LCFF Budget Overview for Parents

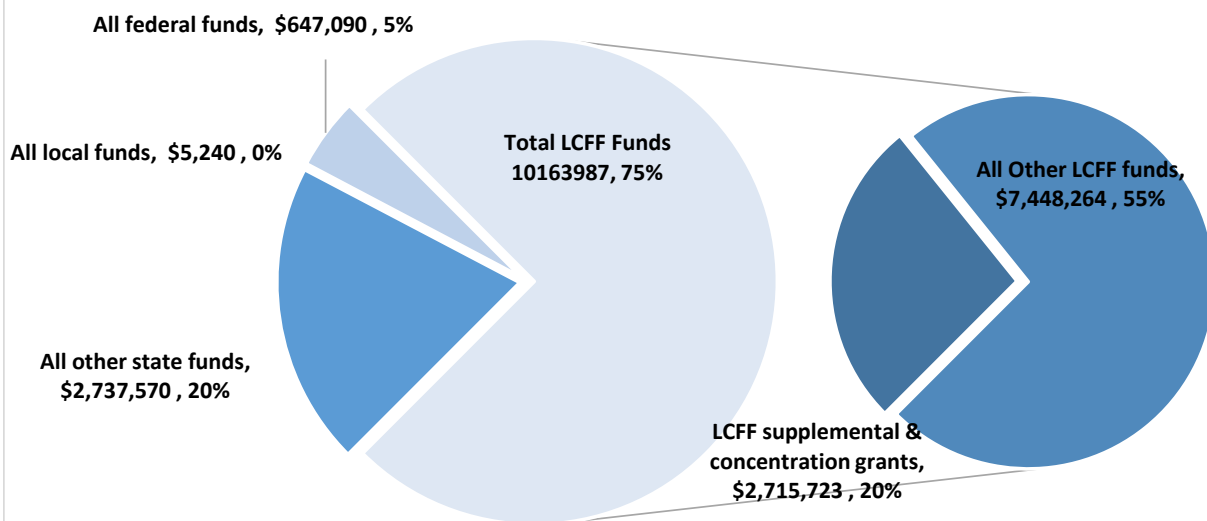Local Educational Agency (LEA) Name: Lashon Academy

CDS Code: 19101990128025

School Year: 2025-26

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

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

- All federal funds, $647,090 , 5%
- All local funds, $5,240 , 0%
- All other state funds, $2,737,570 , 20%
- Total LCFF Funds 10163987, 75%
- All Other LCFF funds, $7,448,264 , 55%
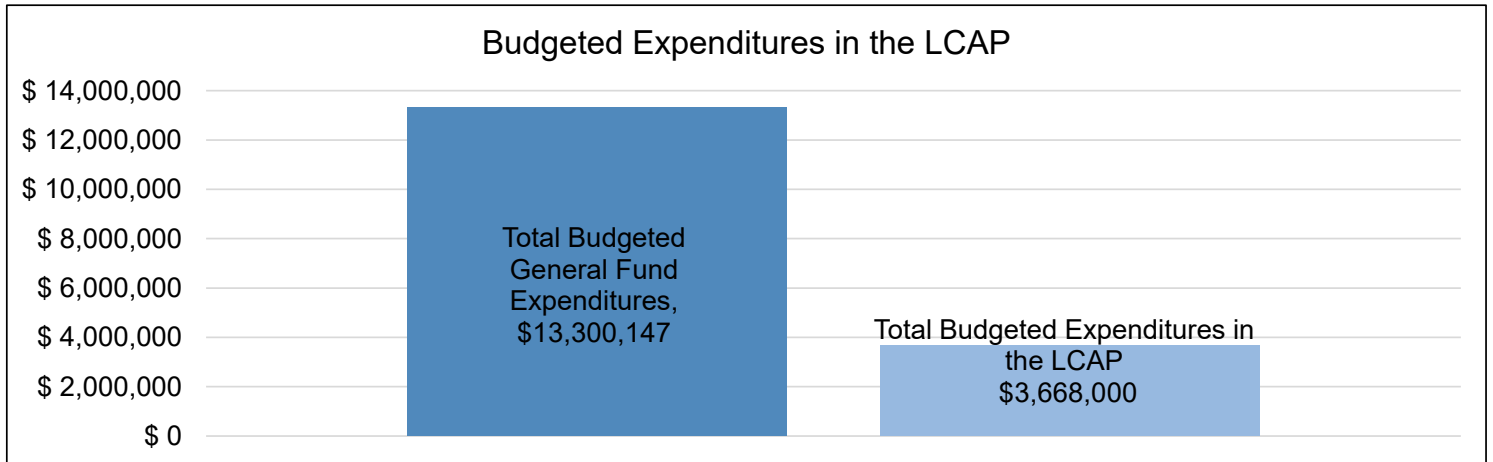- LCFF supplemental & concentration grants, $2,715,723 , 20%

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

The text description for the above chart is as follows: The total revenue projected for Lashon Academy is $13,553,887.00, of which $10,163,987.00 is Local Control Funding Formula (LCFF), $2,737,570.00 is other state funds, $5,240.00 is local funds, and $647,090.00 is federal funds. Of the $10,163,987.00 in LCFF Funds, $2,715,723.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $13,300,147
- Total Budgeted Expenditures in the LCAP, $3,668,000

Y-axis values: $ 0, $ 2,000,000, $ 4,000,000, $ 6,000,000, $ 8,000,000, $ 10,000,000, $ 12,000,000, $ 14,000,000

This chart provides a quick summary of how much Lashon Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lashon Academy plans to spend $13,300,147.00 for the 2025-26 school year. Of that amount, $3,668,000.00 is tied to actions/services in the LCAP and $9,632,147.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
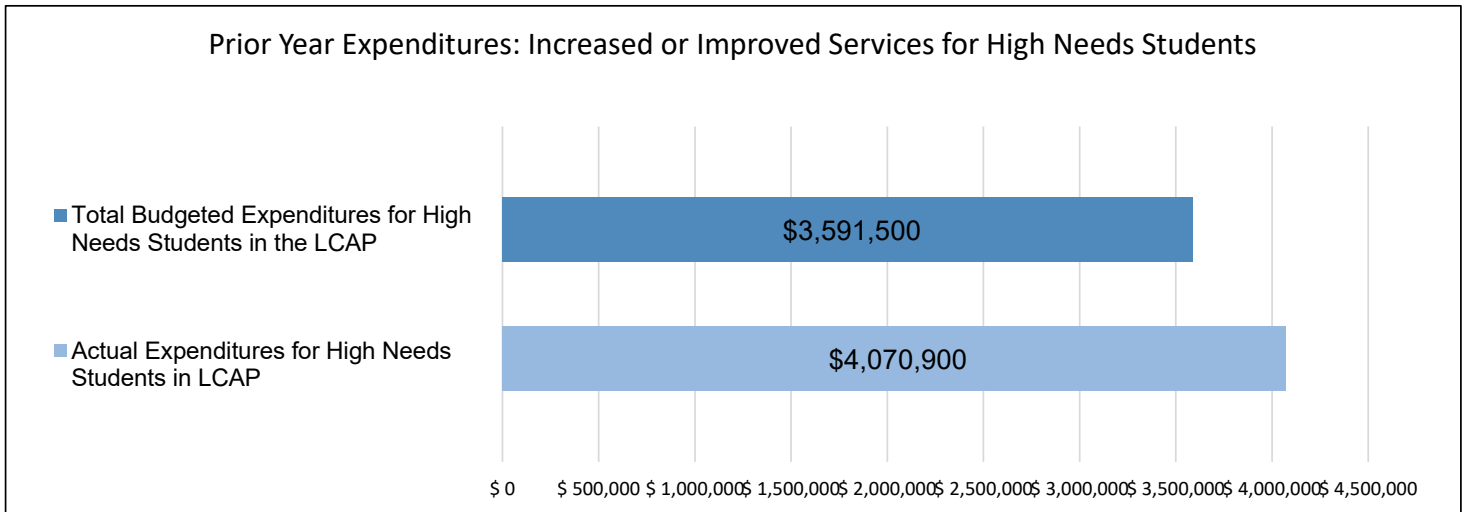
Other expenses not included in the LCAP are: SPED, Rent, salaries for admin, operational support, clerical, aides, etc., benefits, food and food supplies, legal, audit, back office and other miscellaneous operational expenses.

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

In 2025-26, Lashon Academy is projecting it will receive $2,715,723.00 based on the enrollment of foster youth, English learner, and low-income students. Lashon Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Lashon Academy plans to spend $2,863,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP	$3,591,500
■ Actual Expenditures for High Needs Students in LCAP	$4,070,900

$0 $500,000 $1,000,000 $1,500,000 $2,000,000 $2,500,000 $3,000,000 $3,500,000 $4,000,000 $4,500,000

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

The text description of the above chart is as follows: In 2024-25, Lashon Academy 's LCAP budgeted $3,591,500.00 for planned actions to increase or improve services for high needs students. Lashon Academy actually spent $4,070,900.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

General Information

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

Lashon Academy Charter School is an independent public charter school serving students in transitional kindergarten through eighth grade in Van Nuys, Los Angeles. Founded in 2011, Lashon Academy was established to provide a high-quality, culturally responsive education grounded in rigorous academics, multilingual learning, and strong community values. The school offers a unique integration of Hebrew language instruction and is guided by a mission to foster a collaborative learning experience that unites families and the broader community.

Lashon Academy's vision is to create a school where children of all backgrounds and abilities learn, achieve, and become productive members of the world community. Through a dynamic and inclusive learning environment, Lashon promotes multilingual proficiency, critical thinking, and civic engagement. The school is committed to preparing students to thrive in an evolving, multicultural world by providing innovative, high-quality instruction in a safe and supportive setting.

In recognition of its academic excellence, Lashon Academy has been named a California Distinguished School in 2023 and 2025, in addition, was recently designated as a high-performing school by the California Department of Education—affirming its continued success in closing opportunity gaps and advancing outcomes for all students.

In the 2023–24 school year, Lashon Academy served approximately 575 students. The student population is ethnically diverse, with 60.5% identifying as Hispanic/Latino, 31.7% as White, 2.6% as Filipino, 2.3% as Asian, 1.2%b as African American, 0.2% Pacific Islander,1.2% American Indian, 1.4% Two or More Races. The school serves a high percentage of students with identified needs: 86.6% are socioeconomically disadvantaged, 39.35 are English Learners, and 10.6% qualify for special education services and 1.6% of students are identified as experiencing homelessness.

Lashon Academy is deeply committed to equitable access to education for all students, including English Learners, students with disabilities, and those performing below grade level. Ongoing, embedded professional development ensures instructional quality and empowers teachers to meet diverse student needs using data-driven, inclusive practices.

The purpose of this Local Control and Accountability Plan (LCAP) is to serve as the School Plan for Student Achievement (SPSA) for Lashon Academy Charter School, which operates a Title I Schoolwide Program. The plan is aligned with federal Every Student Succeeds Act (ESSA) requirements and supports coherence across federal, state, and local programs. Lashon's LCAP directly aligns with the school's board-adopted goals: to create and promote a safe, clean, and mission-aligned learning environment with highly qualified staff, standards-aligned

curriculum, and the integration of technology; to provide a robust professional development program focused on supporting a rigorous academic environment, with emphasis on the proficiency and growth of English Learner students; to ensure that all students demonstrate proficiency and academic growth across all core content areas, including all student subgroups; and to build a school culture that supports student learning, actively encourages and incorporates parent feedback, and sustains a safe and positive school climate.

The LCAP is informed by meaningful input from students, families, staff, and community partners. The goals, actions, and investments outlined in the plan reflect Lashon Academy's mission to build academically prepared, multilingual, and socially responsible students who are equipped to thrive in a diverse and evolving world.

Lashon Academy does not receive Equity Multiplier Funds.

Reflections: Annual Performance

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

The 2024 California School Dashboard results reflect significant academic and engagement gains for Lashon Academy students across all state indicators. Schoolwide performance in both English Language Arts and Mathematics rose from the Orange to Blue category, with all student groups demonstrating strong growth—particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Progress toward English language proficiency increased notably, chronic absenteeism declined substantially, and suspension rates remained at 0% for the second consecutive year. These results highlight the effectiveness of targeted instructional supports, inclusive school culture, and data-driven interventions, underscoring Lashon's commitment to equity, excellence, and student well-being.

2024 Dashboard Performance

English Language Arts (ELA): Lashon Academy demonstrated significant growth in English Language Arts, with a schoolwide increase of +25.4 points, moving from the Orange (Low) to Blue (Very High) performance category. All student groups showed notable improvement. Socioeconomically Disadvantaged students (+23.8) and White (+25.5) students both moved into the Blue (high) while English Learners (+27.8) and Hispanic students (+24.2 points) moved into the Green (high) category. Students with Disabilities substantially increased by +29.2 points, moving into the Yellow category. These outcomes reflect the impact of strengthened literacy programs, expanded access to high-quality reading materials, and increased family engagement in reading which are key areas Lashon will continue to prioritize moving forward.

Mathematics: Lashon Academy demonstrated substantial growth in Mathematics, with a schoolwide increase of +31.1 points, moving from the Orange (Low) to Blue (Very High) performance category. All student groups showed significant gains. Students with Disabilities increased by +57.9 points and moved into the Blue category, while English Learners (+29.5), Hispanic students (+33.0), and Socioeconomically Disadvantaged students (+32.6) also advanced into the Blue category. White students gained +23.1 points, moving into the Green category. These outcomes reflect the impact of robust math intervention programs, enhanced teacher training in math instruction, and the integration of technology to support personalized learning—priorities Lashon will continue to advance in the coming year.

Lashon Academy Local Control and Accountability Plan 2025-2026

English Language Proficiency Indicator: Lashon Academy continued to support English Learners in making steady progress toward proficiency. In 2024, 56.7% of English Learners made progress—an increase of +7.8% from the prior year—outpacing the state average of 45.7%. The school maintained its Green rating in this area, a reflection of ongoing efforts to strengthen both designated and integrated ELD instruction, as well as supports for teachers in delivering scaffolded, language-rich academic content.

Chronic Absenteeism: Chronic absenteeism decreased by 4.3%, bringing the overall rate down to 7.3% and moving from the *Orange* to *Green* performance category. This rate is significantly lower than the statewide average of 18.6% and reflects the success of a comprehensive approach that includes strengthened family and community engagement, early identification and support for at-risk students, and continued efforts to foster a positive and inclusive school climate. Focused outreach strategies, consistent attendance messaging, and a strong focus on student engagement have also contributed to improved daily attendance. These strategies remain central to ongoing efforts to ensure students are present, engaged, and supported.

Suspension Rates: For the second year in a row, Lashon Academy maintained a 0% suspension rate, earning a Blue indicator for schoolwide and all student groups. This continued success reflects the strength of the school's proactive behavior supports, social-emotional learning programs, and restorative practices that emphasize positive relationships and conflict resolution without exclusionary discipline.

Local Indicators: All state-required local indicators were met.

Additional Dashboard Data: Informational Purposes

Science: While the California School Dashboard does not report a performance color for Science. Lashon students scored an average of 4.6 points below standard, increasing performance from the prior year with a change of +6.2 points.

CA Growth Model ELA: Students in the *all students* group demonstrated growth classified as Above, scoring 28 points higher than the typical growth of students with similar prior test scores. Additionally, all student groups growth was "Above" with English Learners (+21), Hispanic students (+25), Socioeconomically Disadvantaged students (+26), and Students with Disabilities (+16) and White students (+25). These outcomes reflect the effectiveness of targeted supports and instructional strategies for historically underserved student groups.

CA Growth Model Math: Students in the *all students* group demonstrated growth classified as Above, scoring 27 points higher than the typical growth of students with similar prior test scores. Additionally, all student groups growth was "Above" with English Learners (+31), Hispanic students (+21), Socioeconomically Disadvantaged students (+26), and Students with Disabilities (+41) and White students (+29). These outcomes reflect the effectiveness of targeted supports and instructional strategies for historically underserved student groups.

Lowest Performing Student Groups

Lashon Academy does not have any red indicators on the 2023 Dashboard schoolwide or for any student groups.

Learning Recovery and Emergency Block Grant

Lashon Academy has a total LREBG allocation of $858,720 to be used over three years. In the 2025–26 school year, $286,573 will support Goal 2, Action 2 (Targeted English Language Intervention), Goal 2, Action 3 (Evidence-Based ELA Instruction), and Goal 3, Action 1 (Targeted Instruction and Intervention Blocks), with each action receiving $95,524. These actions align with EC 32526(c)(2) by funding targeted academic supports, evidence-based instruction, and professional development. This funding addresses needs identified in Lashon

Academy's assessment, including persistent achievement gaps among English Learners and low-income students, through data-informed, differentiated instruction, small-group intervention, and extended learning opportunities.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

Lashon Academy Local Control and Accountability Plan 2025-2026

In addition, we want to be as proactive as possible with our parent meeting communication. At the start of the school year, we share a parent meeting calendar with all parents. We also schedule all dates within the parent events calendar on our communication platform Parentsquare so all parents receive reminder notifications about the meeting dates and times. Meetings were offered in alternating months in response to parent feedback, to provide greater flexibility and accessibility for all families. School Site Council and DELAC Meetings held on 10/22/24, 3/6/25, and 4/21/25. These meetings were held virtually with a Google Meet Link and in-person at the school site. Based on feedback from our initial parent survey, we continued to offer our parent meetings with alternating start times between mornings at 9am and nights at 7pm to allow more access for those working parents. Spanish translation was also offered at every meeting.

Lashon Academy Governing Board Meetings and Public Hearing: May 14, 2025

Lashon Academy Governing Board Meeting: June 18, 2025

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

	inclusive range of perspectives. This collaborative approach values parental input, fosters transparency, and ensures that family voices help shape the LCAP. Engagement meetings were held on October 22, 2024, March 6, 2025, and April 21, 2025, with options to attend either virtually via Google Meet or in person at the school site.
LACOE SELPA	Throughout the year, SELPA representatives participate in regular communication, and the Lashon team attends SELPA meetings to provide detailed feedback and ensure alignment with special education goals. This collaborative approach values SELPA's expertise, promotes inclusive planning, and ensures that the needs of special education students are integral to the LCAP.

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

Lashon Academy's adopted LCAP reflects meaningful input from a broad range of educational partners, including families, students, staff, and advisory groups. Feedback gathered through surveys, advisory meetings, and stakeholder forums directly informed the development of goals, metrics, and actions across the plan.

Educational partners emphasized the importance of improving academic outcomes, leading to strengthened data practices such as expanded use of internal assessments, teacher collaboration on data analysis, and targeted intervention supports. Parents also voiced the need for a clean and safe campus, which informed investments in regular facility inspections and site improvements.

To support educator effectiveness, the LCAP includes actions focused on recruitment, retention, and professional learning, especially for staff serving unduplicated pupils. Parent engagement remained a clear priority, prompting increased access to meetings, flexible scheduling, multilingual communication, and expanded use of digital tools.

Educational partners also underscored the need for a positive school culture and stronger attendance. In response, the LCAP includes implementation of PBIS, restorative practices, and a multi-tiered attendance campaign with family outreach and student recognition. By integrating this feedback, the LCAP reflects a community-driven approach that aligns with the values and priorities of Lashon's educational partners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

State Priorities: 1, 2, and 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers who meet or exceed qualification standards. *Source: Dataquest*	100% of teachers met or exceeded qualification standards. *Data Year: 2021-2022*	100% *Data Year: 2023-2024*		100% of teachers meet or exceed qualification standards.	Maintained
1.2	Percentage of students regularly using technology as part of their learning experience. *Source: Local*	100% of students regularly use technology as part of their learning experience. *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100% of students regularly use technology as part of their learning experience.	Maintained

1.3	Percentage of facilities meeting cleanliness and safety standards as assessed through inspections. *Source: Local*	98.61% of facilities met or exceeded cleanliness and safety standards. *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		98% of facilities meet or exceed cleanliness and safety standards.	Maintained
1.4	Percentage of classrooms utilizing standards-aligned curriculum and instructional materials. *Source: Local*	100% of classrooms utilize standards-aligned curriculum and instructional materials. *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100% of classrooms utilize standards-aligned curriculum and instructional materials.	Maintained
1.5	% of students with access to standards-aligned instructional materials for use at home and at school *Source: SARC (new metric)*	100%	N/A *Data Year: 2024-2025*		100%	N/A
1.6	% of students with access to broad course of study, including unduplicated students and students with exceptional needs *Data Source: Local (new metric)*	100%	N/A *Data Year: 2024-2025*		100%	N/A

Goal Analysis for 2024-2025

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

Lashon Academy Local Control and Accountability Plan 2025-2026

Lashon Academy made significant progress in implementing all planned actions under Goal 1, resulting in a safe, clean, and mission-aligned learning environment supported by qualified staff, standards-aligned curriculum and materials, and the effective integration of technology. No substantive changes were made to the planned actions, and all initiatives were implemented as intended.

Successful Implementation:

Action 1.1 – Teacher Training: All new teachers were supported through BTSA or similar induction programs, ensuring alignment with instructional practices and school culture from the outset.

Action 1.2 – Qualified Personnel: A rigorous and mission-aligned hiring process ensured all classrooms were staffed with credentialed, qualified educators, with monitoring systems in place to support the needs of unduplicated students.

Action 1.3 – Technology Devices: All students, including unduplicated pupils, had consistent access to individual devices, with systems in place to monitor and support equitable use.

Action 1.4 – Technology Integration: Technology was effectively integrated into classroom instruction across grade levels. Teachers received targeted professional development and support to enhance the use of digital tools and instructional platforms.

Action 1.5 – Safe and Clean Campus: Regular facility inspections and maintenance routines were successfully carried out. Additional custodial support ensured that shared spaces remained clean and safe for all students.

Action 1.6 – Curriculum and Materials: Instructional materials across all content areas were reviewed and updated to align with current academic standards and best practices. Teachers were supported in implementing adopted curricula with fidelity.

All actions under this goal were fully implemented, with systems in place to monitor impact and inform ongoing improvement efforts.

There were no material differences between budgeted and estimated actual expenditures, nor between planned and estimated actual percentages of improved services for the 2024–25 school year. Expenditures and services were implemented as planned in alignment with the goals and actions outlined in the LCAP.

The full implementation of actions under Goal 1 proved highly effective in advancing Lashon Academy's goal of providing a safe, clean, and mission-aligned learning environment with qualified staff, standards-aligned curriculum, and integrated technology.

The strength of the academic program and instructional systems is evidenced by significant student growth on the 2024 California School Dashboard. In English Language Arts, the schoolwide score increased by +25.4 points, moving from the Orange to Blue performance category. All student groups demonstrated progress, including English Learners (+27.8), Socioeconomically Disadvantaged students (+23.8),

and Students with Disabilities (+29.2). Similarly, in Mathematics, scores increased by +31.1 points, also moving from Orange to Blue, with Students with Disabilities gaining +57.9 points and all student groups outperforming state averages.

Technology access and integration (Actions 1.3 and 1.4) directly supported personalized learning and intervention, contributing to gains across all student groups. The school also maintained a 0% suspension rate and earned a Blue indicator in this area for the second consecutive year, affirming the effectiveness of Actions 1.2 and 1.5 in maintaining a safe, inclusive environment. Additionally, chronic absenteeism decreased by 4.3%, moving Lashon into the Green category with a 7.3% overall rate—well below the state average—further indicating strong engagement and climate practices.

Curriculum alignment and high-quality instructional materials (Action 1.6) supported by teacher training (Action 1.1) also contributed to the 56.7% of English Learners making progress toward proficiency, maintaining the school's Green status on the English Learner Progress Indicator.

Overall, each of the six actions contributed meaningfully to achieving the outcomes outlined in Goal 1, with strong evidence of effectiveness across all state indicators

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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.

The overall goal, metrics, and target outcomes for Goal 1 will remain unchanged, as implementation data and 2024 Dashboard outcomes indicate that the current strategy is effectively supporting academic growth, access to learning tools, and a safe, mission-aligned environment. However, based on our analysis, several refinements have been made to improve clarity, streamline implementation, and strengthen alignment with instructional goals.

Below are the planned adjustments for the 2024-2027 LCAP cycle:

Action Adjustments:

Actions 1.3 and 1.4 have been consolidated into a single action (Action 1.3 – Technology Access and Integration) to more clearly reflect the school's commitment to both providing equitable access to devices and integrating technology into instruction to support student learning.

Metric Modifications:

Added 1.5: Percentage of students with access to standards-aligned instructional materials for use at home and at school.

Added 1.6 Percentage of students with access to a broad course of study, including unduplicated students and students with exceptional needs.

Added data source to all metrics and data years to ensure accuracy and consistency in reporting and analyzing goal, actions and metrics.

These modifications align with our effectiveness analysis and implementation experiences from the current year and are designed to support continued coherence, equity, and academic excellence in the years ahead.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Training	BTSA or other program for new teachers	$25,000	N
1.2	Qualified Personnel	Implement a rigorous hiring process to ensure that all teachers are qualified and mission-aligned. Monitor the qualification of teachers working with unduplicated pupils to ensure they meet the specific needs of the students.	$2,000,000	Y
1.3	Technology Access and Integration	Ensure all students have access to individual technology devices and integrate digital tools into the curriculum to enhance teaching and learning. Prioritize equitable access and support for unduplicated pupils by monitoring usage, providing training for staff, and aligning technology use with instructional goals to support engagement, personalization, and academic growth.	$85,000	N
1.4	Safe and Clean Campus	Conduct regular inspections and maintenance of school facilities to ensure a clear and safe learning environment. Provide additional resources and support to maintain cleanliness in areas where unduplicated pupils frequently gather.	$350,000	N
1.5	Curriculum and Materials	Conduct a comprehensive review of all curriculum and instructional materials and regularly update to ensure it remains aligned with current standards and best practices.	$95,000	Y

Goal

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

State Priorities addressed by this goal.

State Priorities: 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of teachers participating in professional development sessions. *Source: Internal*	100% of teachers participate in at least 6 professional development sessions per year. *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		100% of teachers participate in at least 6 professional development sessions per year.	Maintained
2.2	Frequency and quality of observed instructional strategies learned during professional development as documented in classroom observations. *Source: Internal*	78% of teachers effectively implement at least three new instructional strategies within the year. *Data Year: 2023-2024*	100% *Data Year: 2024-2025*		90% of teachers effectively implement at least three new instructional strategies within the year.	+22%
2.3	Percentage of English Learners making progress towards English Language proficiency. *Source: CA Dashboard*	48.9% of English Learners are making progress towards English Language proficiency. *Data Year: 2023-2024*	56.7% English Learners are making progress towards English Language proficiency *Data Year: 2024-2025*		52.9% of English Learners made progress towards English Language proficiency.	+7.8%
2.4	EL Reclassification *Data Source: Local* *(new metric)*	17.41% *Data Year: 2024-2025*	N/A		25%	N/A

Lashon Academy Local Control and Accountability Plan 2025-2026

Goal Analysis for 2024-2025

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

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

Lashon Academy successfully implemented all planned actions under Goal 2, ensuring a robust professional development program focused on rigorous instruction and the academic growth of English Learners and other unduplicated pupils.

Successful Implementation:

Action 2.1 & 2.2 – Professional Development: A yearlong PD calendar offered regular sessions on literacy, data use, instructional technology, and targeted strategies for supporting English Learners, low-income students, and foster youth.

Action 2.3 – Targeted Interventions: Intervention supports were provided for unduplicated students, aligned to individual ELA needs and delivered through small-group and push-in models.

Action 2.4 – ELA Curriculum and Instruction: Teachers implemented evidence-based ELA curriculum with coaching support to ensure fidelity and promote language-rich instruction.

Action 2.5 – Family Engagement: Resources and workshops were provided to help families of English Learners support literacy at home, with materials available in multiple languages.

Action 2.6 – Classroom Coaching: Ongoing instructional coaching focused on effective practices for working with unduplicated pupils, embedded within regular planning and reflection cycles.

All actions were implemented as planned, with strong staff participation and alignment to instructional goals, laying a strong foundation for continued student growth.

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

There were no material differences between budgeted and estimated actual expenditures, nor between planned and estimated actual percentages of improved services for the 2024–25 school year. Expenditures and services were implemented as planned in alignment with the goals and actions outlined in the LCAP.

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

The actions implemented under Goal 2 were effective in supporting instructional quality and advancing academic growth for all students, with a focused impact on English Learners and unduplicated students.

Action 2.1 (Professional Development Calendar) and Action 2.2 (Specialized PD) provided regular, targeted training on instructional strategies aligned with the needs of English Learners, low-income students, and foster youth. These sessions, supported by Action 2.6 (Classroom Coaching), strengthened teacher capacity and instructional consistency across classrooms.

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Action 2.3 (Targeted ELD Intervention) and Action 2.4 (Evidence-Based ELA Instruction) were implemented with fidelity and supported through ongoing data review and coaching. These actions ensured alignment to standards and responsiveness to student language needs.

The combined impact of these efforts is reflected in the 2024 Dashboard data. English Language Arts scores increased by +25.4 points schoolwide, with English Learners improving by +27.8 points, Socioeconomically Disadvantaged students by +23.8 points, and Students with Disabilities by +29.2 points. In Mathematics, schoolwide scores rose by +31.1 points, with all major student groups demonstrating substantial growth.

Action 2.5 (Family Engagement for English Learners) also contributed to student success by providing families with tools and resources to support literacy at home. These efforts helped strengthen engagement and reinforce academic skills outside the classroom. Overall, all actions under Goal 2 were implemented as planned and contributed significantly to improved student performance and instructional practice

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.

The overall goal, metrics, and target outcomes for Goal 2 will remain unchanged, as the 2024 Dashboard results and internal implementation reviews indicate that the current strategy is effectively supporting student growth and instructional quality. However, based on reflection and a desire to streamline implementation and improve alignment, several actions have been refined and consolidated for greater clarity and impact.

Below are the planned adjustments for the 2024-2027 LCAP cycle:

Actions:

Actions: 2.1 and 2.2 were combined into a single, more comprehensive Professional Development Program (2.1) that continues to address instructional priorities while emphasizing support for English Learners and other unduplicated students.

Action 2.3 has been updated to Action 2.2 Targeted English Language Intervention to more clearly reflect the structure and focus of the program.

Action 2.4: has been updated to Action 2.3 Evidence-Based English Language Arts Instruction to reflect the integration of high-quality curriculum and instructional practices that support student learning and growth.

Metric Modifications:

Added a new metric: English Learner Reclassification Rate (2.4) to more closely monitor English Learner progress and long-term language development outcomes.

Added data source to all metrics and data years to ensure accuracy and consistency in reporting and analyzing goal, actions and metrics.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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	Professional Development Program	Develop and implement a comprehensive yearlong professional development program that includes regularly scheduled, high-quality training aligned to schoolwide goals and staff-identified needs. The PD program will address standards-aligned instruction, instructional technology, and data-driven practices while also prioritizing equity-based strategies to support English Learners, low-income students, and foster youth. Sessions will include both whole-staff and role-specific learning opportunities and will be reinforced through instructional coaching, collaboration time, and ongoing reflection.	$190,000	Y
2.2	Targeted English Language Intervention	Targeted intervention programs designed to meet the specific academic and language development needs of unduplicated pupils, including English Learners, low-income students, and foster youth. Interventions will focus on foundational literacy skills, vocabulary development, and academic support in English Language Arts. Supports will be delivered through small group, aligned with classroom instruction and informed by ongoing progress monitoring. *$95,524 LREGB funds will support this action in 2025-26 sy.*	$70,000	Y
2.3	Evidence Based English Language Arts Instruction	Provide a standards-aligned, evidence-based English Language Arts curriculum along with instructional practices that support student learning and growth. Instruction will include structured opportunities for reading, writing, and academic discourse, with flexibility to differentiate based on student needs. Teachers will be supported through professional development and coaching to ensure strong implementation and continuous improvement. *$95,524 LREGB funds will support this action in 2025-26 sy.*	$130,000	Y
2.4	English Learner Support	Engage families of English Learners in their children's education by providing resources and workshops on how to support literacy development at home.	$140,000	Y

2.5	Classroom Support	Provide targeted coaching and support for teachers working with unduplicated pupils to encourage and inspire other teachers.	$175,000	N

Goal 3

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

State Priorities addressed by this goal.

State Priorities: 4, 7, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students meeting or exceeding standards in ELA on the CAASPP. Source: Dataquest	All: 44.76% EL: 13.63% SWD: 22.85% SED: 42.70% HISP: 39.42% WHITE: 52.94% Data Year: 2022-2023	All: 60% EL: 30.39% SWD: 41.66% SED: 56.95% HISP: 52.76% WHITE: 69.85% Data Year: 2023-2024		49.76% of students meet or exceed proficiency standards, with a goal of maintaining or increasing this percentage each year. Subgroups below this level increase their proficiency rates by at least 2% annually.	All: +15.24% EL: +26.76% SPED: +18.81% SED: +14.25% HISP: +13.34% WHITE: +16.91%

3.2	Percentage of students meeting or exceeding standards in Math on the CAASPP. *Source: Dataquest*	All: 36.82% EL: 23.86% SWD: 34.29% SED: 34.67% HISP: 29.15% WHITE: 48.74 *Data Year: 2022-2023*	All: 50.44% EL: 40.20% SWD: 50% SED: 48.68% HISP: 43.22% WHITE: 59.53% *Data Year: 2023-2024*		41.82% of students meet or exceed proficiency standards, with a goal of maintaining or increasing this percentage each year. Subgroups below this level increase their proficiency rates by at least 2% annually.	All: +13.62% EL: +16.34% SPED: +15.71% SED: +14.01% HISP: +14.07% WHITE: +10.79%
3.3	Percentage of students participating in the CAASPP testing. *Source: Dataquest*	100% participation rate *Data Year: 2022-2023*	100% participation rate *Data Year: 2023-2024*		Maintain or increase percentage above a 98% participation rate.	Maintained
3.4	Percentage of students demonstrating growth on internal benchmark assessments in ELA. *Data Source: Internal*	22-23 NWEA CGI All: 51.4% EL: 51.2% SPED: 66.7% SED: 52.7% HISP: 47.7% White: 56.6%	24-25 i-Ready All: 61.0% EL: 49% SPED: 70% SED: 60% HISP: 56% White: 62%		56.4% of all students meet growth goals. For subgroups currently performing below this level, the target is to achieve a minimum annual growth rate of 2%.	All: +9.6% EL: -2.2% SPED: +3.3% SED: +7.3% HISP: +8.3% White: +4.4%
3.5	Percentage of students demonstrating growth on internal benchmark assessments in Math. *Data Source: Internal*	22-23 NWEA CGI All: 47.9% EL: 47.4% SPED: 62.1% SED: 48.9% HISP: 48.8% White: 47.2%	24-25 i-Ready All: 55% EL: 50% SPED: 61% SED: 54% HISP: 52% White: 55%		52.9% of all students meet growth goals. For subgroups currently performing below this level, the target is to achieve a minimum annual growth rate of 2%.	All: +7.1% EL: +2.6% SPED: -1.1% SED: +5.1% HISP: +3.2% White: +7.8%
3.6	CA Science (CAST): % of students met/exceeded standard *Source: Dataquest* *(new metric)*	39.62% met/exceeded *Data Year: 2023-2024*	N/A		50%	N/A

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Goal Analysis for 2024-2025

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

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

All planned actions were fully implemented under Goal 3 to support student proficiency and academic growth in all core content areas, with a specific focus on addressing the needs of English Learners, low-income students, and foster youth.

Successful Implementation:

Action 3.1 – Targeted Instruction: Teachers implemented instructional strategies informed by CAASPP and benchmark data, with an emphasis on identifying learning gaps and differentiating instruction based on student need.

Action 3.2 – Targeted Instruction: Targeted intervention programs were offered to English Learners, low-income students, and foster youth, focusing on foundational skill development in ELA and Math. Services were delivered through small-group instruction, push-in support, and after-school programs.

Action 3.3 – Assessment Growth: The school maintained a strong culture of data use, including regular data team meetings where teachers reviewed student performance and planned responsive instruction.

Action 3.4 – Assessment Data: Schoolwide and subgroup data were reviewed regularly to identify strengths and areas for growth, resulting in grade-level and schoolwide action plans aligned to instructional priorities.

Action 3.5 – Supports: Unduplicated pupils received targeted academic support aligned to identified needs. This included increased access to intervention resources, scaffolded assignments, and individualized learning plans where appropriate.

All actions were implemented as intended, and no substantive differences occurred between planned and actual implementation. Key successes included increased instructional responsiveness, improved use of student data, and stronger alignment between intervention and core instruction. These systems contributed to overall student growth and laid the foundation for deeper instructional coherence moving forward.

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

There were no material differences between budgeted and estimated actual expenditures, nor between planned and estimated actual percentages of improved services for the 2024–25 school year. Expenditures and services were implemented as planned in alignment with the goals and actions outlined in the LCAP.

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

The actions implemented under Goal 3 were effective in promoting academic growth and proficiency for all students, including English Learners, low-income students, and foster youth. The 2024 California School Dashboard results demonstrate significant improvement in both

English Language Arts and Mathematics, validating the impact of targeted instruction, intervention supports, and a data-driven instructional culture.

Action 3.1 (Targeted Instruction) and Action 3.2 (Targeted Intervention) were effective in addressing learning needs identified through state and local assessments. English Language Arts scores increased by +25.4 points schoolwide, with English Learners gaining +27.8 points, Hispanic students +24.2 points, and Socioeconomically Disadvantaged students +23.8 points. Students with Disabilities also demonstrated notable growth with a +29.2-point gain. In Mathematics, the schoolwide score increased by +31.1 points, reflecting the strength of interventions and instructional planning. English Learners improved by +29.5 points, Hispanic students by +33.0 points, and Socioeconomically Disadvantaged students by +32.6 points. Students with Disabilities made the largest gain at +57.9 points, indicating the success of targeted instructional and support strategies.

Action 3.3 (Assessment Growth) and Action 3.4 (Assessment Data) contributed to more intentional instruction and timely adjustments to meet student needs. Teachers regularly reviewed data in team meetings, resulting in responsive lesson planning and targeted reteaching.

Action 3.5 (Supports) was also effective in ensuring students received timely, differentiated academic support. The consistent implementation of academic supports contributed to across-the-board performance gains and helped close equity gaps.

Overall, the strong gains across all student groups and content areas demonstrate that Goal 3 actions were implemented effectively and had a measurable impact on student outcomes.

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.

The overall goal, metrics, and target outcomes for Goal 3 will remain unchanged, as the 2024 Dashboard outcomes and internal review of implementation indicate strong progress in promoting academic growth and proficiency across all core content areas. However, several refinements have been made to strengthen clarity, alignment, and coherence in implementation.

Below are the planned adjustments for the 2024–2027 LCAP cycle:

Actions:

Actions 3.1 and 3.2 were consolidated into a single action (Action 3.1 – Targeted Instruction and Intervention) to reflect the integration of differentiated instruction and academic support services for English Learners, low-income students, and foster youth based on performance data.

Actions 3.3 and 3.4 were consolidated into Action 3.2 – Data-Driven Instruction) which establishes a schoolwide culture of data use to identify strengths and areas for improvement and to guide the development and implementation of action plans aligned with student needs.

Metric Modifications:

Added 3.6: Percentage of students meeting or exceeding standards on the California Science Test (CAST) to better monitor performance in science and ensure alignment with the state required metrics.

Added data source to all metrics and data years to ensure accuracy and consistency in reporting and analyzing goal, actions and metrics.

These modifications align with our effectiveness analysis and implementation experiences from the current year and are designed to further strengthen academic outcomes for all student groups

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	Targeted Instruction and Intervention	Implement targeted instructional strategies and intervention supports based on analysis of CAASPP and local assessment data. Instruction will be differentiated to address identified learning needs, with additional small-group and individualized intervention provided for English Learners, low-income students, and foster youth. Supports will be aligned with core instruction and delivered through a combination of in-class, push-in, and extended learning opportunities. *$95,524 LREGB funds will support this action in 2025-26 sy.*	$65,000	Y
3.2	Data Driven Instruction	Establish a schoolwide culture of data-driven instruction focused on academic growth for all students. Teachers and instructional leaders will regularly review and analyze assessment data to identify strengths and areas for improvement, using this analysis to develop and implement targeted action plans. Ongoing data team meetings will support collaborative planning and continuous reflection to ensure instructional practices are responsive to student needs. This culture of continuous improvement will promote high-quality, standards-aligned instruction across all core content areas and student groups	$15,000	Y
3.3	Support	Provide additional resources and support for unduplicated pupils in areas such as ELA and Math. Including developing action plans for support.	$120,000	N

Goal

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

State Priorities addressed by this goal.

State Priorities: 3, 5, 6, and 10

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Provide parents opportunities to participate in school events, workshops, parent meetings *Source: Local Surveys*	Four school-wide events (Fall/Spring Showcase, dance show, Science Fair) 2 workshops (technology/Reflex) 2 parent meetings (Fall/Spring) *Data Year: 2023-2024*	Four school-wide events (Fall/Spring Showcase, dance show, Science Fair) 2 workshops (technology/Reflex) 2 parent meetings (Fall/Spring) *Data Year: 2024-2025*		Host at least four school-wide events, 2 workshops, and 1 parent meeting each trimester.	Maintained
4.2	% of parent satisfaction surveys that feel: • sense of safety • sense of school connectedness • input in decision-making	Two comprehensive surveys administered (Fall/Spring).	N/A		Two comprehensive stakeholder satisfaction surveys % of parent satisfaction surveys • ≥ 85% sense of safety	N/A

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	Source: Local Surveys (revised metric)	Data Year: 2023-2024	Data Year: 2024-2025 (revised metric included)		• ≥ 85% sense of school connectedness • ≥ 85% input in decision-making	
4.3	Performance on the California School Dashboard indicator for suspension rates. Source: CA Dashboard	All student groups in the blue performance level Data Year: 2022-2023	0% Blue Indicator Data Year: 2023-2024		Maintain green or above color performance on the applicable indicator annually.	Maintained
4.4	Average daily attendance rate Data Source: P-2	All Students: 95.63% EL: 95.52% SED: 95.42% FY: N/A Data Year: 2023-2024	All Students: 96.44% EL: 96.33% SED: 97.01% FY: N/A Data Year: 2024-2025		Maintain an average daily attendance rate of 95% in all students including unduplicated student groups.	All Students: +0.81% EL: -0.81% SED: 1.59%%. FY: N/A
4.5	% of students that feel a: • sense of safety • sense of school connectedness Source: Local Survey (new metric)	% of students that feel a: N/A New metric Data Year: 2024-2025	N/A		% of students that feel a: • ≥ 85% sense of safety • ≥ 85% sense of school connectedness	N/A
4.6	Chronic Absenteeism Source: CA Dashboard (new metric))	All: 7.3% EL: 7.1% SWD: 7.5% SED: 7.7% HIS: 8.8% White: 4.1% Data Year: 2023-2024	N/A		All: ≤10% EL: ≤10% SWD: ≤10% SED: ≤10% HIS: ≤10% White: ≤10%	N/A
4.7	Middle School Dropout Rate Source: Dataquest (new metric)	0% Data Year: 2023-2024	N/A		0%	N/A

| 4.8 | Expulsion Rates
Source: Internal
(new metric) | 0%
Data Year: 2023-2024 | N/A | | 0% | N/A |

Goal Analysis for 2024-2025

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

Lashon Academy City successfully implemented all planned actions under Goal 4 to promote a positive school culture, increase parent engagement, and support student attendance and behavior. The school focused on building inclusive practices and responsive systems that address the needs of all students, including unduplicated pupils and students with disabilities.

Successful Implementation:

Actions 4.1 and 4.2 (Parent Engagement) – The school hosted regular workshops and informational sessions on academic support, wellness, and school programs. Targeted outreach strategies, including multilingual communication and translation services, ensured inclusive parent participation, particularly among families of English Learners and other unduplicated students.

Action 4.3 (Attendance Awareness) – An attendance awareness campaign was launched, supported by ongoing monitoring of attendance trends. Chronic absenteeism decreased significantly, reflecting improved student connection and family engagement.

Actions 4.4 and 4.5 (School Climate and PBIS Implementation) – Disciplinary data was regularly reviewed to monitor equity in behavior interventions. The school-wide implementation of PBIS contributed to a positive campus culture, as evidenced by a continued suspension rate of 0%.

Implementation Challenges:

While all actions were implemented as planned, a key challenge was balancing the frequency and accessibility of parent engagement events for working families. Adjustments were made mid-year to offer sessions in the evenings and via virtual platforms, increasing participation.

Overall, Goal 4 actions contributed to a stronger sense of community, improved attendance, and a safe and inclusive learning environment for all students

There were no material differences between budgeted and estimated actual expenditures, nor between planned and estimated actual percentages of improved services for the 2024–25 school year. Expenditures and services were implemented as planned in alignment with the goals and actions outlined in the LCAP.

Implementation of actions under Goal 4 was effective in strengthening school culture, improving attendance, and promoting positive behavior, particularly among unduplicated students.

Actions 4.1 and 4.2 (Parent Engagement) were effective in increasing family participation, especially among families of English Learners and low-income students. Outreach strategies and translation support helped ensure inclusive communication and more meaningful involvement in school activities and decision-making.

Action 4.3 (Attendance Awareness Campaign) demonstrated strong effectiveness. Chronic absenteeism decreased by 4.3% points from 2023, moving from Orange to Green, with a 2024 rate of 7.3%—well below the state average of 18.6%. These outcomes reflect the success of ongoing attendance messaging, early intervention efforts, and strengthened family-school connections.

Actions 4.4 and 4.5 (School Climate and PBIS) were highly effective in fostering a safe, inclusive, and supportive school environment. The school maintained a 0% suspension rate for the second consecutive year and received a Blue indicator, reflecting the impact of proactive behavior supports, schoolwide use of PBIS practices, and consistent monitoring of school climate and discipline data.

Collectively, these actions contributed to a strong sense of belonging, improved daily attendance, and positive student behavior—all of which support continued academic and social-emotional success for all students

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.

The overall goal, metrics, and target outcomes for Goal 4 will remain unchanged, as implementation outcomes and Dashboard data from 2024 demonstrate clear progress in fostering a positive school climate, increasing family engagement, and reducing exclusionary discipline. However, several refinements have been made to improve clarity, alignment, and monitoring of school culture and student well-being.

Below are the planned adjustments for the 2024–2027 LCAP cycle:

Actions:

Actions 4.1 and 4.2 were consolidated into a single action (Action 4.1 – Inclusive Parent Engagement) to reflect a unified approach to strengthening family-school partnerships with a focus on equity and access for unduplicated pupils.

Action 4.4 School Climate and Action 4.5 School Climate were consolidated into a single action (Action 4.2 – Positive School Climate) to better reflect the school's integrated approach to PBIS implementation, restorative practices, and the use of disciplinary data to address disparities and support all students.

Metric Modifications:

Added 4.2: Revised to parent satisfaction surveys to include parents feeling a sense of school safety, connectedness and input in decision making

Added: 4.5 % of students that feel a sense of safety and school connectedness

Added 4.6: Chronic Absenteeism rate

Added 4.7: Middle School Dropout Rate

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Added 4.8: Expulsion Rate

Added data source to all metrics and data years to ensure accuracy and consistency in reporting and analyzing goal, actions and metrics.

These modifications align with our effectiveness analysis and reflect an effort to more comprehensively monitor school climate, stakeholder perceptions, and student engagement moving forward.

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	Inclusive Parent Engagement	Implement a comprehensive parent engagement program that includes regular workshops, informational sessions, and meetings on topics such as academic support, student wellness, and school resources. Conduct targeted outreach to ensure the active involvement of families of unduplicated pupils and provide translation and interpretation services to support full participation of non-English-speaking parents in school activities and decision-making processes.	$28,000	Y
4.2	Attendance	Implement an attendance awareness campaign to promote the importance of regular attendance for all students. Monitoring the attendance of unduplicated pupils.	$50,000	N
4.3	Positive School Climate	Implement a schoolwide Positive Behavior Interventions and Supports (PBIS) framework to promote a safe, inclusive, and respectful learning environment for all students. The school will regularly monitor disciplinary data to identify patterns and address any disparities affecting Students with Disabilities and unduplicated pupils. Staff will receive training in restorative practices, trauma-informed approaches, and culturally responsive behavior supports to ensure that interventions are preventative, equitable, and aligned with the school's mission. These efforts aim to reduce exclusionary discipline practices and foster a climate of belonging and positive student engagement.	$130,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,715,723	$332,082

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
36.46%	0%	$0	36.46%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	Low income students and English learners benefit form well qualified teachers who can support their academic progress.	Implement a rigorous hiring process to ensure all teachers are appropriately credentialed and mission-aligned. Prioritize placement of qualified teachers with unduplicated pupils, including low-income students and English learners, to ensure instruction is responsive to their needs. This action is provided schoolwide to promote equitable access to high-quality teaching.	Percentage of appropriately credentialed teachers; teacher assignment reports; annual review of teacher qualifications in relation to student needs.

Goal 1 Action 5	English Learners need curriculum and instructional materials that are accessible and supportive of their language development. Low-income students often require additional academic support and resources to overcome educational disparities. Foster youth need consistent and relevant instructional materials to ensure stability in their educational experience.	Lashon Academy will conduct a comprehensive review of all curriculum and instructional materials, updating them regularly to align with current standards and best practices. Ensuring that instructional materials include resources and activities that address the diverse learning needs of low-income students and foster youth. Implementing this action on an LEA-wide or school-wide basis ensures that all students, including those in unduplicated groups, benefit from a high-quality, up-to-date curriculum. This approach promotes equity	100% of classrooms utilize standards-aligned curriculum and instructional materials.
Goal 2 Action 1	English Learners require instructional strategies that support language acquisition and academic achievement. Low-income students benefit from teaching approaches that address their specific learning challenges and ensure equitable access to educational opportunities.	Lashon Academy will create a professional development calendar and schedule regular professional development sessions throughout the school year to address these needs. Providing professional development on an LEA-wide or school-wide basis ensures that all staff members are equipped with the knowledge and skills needed to support unduplicated student groups effectively. A school-wide PD program promotes educational equity by equipping all educators with the tools needed to support diverse learners, thereby improving outcomes for all students.	100% of teachers participate in at least 6 professional development sessions per year.
Goal 2 Action 2	English Learners need targeted support to develop their English proficiency and literacy skills. 13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP.	To meet these needs, Lashon Academy will implement an evidence-based ELA curriculum and instructional practices designed to support student learning and growth. Incorporating instructional strategies specifically designed to support English Learners, such as scaffolding, differentiated instruction, and vocabulary development. Addressing the specific needs of unduplicated student groups through targeted instructional practices helps bridge the achievement gap and promotes educational equity.	90% of teachers effectively implement at least three new instructional strategies within the year.

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Goal 2 Action 3,4	English Learners require effective instructional strategies to improve their English language proficiency and comprehension skills. Low-income students often need additional academic resources and targeted interventions to overcome educational disparities.	Focusing on techniques that support language acquisition for English Learners, such as differentiated instruction, scaffolding, and interactive language activities. Providing teachers with access to resources and materials that support low-income students, including supplemental instructional tools and academic intervention programs. A school-wide approach to targeted coaching encourages a culture of continuous professional growth and collaboration, enhancing overall teaching effectiveness and student outcomes.	90% of teachers effectively implement at least three new instructional strategies within the year.
Goal 3 Action 1	Unduplicated student groups have unique educational needs that impact their performance on standardized assessments such as the CAASPP. English Learners require targeted support to improve their language skills, which are crucial for performing well on standardized tests.13.63% of English Learners compared to 44.76% of all students are proficient in ELA on the CAASPP. 23.86% of English Learners compared to 36.82% are proficient in Math on the CAASPP.	To address these needs, Lashon Academy will implement targeted instructional strategies based on data analysis of CAASPP results. Using data to pinpoint gaps in knowledge and skills, as well as to understand the unique challenges faced by each group. Implementing these actions on an LEA-wide or school-wide basis ensures that all students, especially those in unduplicated groups, benefit from data-driven instructional improvements. School-wide implementation fosters a culture of data-driven instruction and continuous improvement, benefiting all students and enhancing overall academic performance.	Percentage of students meeting or exceeding standards in ELA/Math on the CAASPP.

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Goal 3 Action 2	English Learners require targeted instructional support to improve their English proficiency and academic achievement. Low-income students often need additional academic resources and interventions to address gaps in learning and ensure equitable educational opportunities.	To address these needs, Lashon Academy will establish a school-wide culture of data-driven instruction, supported by regular data team meetings. Ensuring that data team meetings focus on assessing the progress of unduplicated student groups and identifying their specific academic needs. By establishing a school-wide culture of data-driven instruction with regular data team meetings, Lashon Academy aims to enhance the academic outcomes of unduplicated student groups and ensure that all students benefit from effective, evidence-based instructional practices. This comprehensive approach promotes educational equity and supports the academic success of every student.	Percentage of students demonstrating growth on internal benchmark assessments.
Goal 4 Action 1	English Learners need greater parental involvement in their education, but language barriers often prevent effective communication between the school and their families. Low-income students and their families require access to academic support and health resources to address both educational and personal challenges.	Hosting regular meetings specifically for parents of English Learners to discuss their children's progress, provide language support resources, and foster stronger home-school connections. Conducting meetings for parents of low-income students to provide information on available academic resources, tutoring programs, and community support services. A school-wide approach creates a unified and inclusive community where all families feel supported and engaged in their children's education.	Host at least four school-wide events, 2 workshops, and 1 parent meeting each trimester.

Goal 4 Action 2	English Learners often struggle with cultural and language barriers that can lead to misunderstandings and behavioral issues. Low-income students may experience stress and anxiety due to economic hardships, which can manifest as behavioral problems.	Lashon Academy will implement a school-wide Positive Behavior Interventions and Supports (PBIS) program designed to promote positive behavior and reduce disciplinary incidents. Regularly reviewing disciplinary data to ensure the PBIS program is effectively reducing incidents and supporting positive behavior. Lashon Academy aims to promote positive behavior, reduce disciplinary incidents, and create a supportive and inclusive environment for all students, particularly those in unduplicated groups. This comprehensive approach fosters a positive school climate and supports the academic and social-emotional success of every student.	Maintain green or above color performance on the applicable indicator annually.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

N/A

Lashon Academy Local Control and Accountability Plan 2025-2026

Additional Concentration Grant Funding

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

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

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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,591,500.00	$ 4,070,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Teacher Training	No	$ 25,000	$ 27,000
1	2	Qualified Personnel	No	$ 2,000,000	$ 2,400,000
1	3	Teachnology Devices	No	$ 20,000	$ 23,000
1	4	Technology	No	$ 60,000	$ 6,400
1	5	Safe and Clean Campus	Yes	$ 350,000	$ 400,000
1	6	Curriculum and Materials	Yes	$ 95,000	$ 128,000
2	1	Professional Development	Yes	$ 175,000	$ 180,000
2	2	Professional Development	Yes	$ 15,000	$ 15,000
2	3	English Language Development	Yes	$ 70,000	$ 70,000
2	4	English Language Development	Yes	$ 60,000	$ 80,000
2	5	English Learner Support	Yes	$ 140,000	$ 140,000
2	6	Classroom Support	Yes	$ 175,000	$ 175,000
3	1	Targeted Instruction	Yes	$ 50,000	$ 52,000
3	2	Targeted Instruction	Yes	$ 15,000	$ 15,000
3	3	Assessment Growth	Yes	$ 10,000	$ 10,000
3	4	Assessment Technology	Yes	$ 4,000	$ 4,000
3	5	Support	Yes	$ 120,000	$ 120,000
4	1	Parent Engagement	Yes	$ 20,000	$ 25,000
4	2	Parent Engagement	Yes	$ 7,500	$ 7,500
4	3	Attendance	No	$ 50,000	$ 50,000
4	4	School Climate	Yes	$ 40,000	$ 45,000
4	5	School Climate	Yes	$ 90,000	$ 98,000
				$ -	$ -
				$ -	$ -
				$ -	$ -

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)
$ 2,265,361	$ 1,261,500	$ 1,389,500	$ (128,000)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Teacher Training	No	$ -		0.000%	0.000%
1	2	Qualified Personnel	No	$ -		0.000%	0.000%
1	3	Teachnology Devices	No	$ -		0.000%	0.000%
1	4	Technology	No	$ -		0.000%	0.000%
1	5	Safe and Clean Campus	Yes	$ 350,000	$ 400,000	0.000%	0.000%
1	6	Curriculum and Materials	Yes	$ 95,000	$ 128,000	0.000%	0.000%
2	1	Professional Development	Yes	$ 175,000	$ 180,000	0.000%	0.000%
2	2	Professional Development	Yes	$ 15,000	$ 15,000	0.000%	0.000%
2	3	English Language Development	Yes	$ 70,000	$ 70,000	0.000%	0.000%
2	4	English Language Development	Yes	$ 60,000	$ 80,000	0.000%	0.000%
2	5	English Learner Support	Yes	$ 140,000	$ 140,000	0.000%	0.000%
2	6	Classroom Support	Yes	$ -		0.000%	
3	1	Targeted Instruction	Yes	$ 50,000	$ 52,000	0.000%	0.000%
3	2	Targeted Instruction	Yes	$ 15,000	$ 15,000	0.000%	0.000%
3	3	Assessment Growth	Yes	$ 10,000	$ 10,000	0.000%	0.000%
3	4	Assessment Technology	Yes	$ 4,000	$ 4,000	0.000%	0.000%
3	5	Support	Yes	$ 120,000	$ 120,000	0.000%	0.000%
4	1	Parent Engagement	Yes	$ 20,000	$ 25,000	0.000%	0.000%
4	2	Parent Engagement	Yes	$ 7,500	$ 7,500	0.000%	0.000%
4	3	Attendance	No	$ -		0.000%	0.000%
4	4	School Climate	Yes	$ 40,000	$ 45,000	0.000%	0.000%
4	5	School Climate	Yes	$ 90,000	$ 98,000	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	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)
$ -	$ 2,265,361	0.000%	0.000%	$ 1,389,500	0.000%	0.000%	$ -	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 10,163,987	$ 2,715,723	26.72%	0.00%	0.00%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,493,000	$ -	$ -	$ 175,000	$ 3,668,000	$ 3,080,000	$ 563,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Teacher Training		No	LEA-wide	N/A	Lashon	Ongoing	$ -	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
1	2	Qualified Personnel		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 2,000,000	$ -	$ 2,000,000	$ -	$ -	$ -	$ 2,000,000	0.000%
1	3	Technology Access and Integration		No	LEA-wide	N/A	Lashon	Ongoing	$ 60,000	$ 25,000	$ 85,000	$ -	$ -	$ -	$ 85,000	0.000%
1	4	Safe and Clean Campus		No	LEA-wide	N/A	Lashon	Ongoing	$ -	$ 350,000	$ 350,000	$ -	$ -	$ -	$ 350,000	0.000%
1	5	Curriculum and Materials		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ -	$ 95,000	$ 95,000	$ -	$ -	$ -	$ 95,000	0.000%
2	1	Professional Development		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 190,000	$ -	$ 190,000	$ -	$ -	$ -	$ 190,000	0.000%
2	2	Targeted English Language Intervention		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 70,000	$ -	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
2	3	Evidence Based English Language Arts Instruction		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 90,000	$ 40,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
2	4	English Learner Support		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 140,000	$ -	$ 140,000	$ -	$ -		$ 140,000	0.000%
2	5	Classroom Support		No	LEA-wide	N/A	Lashon	Ongoing	$ 175,000	$ -	$ -	$ -	$ -	$ 175,000	$ 175,000	0.000%
3	1	Targeted Instruction Intervention		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 65,000	$ -	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
3	2	Data Driven Instruction		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 10,000	$ 5,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
3	3	Support		No	LEA-wide	N/A	Lashon	Ongoing	$ 120,000	$ -	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
4	1	Inclusive Parent Engagement		Yes	LEA-wide	English Learners and Low-Income	Lashon	Ongoing	$ 20,000	$ 8,000	$ 28,000	$ -	$ -	$ -	$ 28,000	0.000%
4	2	Attendance		No	LEA-wide	N/A	Lashon	Ongoing	$ 40,000	$ 10,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	3	Positive School Climate		Yes	LEA-wide	English Learners and Low-Income	Lashon		$ 100,000	$ 30,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	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
$ 10,163,987	$ 2,715,723	26.719%	0.000%	0.000%	$ 2,863,000	0.000%	28.168%	**Total:**	$ 2,863,000
								LEA-wide Total:	$ 2,863,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Teacher Training	No	LEA-wide		Lashon	$ -	0.000%
1	2	Qualified Personnel	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 2,000,000	0.000%
1	3	Technology Access and Integration	No	LEA-wide		Lashon	$ -	0.000%
1	4	Safe and Clean Campus	No	LEA-wide		Lashon	$ -	0.000%
1	5	Curriculum and Materials	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 95,000	0.000%
2	1	Professional Development	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 190,000	0.000%
2	2	Targeted English Language Intervention	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 70,000	0.000%
2	3	Evidence Based English Language Arts Ins	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 130,000	0.000%
2	4	English Learner Support	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 140,000	0.000%
2	5	Classroom Support	No	LEA-wide		Lashon	$ -	0.000%
3	1	Targeted Instruction Intervention	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 65,000	0.000%
3	2	Data Driven Instruction	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 15,000	0.000%
3	3	Support	No	LEA-wide		Lashon	$ -	0.000%
4	1	Inclusive Parent Engagement	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 28,000	0.000%
4	2	Attendance	No	LEA-wide		Lashon	$ -	0.000%
4	3	Positive School Climate	Yes	LEA-wide	English Learners and Low-Income	Lashon	$ 130,000	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 student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

    o If the LEA has unexpended LREBG funds the LEA must provide the following:

        ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

        ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

            • An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

            • An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

                o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

            • Actions may be grouped together for purposes of these explanations.

            • The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

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

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o 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:

    - o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

- 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 substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

  - Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o   Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    o   School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    o   As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    o   LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        ▪   Identify the action as an LREBG action;

        ▪   Include an explanation of how research supports the selected action;

        ▪   Identify the metric(s) being used to monitor the impact of the action; and

        ▪   Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

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

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

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

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

    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 the number and concentration of unduplicated students in the current school year.

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

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

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

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

- **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).