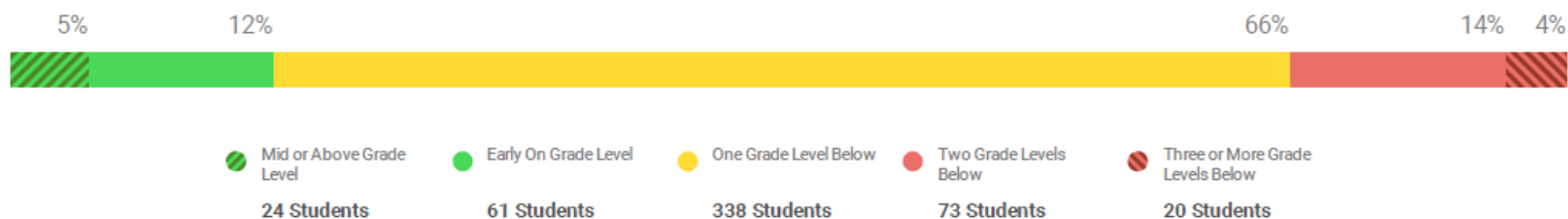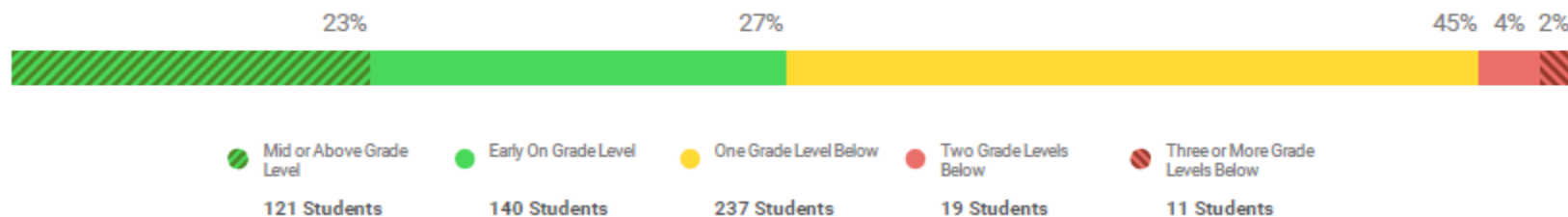 the lowest percentage of scholars who "Met" and "Exceeded" standard, 7.14%. 30.77% of Hispanic or Latino scholars "Met" and "Exceeded Standards" while 26.66% of Economically Disadvantaged scholars "Met" and "Exceeded Standards".

i-Ready Math

Initial assessment

5%	12%		66%	14%	4%

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
24 Students	61 Students	338 Students	73 Students	20 Students

Final Assessment

23%	27%		45%	4%	2%

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
121 Students	140 Students	237 Students	19 Students	11 Students

A comparison of overall placement of scholars in the math i-Ready assessment during the initial and final assessment showed significant progress in scholar performance. During the initial assessment, only 17% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 50%. Similarly, during the initial assessment, 66% of scholars placed one grade behind. This percentage decreased revealing only 45% placed in this category during the final assessment. The decrease in this category resulted in an increase in scholars placing in either early, mid, or above grade level. Only 6% of scholars were two or more grade levels behind during the final assessment whereas 18% of scholars were behind two or more grades during the initial assessment.
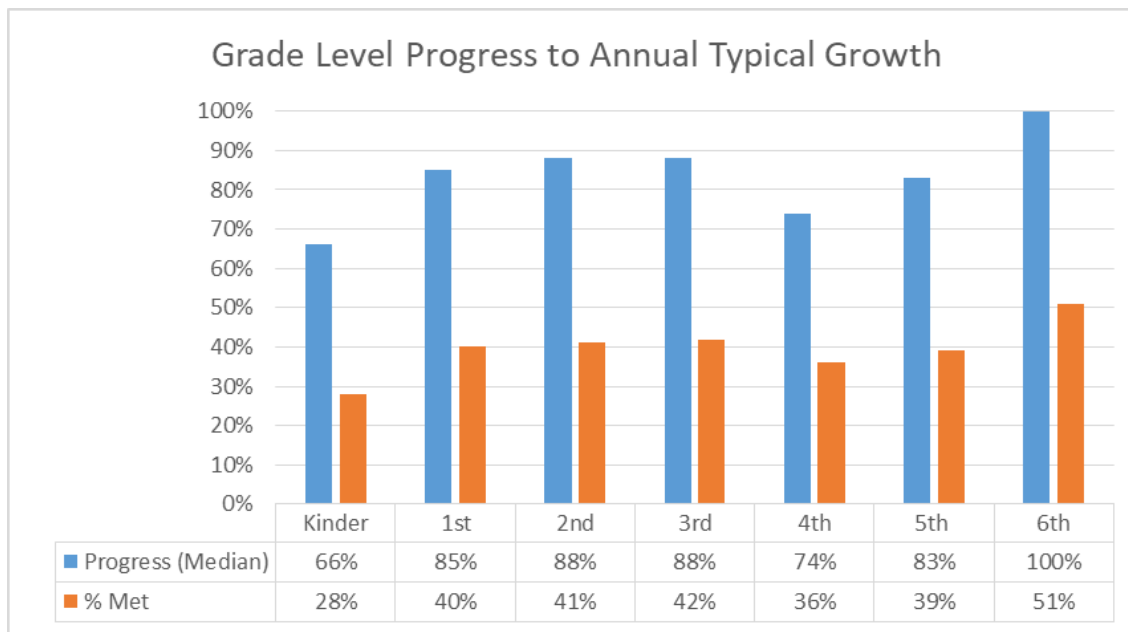
Grade Level Progress to Annual Typical Growth

	Kinder	1st	2nd	3rd	4th	5th	6th
Progress (Median)	66%	85%	88%	88%	74%	83%	100%
% Met	28%	40%	41%	42%	36%	39%	51%

Progress (Median) shows the progress each population has made toward the Annual Typical Growth. Typical Growth is the average annual growth for scholars at their grade and placement level. Percent (%) met shows the percentage of scholars in each population who have met their individual Typical Growth measures. The Progress (Median) for all grade level populations was very high indicating each grade level made significant growth in their grade level. However, the percentage of scholars in each population who met their individual Typical Growth measure was much lower, especially for Kindergarten.

i-Ready Reading

Initial assessment

10%	15%		55%	13%	7%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
52 Students	80 Students	288 Students	69 Students	39 Students

Final Assessment

30%   23%   38%   5% 3%

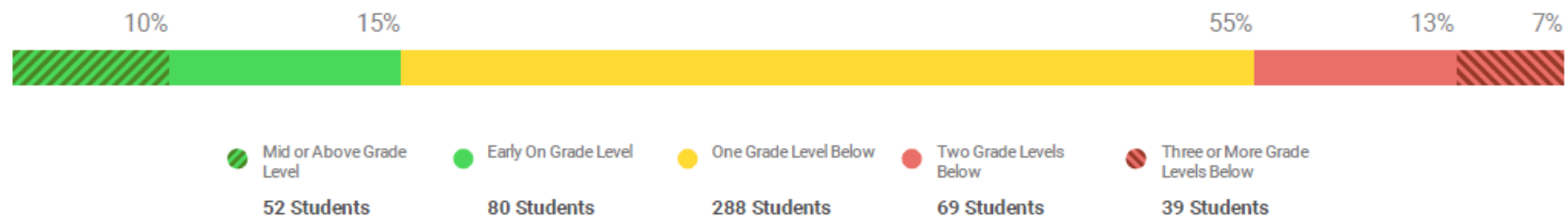| Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
161 Students	124 Students	198 Students	29 Students	16 Students

A comparison of overall placement of scholars in the Reading i-Ready assessment during the initial and final assessment showed significant progress in scholar performance. During the initial assessment, only 25% of scholars placed either early, mid, or above grade level. Whereas, during the final assessment, scholar performance in these categories increased to 53%. Similarly, during the initial assessment, 55% of scholars placed one grade behind. This percentage decreased revealing only 38% placed in this category during the final assessment. The decrease in this category resulted in an increase in scholars placing in either early, mid, or above grade level. Only 8% of scholars were two or more grade levels behind during the final assessment whereas 20% of scholars were behind two or more grades during the initial assessment.

Grade Level Progress to Annual Typical Growth

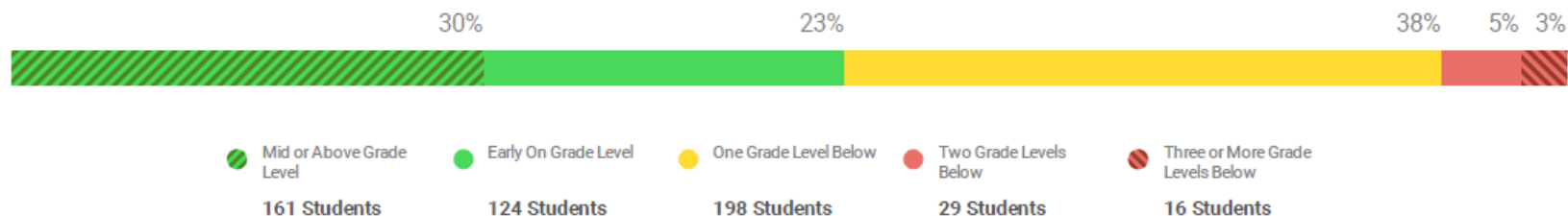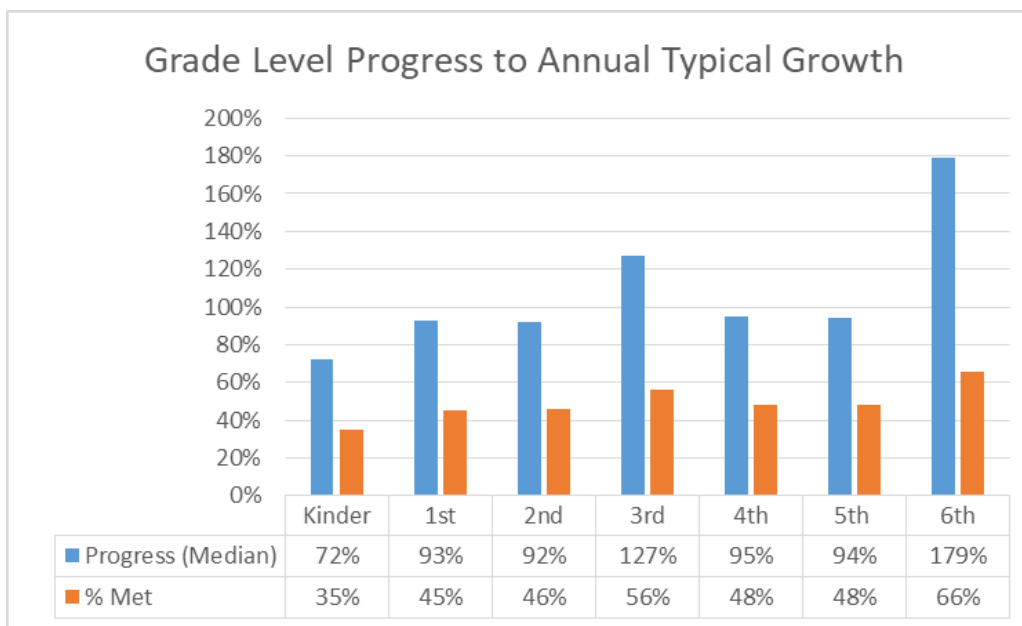|	Kinder	1st	2nd	3rd	4th	5th	6th
■ Progress (Median)	72%	93%	92%	127%	95%	94%	179%
■ % Met	35%	45%	46%	56%	48%	48%	66%

Progress (Median) shows the progress each population has made toward the Annual Typical Growth. Typical Growth is the average annual growth for scholars at their grade and placement level. Percent (%) met shows the percentage of scholars in each population who have met their individual Typical Growth measures. The Progress (Median) for all grade level populations was very high indicating each grade level made significant growth in their grade level especially 3rd and 6th grade. Although the percentage of scholars in each population who met their individual Typical Growth measure was lower, especially for Kindergarten.

Additional Successes

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

LEPA continues to provide training for administration, teachers, and office staff on supporting scholars with behavior issues. In the 2023-2024 school year, seven days were designated for Professional Development. Throughout the school year, Monday staff meetings have been utilized to provide various PDs including such topics as: classroom behavior management strategies, instructional strategies to engage learners, SEL best practices, and Positive Behavior Interventions and Supports (PBIS) training. Teachers were also able to provide ongoing communication with parents via Class Dojo and Remind Apps, regular phone calls and three scheduled parent-teacher conferences. Through collaboration with teachers, staff, and parents, we have been able to identify areas of need to sustain academic and behavioral growth and progress for our scholar body.

Furthermore, LEPA continued to administer benchmark assessments, i.e., i-Ready, throughout the school year, thus monitoring scholar progress and further guiding the direction of instruction for individual learners. In the 2023-2024 school year, LEPA placed a strong emphasis on RTI and PLCs. In utilizing RTI, LEPA teachers and administration were able to identify individual learning needs and implement classroom strategies that would target various groups of learners. PLCs were strengthened and allowed teachers to work closely together to foster best practices for instruction. PLCs also provide a realm for deep analysis of school data.

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

Additional Challenges

One of the challenges faced this year includes chronic absenteeism. Scholars continue to face a variety of illnesses which has kept them from attending school. This in turn has affected their academic well-being. Administration has met with parents to discuss attendance issues and encourage attendance unless illness is involved, remaining for the entire school day, and taking advantage of the additional tutoring hour that is provided. Incentives also have been implemented for scholars who achieve perfect attendance each quarter of the school year.

In addition, scholars have presented a variety of behavioral issues that have impeded the learning process. Teachers, administrators, and counseling staff have worked to mitigate the effect on learning for these scholars and their classmates. SEL supports and services, along with the PBIS and anti-bullying programs have been helpful in addressing some of the behaviors. We are encouraged by the results so far and look forward to continued improvement in the frequency of behavioral problems.

Develop and Implement a School-Level Plan to Improve Outcomes

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

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

LEPA is no longer identified as a school eligible for ATSI status. However, the chronically absent status of its White scholars and scholars with Disabilities subgroups, the performance of its scholars with Disabilities group, and the decline in performance on the CAASPP indicate a need to continue with a plan for improvement. In order to address this issue and improve academic achievement and attendance for this group, the school has developed a comprehensive plan based on indicators in the statewide accountability system and informed by all indicators, including scholar performance against long-term goals.

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

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

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

1. LEPA will raise awareness of the importance of school attendance at the beginning of the school year. During the month of September, which is Attendance Awareness Month, we will hold assemblies for scholars about the importance of attending school regularly and on time. Parents will be provided with information on the effects of truancy and chronic absenteeism.
2. Data will be analyzed with regards to grade level and subgroup trends to identify and address patterns. The data will be used to strategize ways to improve attendance within those grade levels and subgroups.
3. Pupils with attendance problems will be identified early so that appropriate supports and interventions can be put into place.
4. The administration will meet with families to discuss attendance and truancy issues early in the year as soon as attendance problems arise. Efforts to notify the family of attendance issues will be documented, including documentation that a conscientious effort has been made to meet with the parent/guardian and the scholar.
5. Throughout the school year, administration will evaluate the strategies implemented to address chronic absenteeism and will continue to include progress toward improvement in the LCAP.

At LEPA, we understand that being at school as much as possible is essential to improving progress toward grade level proficiency. Being present in the classroom during instruction presents all scholars with access to the high-quality education provided. Scholars with Disabilities miss out on valuable support services and instructional support when they are not in school. This has an impact on their ability to achieve academic success. LEPA will make a concerted effort to address attendance issues with parents/guardians. LEPA will monitor progress towards the goals and objectives outlined in this plan through ongoing data analysis and formative assessments. The school will review and adjust the plan as needed based on progress towards goals and emerging trends in scholar data. Families, community partners, and other stakeholders will be engaged in regular feedback and review sessions to ensure that the plan remains relevant and effective. By implementing this comprehensive plan, LEPA aims to improve outcomes for scholars with Disabilities and ensure that they have the opportunity to succeed academically and socially.

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and scholars 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	Based on the 2023-2024 LEPA School Quality Parent Survey, the majority of parents of LEPA are satisfied with the educational program provided to their children. In accordance with the information gathered from the survey, LEPA will continue to provide high quality instruction to all scholars, in a well-maintained and safe environment. In order to keep a safe and healthy campus, we are slowly allowing parents to volunteer on campus even though we are a closed campus. We do consider that parents would like to be involved in their child's learning and therefore provide a number of activities and parent conference opportunities throughout the school year for parents to attend.
School Staff (Teachers, administrators, and classified personnel)	Input from school staff, including teachers, administrators, and classified personnel, has provided critical insight into the strategies needed to address scholar academic success. Feedback between staff and administrators has also helped to develop best practices and plans towards closing the achievement gap.
Scholars	Annually, the scholars of LaVerne Elementary Preparatory Academy are surveyed using an annual school climate survey. Surveys were provided to scholars in grade 6. Scholars at LEPA feel that the school has high expectations for learning, clear rules for behavior, they are supported, are safe, and are provided a sound education by staff that cares. The general consensus among our scholars seems to be that scholar behavior and interpersonal relationships are improving.

Insert or delete rows, as necessary.

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

LEPA has regularly involved and engaged educational partners in our school's improvement efforts. LEPA conducts a variety of surveys to gain insight and feedback from parents (School Quality Survey) and scholars (School Climate Survey). Focus groups are held representing teachers, scholar support services, classified employees, scholars, parents, and administration. All of their input is vital to the planning and the development of goals for the school.

Annually, LEPA invites parents to participate in the LEPA School Quality Parent Survey. We strive to have our parents satisfied with our school program. In order to gauge this, we have developed a survey that asks the following questions:

(The percentage shows the rate of satisfaction.)

1) LEPA provides a high-quality educational program. (99%)

2) LEPA appropriately challenges my child academically. (97%)

3) LEPA promotes academic success for all scholars. (94%)

4) LEPA treats all scholars with respect. (94%)

5) LEPA helps scholars resolve conflicts using PBIS, SEL, and scholar support services. (88%)

6) My child's teacher(s) is/are friendly and helpful. (99%)

7) I receive sufficient communication from my child's teacher about their educational progress. (98%)

8) My child's teacher cares about my child's well-being and wants them to be successful. (100%)

9) LEPA is a safe place for my child to learn. (98%)

10) Overall, my child likes to come to school. (97%)

These results show that the parents of LEPA scholars believe the school is providing a high-quality education for their children. They feel that their children are being treated fairly and with respect. There is good communication between the school and home, and parents feel that LEPA is a safe place for their children to learn.

Beyond surveys, ongoing and regular communication between educational partners is consistently taking place. Teachers are required to engage in three formal parent-teacher conferences per school year. In addition, teachers utilize Dojo, Bloom's, and Remind apps to foster regular and open lines of communication with parents. Some teachers check in weekly with parents, especially in the case of our most at-risk scholars.

Teachers are also provided the opportunity to meet with administration and the leadership team. One hour weekly is set aside for staff meetings, professional development, and/or grade-level collaboration. During these meetings, teachers address their concerns with administration. It is during these meetings that school-wide data is analyzed and addressed (including surveys) and strategic plans are established. The results of the most recent staff satisfaction surveys are as follows:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Scholars at LEPA receive a high-quality education.	54%	42%	4%		
The staff at LEPA are provided an opportunity to collaborate and contribute to the academic strategic plan for the school.	29%	46%	13%	13%	
The staff and administration have the same values when it comes to educating scholars.	29%	46%	13%	4%	
I enjoy being a staff member at LEPA and am enthusiastic about my job.	75%	17%	8%		
My physical safety is protected at LEPA.	63%	29%	4%	4%	
My social-emotional well-being is protected at LEPA.	50%	38%	4%	8%	
LEPA provides all the necessary materials (textbooks, supplies, equipment, etc.) and resources to do my job.	46%	42%	13%		
LEPA provides professional development and training that is beneficial to my instruction and job performance	29%	38%	13%	13%	8%
At LEPA, there is cooperation and consistent communication between administration, parents, and staff.	21%	33%	8%	38%	

Further, LEPA enlists the local community to provide resources to address the concerns of educational partners. DM-SELPA is one such organization that provides services to scholars, parents, and staff. DM-SELPA provides counseling support for our scholars, family

wraparound services for tour tier three scholars, and professional development to our staff so that they gain a better understanding on how to meet the needs of all learners. LEPA meets annually with the DM-SELPA liaison to establish a calendar of training that will best support the identified needs of our school.

Information from educational partners is included in the LCAP and is considered when creating the goals set forth in the LCAP and School Action Plan.

The scholars of LEPA are surveyed in an annual school climate survey. This year surveys were provided to scholars in grade 6. According to these surveys, scholars at LEPA feel that they are supported, are safe, and are provided a sound education by staff that cares. The general consensus among our scholars seems to be in regards to improvement in scholar behavior and interpersonal relationships. The following data provides these results:

	Always	Often	Sometimes	Never
I feel like I do well in school.	31%	47%	22%	0%
My school wants me to do well.	78%	22%	0%	0%
My school has clear rules for behavior.	64%	25%	11%	0%
Teachers treat me with respect.	73%	18%	9%	0%
Good behavior is noticed at my school.	25%	31%	40%	4%
My social-emotional well-being is protected at LEPA.	49%	25%	20%	5%
I get along with other scholars.	29%	40%	27%	4%
I feel safe at school.	51%	25%	22%	2%
Scholars in my class behave so that teachers can teach.	7%	49%	31%	13%
There is an adult at my school who will help me if I need it.	73%	24%	4%	0%
I feel that what I have learned at LEPA will benefit me in the future.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree
	40%	35%	24%	2%

LEPA has taken strong consideration of the recommendations made by our educational partners for improving scholar learning, social-emotional support, and educational opportunities. Based on the analysis of the feedback from the surveys, LEPA will be focusing on the following aspects to improve the school climate and academic achievement to ensure scholars come to school on a regular basis. These goals include providing high quality education and interventions, regular monitoring and analysis of data, regular monitoring and analysis of the scholar information system, ensuring a safe and welcoming learning environment, and supporting social-emotional needs of all learners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

Priority 4: scholar Achievement (scholar Outcomes)

An explanation of why the LEA has developed this goal.

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

- i-Ready assessment scores have improved during the current school year in both ELA and Math.
- In ELA, all major subgroups performed below standard on the CAASPP except for White scholars. These scholars' change level declined by 23.3 points.
- Scholars with Disabilities scored 83.1 points below standard. Their change level declined by 32.3 points.
- ELs performed 17.1 points below standard and declined performance by 10.4 points.
- In Math, according to the 2023 Dashboard, "all scholars" score at LaVerne was 2 points below standard.
- The change status also declined by 3 points.
- scholars with Disabilities scored 64.5 points below standard
- Although ELs performed 17.8 points below standard, they increased their change level.
- scholars with Disabilities and Socioeconomically Disadvantaged scholars' change level status was maintained.
- White and Hispanic change levels both declined between 2 to 3 points.
- 54.2% of EL scholars were identified as making progress toward English language proficiency. The change level declined by 3.3%.
- The Summative ELPAC data also showed 4.9% fewer ELs decreased at least one ELPI level from 2022 to 2023.
- In addition, 7.1% fewer EL scholars progressed at least one ELPI level from 2022 to 2023.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Percentage of curriculum aligned to CCSS	100% alignment	[Insert outcome here]	[Insert outcome here]	100% Alignment of all curricula to California state standards	[Insert current difference from baseline here]

| M1.2 | CAASPP State testing results | 2022-23 CAASPP All scholars- ELA 52.73% met or exceeded standards Unduplicated scholars-ELA **Economically Disadvantaged** Standard Exceeded: 19.16% Standard Met: 31.14% Standard Nearly Met: 27.54% Standard Not Met: 22.16% **English Learners** Standard Exceeded: 5.00% Standard Met: 25.00% Standard Nearly Met: 38.33% Standard Not Met: 31.67% **Foster Youth** | [Insert outcome here] | [Insert outcome here] | Unduplicated scholars demonstrate 2% growth annually on the SBAC assessment. | [Insert current difference from baseline here] |

		Data Unavailable All scholars- Math 48.83% met or exceeded standards Unduplicated scholars- Math **Economically Disadvantaged** Standard Exceeded: 19.76% Standard Met: 21.56% Standard Nearly Met: 34.13% Standard Not Met: 24.55% **English Learners** Standard Exceeded: 8.33% Standard Met: 28.33% Standard Nearly Met: 31.67% Standard Not Met: 31.67%				

		Foster Youth Data Unavailable			
M1.3	Percentage of teachers with appropriate credentials	100% alignment with CTC	[Insert outcome here]	[Insert outcome here]	100% alignment with CTC of all teachers holding a valid teaching credential	[Insert current difference from baseline here]
M1.4	Broad range of courses on lesson plans, curriculum lists, and professional development	All scholars, including Unduplicated scholars, are given access to courses and enrichment activities that support academic and SEL needs. Courses included are social studies, science, social-emotional development, music, and foreign language in addition to the core subjects of math and language arts.	[Insert outcome here]	[Insert outcome here]	All Unduplicated scholars will have an opportunity to be involved in extracurricular activities.	[Insert current difference from baseline here]

M1.5	Professional Development Trainings offered	Professional development provided at the beginning of the school year includes curriculum, instructional strategies, and SDAIE strategies for English Learners. Additional trainings offered during the school year.	[Insert outcome here]	[Insert outcome here]	Continue to provide professional development at the beginning of the school year to include curriculum, instructional strategies, and SDAIE strategies for English Learners. Additional trainings offered during the school year.	[Insert current difference from baseline here]
M1.6	Teacher Induction Mentors	At least 2 mentors are provided for CTI candidates and newly credentialed teachers.	[Insert outcome here]	[Insert outcome here]	Continue to collaborate with CTI to assist mentors and induction candidates, as well as newly credentialed teachers. Provide mentor teachers as needed to coach CTI candidates	[Insert current difference from baseline here]

| M 1.7 | Literacy Coach interaction logs and data analysis | A literacy coach identified and Instructional Assistant hired to assist teachers with literacy instruction | | | Scholars' reading scores will improve. EL scholars' will progress toward English language proficiency. Unduplicated scholars will show growth in literacy concepts. | |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	LEA-wide: Administration will continue to ensure scholars have access to curriculum and instructional materials that are aligned to CCSS, thereby addressing the academic needs of all learners by conducting classroom inventories two times yearly as measured by M1.1.	$94,015	No
1.2	Scholar Support Services	LEA-wide: Administration and teachers will continue implementing multiple intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success as measured by M1.2.	$874,129	Yes
1.3	Teacher Assignment	LEA-wide: Human resources will continue to monitor records to ensure all teachers hold valid teaching credentials so that the teaching staff is providing quality instruction to all learners as measured by M1.3.	$11,701	No
1.4	Enrichment	LEA-wide: Administration and teachers will continue providing access to a broad range of courses and enrichment opportunities to support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment as measured by M1.4.	$130,877	Yes
1.5	Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers to learn about newly adopted curriculum and research-based instructional strategies that align with CCSS as measured by M1.5.	$11,698	No

1.6	Teacher Induction Program	LEA-wide: The Administration will continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program, thereby clearing their credential and improving their craft of teaching as measured by M1.6.	$2,000	No
1.7	Literacy Coaching	LEA-wide: Administration will designate a member of the teaching staff to act as a literacy coach. The literacy coach will observe and consult with teachers to help them provide rich instruction in reading in order to meet the needs of all scholars, including Unduplicated scholars as measured by M1.7.	$3,000	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 4: scholar Achievement

An explanation of why the LEA has developed this goal.

Our school is committed to providing an exceptional education to all our scholars. As indicated by data shown above, the scholars at LEPA are in need of improvement in the areas of both math and language arts. Utilizing the i-Ready assessment tool to measure scholar growth in Reading and Math allows for tracking scholar progress and adjusting instruction to meet identified needs of scholars. scholars will be assessed three times throughout the school year to demonstrate their progress. The initial assessment will be taken at the beginning of the school year, and any scholar who is placed in Tier 1 in either Reading or Math will have the opportunity to receive support and demonstrate growth.

To ensure that scholars meet their learning goals, our teachers and staff will analyze assessment data and provide ongoing instruction, including using their i-Ready learning path and teacher-assigned lessons. We also offer regular professional development and collaboration time to equip our teachers and staff with the strategies and tools needed to provide the best possible education to our scholars. These

professional development sessions will support teachers, staff, and scholars by equipping them with strategies and tools that can be implemented in the classroom.

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

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

This data shows that:

- 54.2% of EL scholars were identified as making progress toward English language proficiency. The change level declined by 3.3%.
- 4.9% fewer ELs decreased at least one ELPI level from 2022 to 2023.
- 7.1% fewer EL scholars progressed at least one ELPI level from 2022 to 2023.The 2023 Dashboard EL
- Data Comparison showed that Current ELs performed below standard. Current ELs were 41.4 points below standard.
- Recently Reclassified ELs and English Only scholars all performed above standard. However, the change level declined for current ELs and EO scholars.
- The 2023 Dashboard Math Data Comparison showed that Current ELs performed below standard. Current ELs were 36.5 points below standard.
- Recently Reclassified ELs and English Only scholars all performed above standard. However, the change level declined for current ELs and EO scholars.

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

We believe that ongoing assessment and data analysis are essential to inform instruction and improve scholar outcomes. Our teachers and administration will continue to assess scholars and analyze data to ensure that our scholars receive the best possible support for their success. We will also explore the best assessment systems available to ensure that the assessments being utilized align with state assessments and the

data produced presents an accurate picture of how scholars are progressing. Our administration will add more time for collaboration within and across grade levels and will designate grade-level leads to foster stronger dialogue and staff input.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Equipment maintenance logs.	Scholar Chromebooks and other electronic equipment is repaired or replaced as needed.	[Insert outcome here]	[Insert outcome here]	Chromebooks will be repaired or replaced throughout each year to maintain sufficient working devices.	[Insert current difference from baseline here]

| M2.2 | i-Ready school-wide assessment data.

Percentage of scholars who are above, at, or below grade level. | During the 2023-24 school year, 49% of scholars scored in Tier 1 in math and 54% in reading on the Final i-Ready assessments.

Percent of scholars placing in Tier 1 during the Final i-Ready assessment:

Math i-Ready 2023-24

Kinder- 40%

1st- 37%

2nd- 49%

3rd- 66%

4th- 55%

5th- 49%

6th- 61%

Reading i-Ready 2023-24

Kinder- 56%

1st- 54%

2nd- 59%

3rd- 75%

4th- 45%

5th- 37% | [Insert outcome here] | [Insert outcome here] | scholars' growth will increase by 3% annually in reading and math. | [Insert current difference from baseline here] |

		6th- 53%			
M2.3	PD Logs and Collaboration Notes	5 days of professional development provided at the beginning of the school year to address curriculum and teaching strategies 1 PD per month provided to staff regarding curriculum and use of online platforms Grade level collaboration provided 1-2 times monthly			Continue to provide at least 5 professional development trainings at the beginning of each school year to address curriculum and teaching strategies Provide one PD session monthly regarding curriculum use within the classrooms Provide 1-2 opportunities monthly for grade level collaboration Staff will conduct assessment analysis three times yearly after each round of assessments and after the release of state assessment data	

| M2.4 | PD- SDAIE Logs and Training Documentation | 1 SDAIE training session presented at the beginning of the school year with at least one follow-up training during the school year | | | All teachers will be provided 1 training annually on SDAIE strategies and the SIOP model. | |
| M2.5 | ELPAC Interim and Summative Assessments results | The initial ELPAC assessment was taken in August. Continuing English Learner scholars take the summative assessment yearly unless and until they are reclassified or exit the school. | | | All English Learner scholars will take the initial ELPAC assessment every August.

Continuing English Learner scholars will take the summative assessment yearly unless and until they are reclassified or exit the school. | |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Chromebooks	LEA-wide: The school will purchase and upgrade supplemental technology including Chromebooks to ensure a 1:1 scholar to Chromebook ratio for grades K-8 as measured by metric M2.1. IT will monitor functionality of current technology and upgrade as needed as measured by M2.1.	$80,233	No
2.2	School-wide Assessments	LEA-wide: Scholars will be assessed using i-Ready three times during the school year. School-wide assessment systems will align with standards and yield the best results for scholar success as measured by M2.2. Test results will be analyzed in order to inform instruction and support all scholars will meet academic standards, particularly, unduplicated scholars.	$277,003	Yes

2.3	Collaboration and Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers on data driven instruction, and effective use of technology to supplement instruction. Time for collaboration will also be provided as measured by M2.4.	$6,796	No
2.4	Language Acquisition Programs-PD (30+ ELs)	Limited: Staff will receive professional development with regards to SDAIE strategies to support EL progress toward English proficiency as measured by M2.4.	$20,000	Yes
2.5	Language Acquisition Programs for scholars (30+ ELs)	Limited: English Learner scholars will receive support from classroom teachers and Instructional Assistants trained in strategies designed to promote English proficiency and mastery of subject matter content.	$323,046 (Planned % of Improved Services Applied)	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services and Conditions

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

At LEPA, a facilities inspection is conducted annually using the state's Facilities Inspection Tool (FIT). This inspection covers 15 different areas of the campus. According to the latest inspection, conducted in February 2024, the school received a rating of "Exemplary", and the

percentage score was 100%. This means that the school meets most or all standards of good repair. The few deficiencies that were noted are not significant and/or impact a very small area of the school. This goal is meant to help maintain facilities that are well maintained.

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

Annual surveys indicate the overall satisfaction of the school environment. According to 2024 surveys:

- 94% of parents and 91% of scholars feel that the scholars at LEPA are being treated with respect.
- 89% of scholars believe there are clear rules for behavior
- 88% of parents and 74% of scholars feel that Positive Behavior Supports and scholar services contribute to the social-emotional wellness of scholars.
- 98% of parents and 76% of scholars feel that LEPA is a safe place to learn.

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

To address scholar behavioral issues, it is crucial to provide training to the administration, teachers, and office staff. This training should focus on classroom behavior management, social-emotional learning, and effective instructional techniques. By doing so, we can effectively reduce suspensions and expulsions.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Facilities Percentage	100% of the facilities are well maintained.	[Insert outcome here]	[Insert outcome here]	Overall, 100% of the facilities will be maintained.	[Insert current difference from baseline here]
M3.2	Suspension Rate Percentage	Suspension Rate maintained at 1% or less.	[Insert outcome here]	[Insert outcome here]	Suspension Rate maintained at 1% or less.	[Insert current difference from baseline here]

| M3.3 | Expulsion Rate Percentage | Expulsion Rate maintained at 0%. | [Insert outcome here] | [Insert outcome here] | Expulsion rate maintained at 0%. | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintenance of Facility	LEA-wide: scholars will be provided a campus that is safe, clean, and well-maintained. The Administration and Lead Custodian will conduct frequent inspections of the facility to ensure site safety and functionality as measured by M3.1.	$1,374,979	No
3.2	School Climate and Culture: Suspensions and Expulsions	LEA-wide: The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting scholars with behavior issues that involve scholar suspensions and preventing and managing a scholar expulsion as measured by M3.2 and M3.3.	$20,000	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement

Priority 5: Scholar Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

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

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

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

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

We are committed to analyzing chronic absenteeism data to identify trends and patterns among scholars with disabilities. Targeted interventions and support will be provided to scholars who are chronically absent, including check-ins with family, mentoring, and academic support services. In essence, our focus on attendance is not just about ensuring academic progress but also nurturing the social-emotional well-being of each scholar. We believe that by working together, we can create an environment that supports all scholars, including those with special needs, to actively participate in their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Mental Health Services Offered (list)	Scholars are provided access to school counselors and the school psychologist.	[Insert outcome here]	[Insert outcome here]	Additional support staff will be made available to scholars as needed such as school counselors and psychologists	[Insert current difference from baseline here]

M4.2	Social-emotional Learning Support Professional Development	School counselor provides support for scholars, staff, and families SEL professional development training provided to staff at the beginning of each school year.	[Insert outcome here]	[Insert outcome here]	Continued services for scholars, staff, and families A variety of professional development will be provided to staff and SEL curriculum is utilized at all grade levels.	[Insert current difference from baseline here].
M4.3	Parent Wellness Support Local Agencies	Services are provided as needed for families. Parents are provided with information regarding local agencies who provide wellness support.	[Insert outcome here]	[Insert outcome here]	Parents will be provided services throughout the year through outside agencies and the scholar Support Team.	[Insert current difference from baseline here]
M4.4	Attendance Records SIS	Attendance is monitored daily using the school's SIS system. The registrar monitors attendance records weekly throughout the school year.	[Insert outcome here]	[Insert outcome here]	Attendance records will be monitored weekly throughout the school year. .	[Insert current difference from baseline here]

| M4.5 | Chronic Absenteeism Letters and Meetings | The office staff contacts parents daily when a scholar is absent from school. The registrar monitors attendance and identifies patterns of absence to avoid scholars becoming chronically absent. | [Insert outcome here] | [Insert outcome here] | Daily contact with parents occurs when a scholar is absent Contact made by administration when a pattern of absences begins to occur. Attendance letters and meetings with parents will be held for scholars with chronic absenteeism to identify strategies to be used to increase attendance. | [Insert current difference from baseline here] |

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling and scholar Support Services	LEA-wide: School counselors will provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs as measured by M4.1.	$138,926	Yes
4.2	Professional Development	LEA-wide: Administration will provide all staff with professional developments on social emotional learning curriculum and various other forms of social emotional learning for scholars throughout the school year as measured by M4.2.	$20,000	No
4.3	Parent Wellness Support	LEA-wide: Through referrals from school administration, parents, teachers, and others, the school counselor will respond by assisting families in accessing appropriate community resources to support parent and scholar needs as measured by M4.3.	$11,770	No
4.4	Attendance Monitoring	LEA-wide: The school registrar will monitor attendance on a weekly basis throughout the school year using Aeries as measured by M4.4.	$19,000	No
4.5	Chronic Absentee Meetings	LEA-wide: Office staff will contact parents of scholars who are absent to identify the reason for the absence and to encourage consistent attendance. Letters to parents of scholars with chronic absenteeism will be sent out throughout the school year. Parent meetings will be held with the Dean of Scholars for those who continue to have attendance issues as measured by M4.5.	$11,000 (Planned % of Improved Services Applied)	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,394,850	$129,005

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
24.45%	1.84%	$104,328.86	26.29%

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 scholar 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 scholar group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	According to Dashboard data our EL scholars, Socioeconomically disadvantaged, and scholars with Disabilities all showed a decrease in ELA state testing scores. In math, Socioeconomically Disadvantaged and scholars with Disabilities remained the same. This indicates a need to provide stronger support and intervention for these scholars.	Implementing multiple intervention methods schoolwide will support all scholars's academic growth, including Unduplicated scholars.	M1.2 provides that the support provided will increase CAASPP scores for all scholars.

Goal 1 Action 4	The recent decline in state test scores across all scholar groups indicates the need to offer scholars a wide range of courses and provide teachers with training to improve content delivery across all content areas.	Providing access to a broad range of courses and enrichment opportunities, including social studies, science, social-emotional development, music, and foreign language will support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment. .	M 1.4 provides that the broad range of courses will be identified on lesson plans, curriculum lists, and professional development courses.
Goal 2 Action 2	i-Ready data for the 2022-23 school year shows that 46% of scholars scored in Tier 1 in math and 52% in reading on the Final i-Ready assessments. Tier 1 is indicative of those scholars who met or exceeded grade level standards for these content areas.	School-wide assessment systems, including i-Ready, align with state standards and yield the best results for scholar success when utilized at least three times yearly. Analyzing these results will inform instruction and support all scholars will meet academic standards, particularly, Unduplicated scholars.	M 2.2 provides that scholars' growth on i-Ready scores will increase by 3% annually in reading and math.
Goal 2 Action 5	Current Dashboard data indicates that change levels declined for EL scholars in both ELA and Math. EL scholars scored 41.4 points below standard in ELA and 36.5 points below standard in Math.	Ongoing assessment and data analysis inform instruction which serves to improve scholar outcomes. Through the assessment process, scholars are identified who need additional support for their individual needs. Teaching strategies will be implemented to address identified needs to improve scholar success in these areas.	M 2.5 provides that all English Learner scholars will take the initial ELPAC assessment every August. Continuing English Learner scholars will take the summative assessment yearly unless and until they are reclassified or exit the school.
Goal 4 Action 1	Data shows an increase in the number of scholars who are in need of social-emotional support. Unduplicated scholars have demonstrated the need for assistance with a variety of emotional issues. Scholars who suffer from social-emotional issues are less likely to attend school and have the ability to attend to schoolwork.	Having school counselors available to provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs will have the benefits of increased focus on academics, increased school attendance rates, and improved school culture.	M 4.1 provides for additional support staff to be made available to scholars as needed, such as school counselors and psychologists.

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated scholar group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated scholar 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 scholar group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 4	According to ELPAC data, 54.2% of EL scholars made progress toward English language proficiency. Their change level declined by 3.3%. Summative ELPAC data also showed that 7.1% fewer EL scholars progressed at least one ELPI level from 2022-2023. It is our desire to increase the level of English language proficiency for our English Learner scholars. This in turn, will increase their competency in other academic areas.	The action is designed to address the needs of English Language Learners by providing teachers with the tools and strategies needed, including SDAIE strategies. Administration will continue to provide ongoing support and training to reinforce ELL scholars with the skills and knowledge they need to succeed.	As provided in M2.4, at the beginning of the school year, all staff will receive support and training specifically on SDAIE tools and strategies, along with the SIOP model. Staff will continue to receive training on strategies for ELL scholars throughout the school year in order to meet the needs of the scholars.
Goal 2 Action 5	English Learners performance decreased on the CAASPP assessment. They performed 17.1% below standard in ELA. This indicates a need for improved methods of instruction to support ELL scholars' growth toward content mastery.	Providing our teachers and staff ongoing support and training will reinforce ELL scholars with the skills and knowledge they need to succeed in school and beyond. We believe that the use of SDAIE strategies is essential in reinforcing ELL scholars with the skills and knowledge to become successful in school. By providing ongoing support and training to our teachers and staff, we are ensuring that all our scholars receive the support they need to achieve their full potential.	M 2.5 provides that all English Learner scholars will take the initial ELPAC assessment every August. Continuing English Learner scholars will take the summative assessment yearly unless and until they are reclassified or exit the school.

Insert or delete rows, as necessary.

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

Goal two, action five is a limited action contributing to meeting the increased or improved needs of the Unduplicated subgroup of English Learners. This action involves many of the roles/supports provided through the position of an ELD coordinator. However, these services will be provided by existing staff also assigned to other roles/responsibilities. The LEA estimated the salary for the coordinator using a salary

schedule including health and benefits. This total was then divided by the estimated actual LCFF Base Grant in the preliminary budget to obtain the planned percentage of improved services.

Additional Concentration Grant Funding

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

Additional grant add-on funding identified above will be used to increase staff providing services to foster youth, English learners, and low income scholars by hiring additional instructional assistants. The allocated funds will be expended according to the identified areas of need, which support the goals. The details of these expenditures are itemized in this plan. They include counseling support staff, professional development, targeted interventions for struggling scholars, and continued access to technology. The additional funding will allow us to continue the intense intervention program we began in 2022-2023. We have 9 instructional assistants who provide ongoing intervention services for scholars. The instructional assistants will service scholars during the school day.

Staff-to-scholar ratios by type of school and concentration of unduplicated scholars	Schools with a scholar concentration of 55 percent or less	Schools with a scholar concentration of greater than 55 percent
Staff-to-scholar ratio of classified staff providing direct services to scholars	[Provide ratio here]	1:59
Staff-to-scholar ratio of certificated staff providing direct services to scholars	[Provide ratio here]	1:20

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 5,705,639	$ 1,394,850	24.447%	1.840%	26.287%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,296,032	$ 83,220	$ -	$ 50,921	$ 3,430,173.13	$ 1,789,074	$ 1,641,099

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 94,015	$ 94,015	$ -	$ -	$ -	$ 94,015	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 600,421	$ -	$ 600,421	$ -	$ -	$ -	$ 600,421	0.000%
1	2	Scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 273,708	$ -	$ 189,607	$ 46,878	$ -	$ 37,223	$ 273,708	0.000%
1	3	Teacher Assignment	All	No	LEA-wide	N/A	All	On-Going	$ 11,701	$ -	$ 11,701	$ -	$ -	$ -	$ 11,701	0.000%
1	4	Enrichment (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 99,467	$ -	$ 99,467	$ -	$ -	$ -	$ 99,467	0.000%
1	4	Enrichment (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 31,411	$ -	$ 31,411	$ -	$ -	$ -	$ 31,411	0.000%
1	5	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 11,698	$ -	$ -	$ -	$ 11,698	$ 11,698	0.000%
1	6	Teacher Induction Program	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 2,000	$ -	$ -	$ -	$ 2,000	$ 2,000	0.000%
1	7	Literacy Coaching	All	No	LEA-wide	N/A	All	On-Going	$ 3,000	$ -	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
2	1	Chromebooks	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 80,233	$ 80,233	$ -	$ -	$ -	$ 80,233	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 227,972	$ 10,000	$ 237,972	$ -	$ -	$ -	$ 237,972	0.000%
2	2	School-wide Assessments (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 39,031	$ -	$ 39,031	$ -	$ -	$ -	$ 39,031	0.000%
2	3	Collaboration and Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 6,796	$ 6,796	$ -	$ -	$ -	$ 6,796	0.000%
2	4	Language Acquisition Programs- PD	English Learners	Yes	Limited	English Learners	All	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	5	Language Acquisition Programs for scholars	English Learners	Yes	Limited	English Learners	All	On-Going	$ 323,046	$ -	$ 323,046	$ -	$ -	$ -	$ 323,046	1.490%
3	1	Maintenance of Facility	All	No	LEA-wide	N/A	All	On-Going	$ 76,964	$ 1,298,015	$ 1,374,979	$ -	$ -	$ -	$ 1,374,979	0.000%
3	2	School Climate and Culture: Suspensions and Expulsions	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 60,584	$ 45,000	$ 105,584	$ -	$ -	$ -	$ 105,584	0.000%
4	1	Counseling and scholar Support Services (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 33,342	$ -	$ -	$ 33,342	$ -	$ 33,342	0.000%
4	2	Professional Development	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	3	Parent Wellness Support	All	No	LEA-wide	N/A	All	On-Going	$ 11,770	$ -	$ 11,770	$ -	$ -	$ -	$ 11,770	0.000%
4	4	Attendance Monitoring	All	No	LEA-wide	N/A	All	On-Going	$ 19,000	$ -	$ 19,000	$ -	$ -	$ -	$ 19,000	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 8,360	$ -	$ 8,360	$ -	$ -	$ -	$ 8,360	1.530%
4	5	Chronic Absentee Meetings (Continued)	All	No	LEA-wide	N/A	All	On-Going	$ 2,640	$ -	$ 2,640	$ -	$ -	$ -	$ 2,640	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,705,639	$ 1,394,850	24.447%	1.840%	26.287%	$ 1,394,850	3.020%	27.467%	**Total:**	$ 1,394,850
								LEA-wide Total:	$ 1,051,803
								Limited Total:	$ 343,046
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Scholar Support Services (Unduplicated Pu	Yes	LEA-wide	All	All	$ 600,421	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	LEA-wide	All	All	$ 99,467	0.000%
2	2	School-wide Assessments (Unduplicated Pu	Yes	LEA-wide	All	All	$ 237,972	0.000%
2	4	Language Acquisition Programs- PD	Yes	Limited	English Learners	All	$ 20,000	0.000%
2	5	Language Acquisition Programs for scholar	Yes	Limited	English Learners	All	$ 323,046	1.490%
4	1	Counseling and scholar Support Services (L	Yes	LEA-wide	All	All	$ 105,584	0.000%
4	5	Chronic Absentee Meetings (Unduplicated F	Yes	LEA-wide	All	All	$ 8,360	1.530%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,430,173.13	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	No	$ 94,015	$ -
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 600,421	$ -
1	2	Scholar Support Services (Continued)	No	$ 273,708	$ -
1	3	Teacher Assignment	No	$ 11,701	$ -
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 99,467	$ -
1	4	Enrichment (Continued)	No	$ 31,411	$ -
1	5	Professional Development	No	$ 11,698	$ -
1	6	Teacher Induction Program	No	$ 2,000	$ -
1	7	Literacy Coaching	No	$ 3,000	$ -
2	1	Chromebooks	No	$ 80,233	$ -
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 237,972	$ -
2	2	School-wide Assessments (Continued)	No	$ 39,031	$ -
2	3	Collaboration and Professional Development	No	$ 6,796	$ -
2	4	Language Acquisition Programs- PD	Yes	$ 20,000	$ -
2	5	Language Acquisition Programs for scholars	Yes	$ 323,046	$ -
3	1	Maintenance of Facility	No	$ 1,374,979	$ -
3	2	School Climate and Culture: Suspensions and Counseling and scholar Support Services	No	$ 20,000	$ -
4	1	Counseling and scholar Support Services (Unduplicated Pupils)	Yes	$ 105,584	$ -
4	1	Counseling and scholar Support Services (Continued)	No	$ 33,342	$ -
4	2	Professional Development	No	$ 20,000	$ -
4	3	Parent Wellness Support	No	$ 11,770	$ -
4	4	Attendance Monitoring	No	$ 19,000	$ -
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 8,360	$ -
4	5	Chronic Absentee Meetings (Continued)	No	$ 2,640	$ -
				$ -	$ -
				$ -	$ -

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)
$ -	$ 1,394,850	$ -	$ 1,394,850	3.020%	0.000%	-3.02%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ELA, Math, NGSS Science and History CCSS-Aligned Curriculum	No	$ -	$ -	0.000%	0.000%
1	2	Scholar Support Services (Unduplicated Pupils)	Yes	$ 600,421		0.000%	0.000%
1	2	Scholar Support Services (Continued)	No	$ -	$ -	0.000%	0.000%
1	3	Teacher Assignment	No	$ -	$ -	0.000%	0.000%
1	4	Enrichment (Unduplicated Pupils)	Yes	$ 99,467		0.000%	0.000%
1	4	Enrichment (Continued)	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	No	$ -	$ -	0.000%	0.000%
1	6	Teacher Induction Program	No	$ -	$ -	0.000%	0.000%
1	7	Literacy Coaching	No	$ -	$ -	0.000%	0.000%
2	1	Chromebooks	No	$ -	$ -	0.000%	0.000%
2	2	School-wide Assessments (Unduplicated Pupils)	Yes	$ 237,972		0.000%	0.000%
2	2	School-wide Assessments (Continued)	No	$ -	$ -	0.000%	0.000%
2	3	Collaboration and Professional Development	No	$ -	$ -	0.000%	0.000%
2	4	Language Acquisition Programs- PD	Yes	$ 20,000		0.000%	0.000%
2	5	Language Acquisition Programs for scholars	Yes	$ 323,046		1.490%	0.000%
3	1	Maintenance of Facility	No	$ -	$ -	0.000%	0.000%
3	2	School Climate and Culture: Suspensions and	No	$ -	$ -	0.000%	0.000%
4	1	Counseling and scholar support Services (Unduplicated Pupils)	Yes	$ 105,584		0.000%	0.000%
4	1	Counseling and scholar support Services (Continued)	No	$ -	$ -	0.000%	0.000%
4	2	Professional Development	No	$ -	$ -	0.000%	0.000%
4	3	Parent Wellness Support	No	$ -	$ -	0.000%	0.000%
4	4	Attendance Monitoring	No	$ -	$ -	0.000%	0.000%
4	5	Chronic Absentee Meetings (Unduplicated Pupils)	Yes	$ 8,360		1.530%	0.000%
4	5	Chronic Absentee Meetings (Continued)	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	1.840%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

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

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 scholar 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 scholar and community needs to ensure opportunities and outcomes are improved for all scholars.

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

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

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

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance of 15 scholars.

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for scholars 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 scholars. 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 scholar 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 scholars?

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 scholars.

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 scholar 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 scholars in grades transitional kindergarten–12, as applicable to the LEA.

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

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

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

Reflections: Annual Performance

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

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

LEAs are encouraged to highlight how they are addressing the identified needs of scholar 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 scholar group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every scholar 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 scholar and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, scholars, educators, and other educational partners, including those representing the scholar 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 scholar groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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

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

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

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

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

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

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., school site councils, English Learner Advisory Councils, scholar advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define scholar consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

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

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

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and scholars 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 scholar 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 scholars

  - 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 scholars, a specific scholar group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their scholar 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 scholar and community needs to ensure opportunities and outcomes are improved for all scholars, and to address and reduce disparities in opportunities and outcomes between scholar 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.

    o 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 scholar 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 school site must identify specific metrics for each identified scholar group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same scholar 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 scholar 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 holistic standpoint, considering how the goal might maximize scholar 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for scholars. 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 scholar 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 scholar groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between scholar 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 scholars and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

    o   Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o   Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o   The baseline data must remain unchanged throughout the three-year LCAP.

        ▪   This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪   If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially 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.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

    - The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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

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

o Professional development for teachers.

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

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

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

o The specific action(s) must be directed towards the identified scholar group(s) and/or school(s) and must address the identified state indicator(s) for which the scholar group or school received the lowest performance level on the 2023 Dashboard. Each scholar group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

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 scholars as defined in *EC* Section 42238.02 in grades TK–12 as compared to all scholars 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 scholar group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its scholars who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated scholars, as compared to the services provided to all scholars in proportion to the

increase in funding it receives based on the number and concentration of unduplicated scholars 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 scholars 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 scholar 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 scholar 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 scholars and how the action is intended to improve outcomes for unduplicated scholar group(s) as compared to all scholars.

- 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 scholar group or groups does not meet the increased or improved services standard because enrolling scholars is not the same as serving scholars.

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 scholars. 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 scholars 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 scholars 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 scholar 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 scholar 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 scholar group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated scholar group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated scholar group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable scholar 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 scholar 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 scholar group or groups does not meet the increased or improved services standard because enrolling scholars is not the same as serving scholars.

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

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 scholar group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable scholar 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 scholar 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 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 scholars who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for scholars, 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 scholars 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 scholars. 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 scholars at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income scholars, 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 scholars at schools with an enrollment of unduplicated scholars that is greater than 55 percent as compared to the number of staff who provide direct services to scholars at schools with an enrollment of unduplicated scholars that is equal to or less than 55 percent. The staff who provide direct services to scholars 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 scholars at schools with an enrollment of unduplicated scholars 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 scholars 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 scholars 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 scholars at a school with an enrollment of unduplicated scholars that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to scholars at a school with an enrollment of unduplicated scholars that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-scholar ratio of classified staff providing direct services to scholars with a concentration of unduplicated scholars that is 55 percent or less and the staff-to-scholar ratio of classified staff providing direct services to scholars at schools with a concentration of unduplicated scholars that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-scholar ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled scholars as counted on the first Wednesday in October of each year.

- Provide the staff-to-scholar ratio of certificated staff providing direct services to scholars at schools with a concentration of unduplicated scholars that is 55 percent or less and the staff-to-scholar ratio of certificated staff providing direct services to scholars at schools with a concentration of unduplicated scholars that is greater than 55 percent, as applicable to the LEA.

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

  - o The staff-to-scholar ratio must be based on the number of FTE staff and the number of enrolled scholars 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 scholars 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 scholars 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 scholars 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.

- **scholar Group(s)**: Indicate the scholar group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific scholar 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 scholar groups.

    - **Unduplicated scholar Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated scholar groups. Indicate one or more unduplicated scholar groups for whom services are being increased or improved as compared to what all scholars 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.

- o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category" ~~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 scholars, 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 scholars.

  - o 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 scholars who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for scholars, 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 scholars 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 scholars. 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 displayed ~~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 scholars 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 scholars, 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 scholar outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth scholars 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 scholars 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 scholars in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

    - o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

        The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
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