



**SUMMIT LEADERSHIP**  
**ACADEMY**

## **LCFF Budget Overview for Parents**

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

CDS Code: 36-75044-0107516

School Year: 2024-25

LEA contact information:

Victor Allende

Executive Director

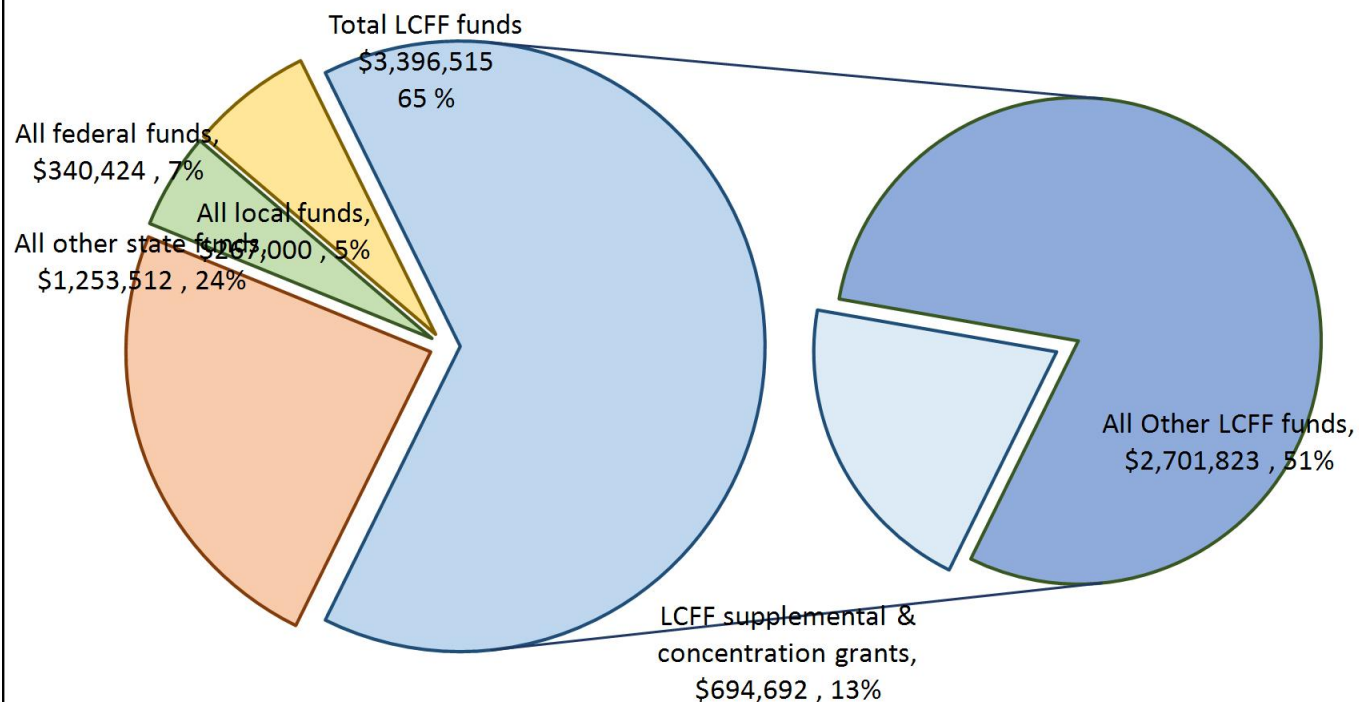
victor.allende@slahd.com

7609499202

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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

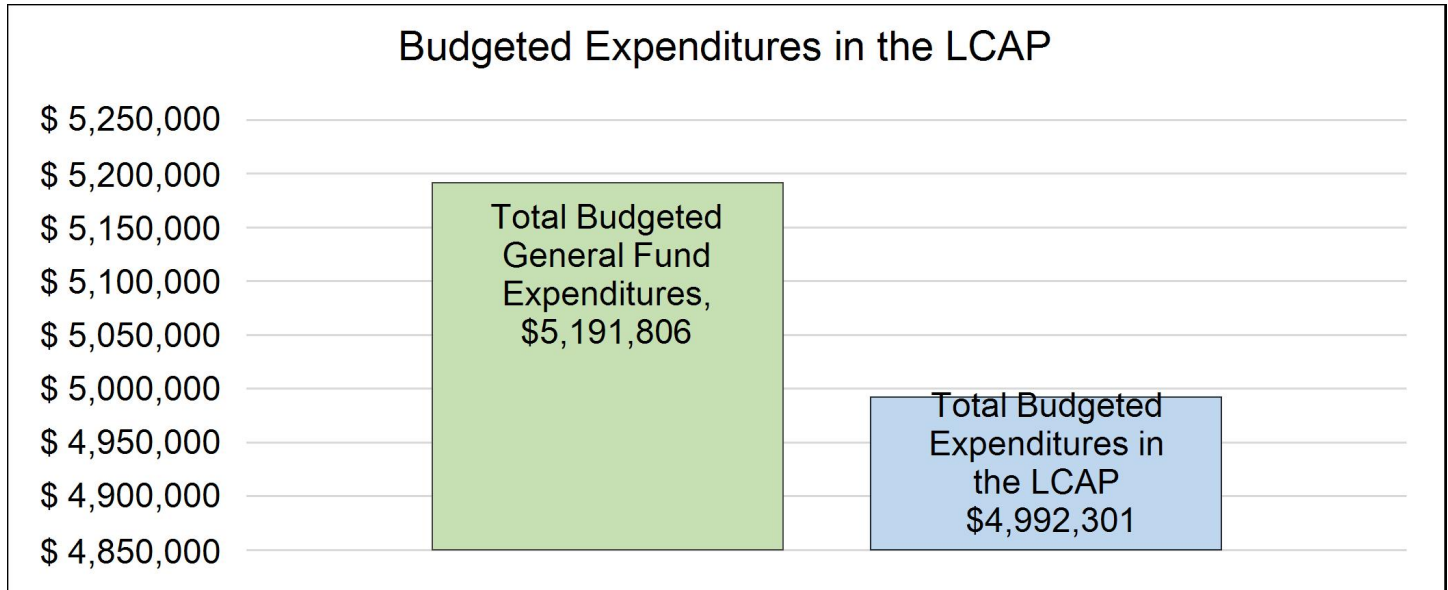


This chart shows the total general purpose revenue Summit Leadership Academy-High Desert expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Leadership Academy-High Desert is \$5,257,451, of which \$3,396,515 is Local Control Funding Formula (LCFF), \$1,253,512 is other state funds, \$267,000 is local funds, and \$340,424 is federal funds. Of the \$3,396,515 in LCFF Funds, \$694,692 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Summit Leadership Academy-High Desert plans to spend \$5,191,806 for the 2024-25 school year. Of that amount, \$4,992,301 is tied to actions/services in the LCAP and \$199,505 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

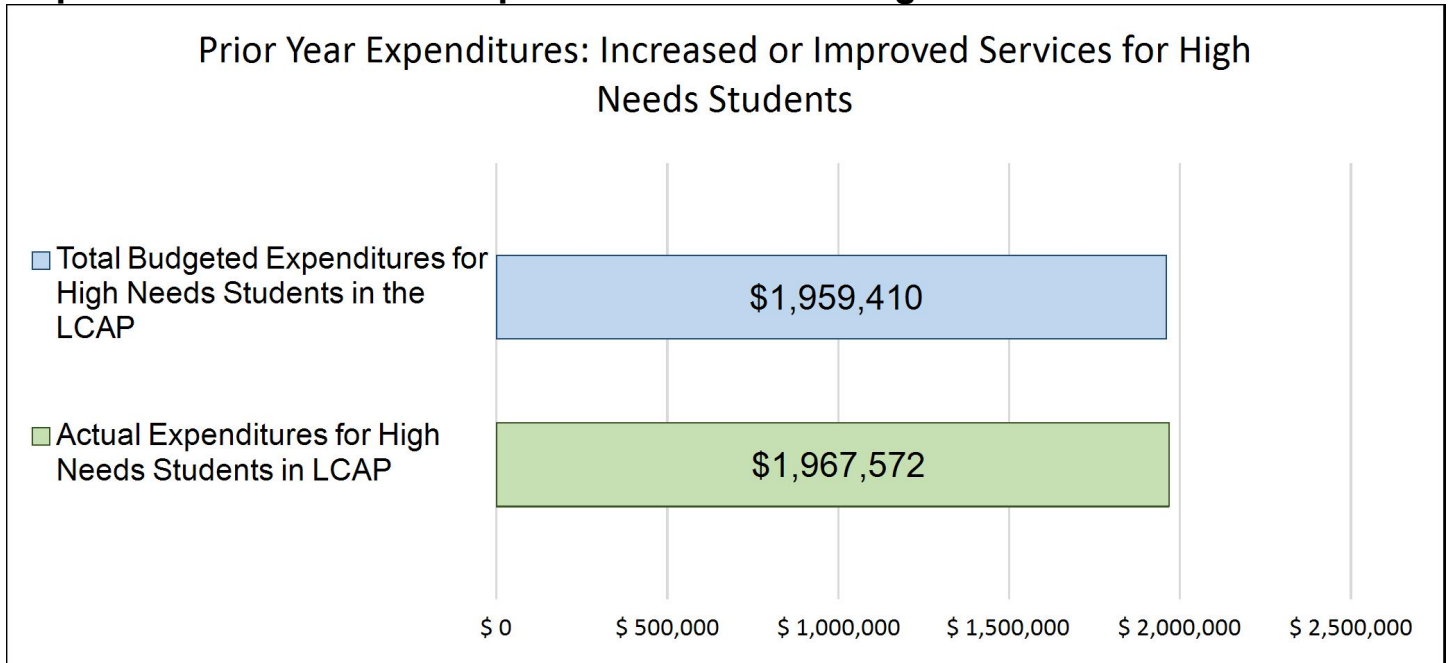
Costs for general office supplies, banking fees, payroll services, legal, accounting, district oversight and other admin fees are not included within the LCAP goals and actions.

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

In 2024-25, Summit Leadership Academy-High Desert is projecting it will receive \$694,692 based on the enrollment of foster youth, English learner, and low-income students. Summit Leadership Academy-High Desert must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Leadership Academy-High Desert plans to spend \$724,252 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Summit Leadership Academy-High Desert's LCAP budgeted \$1,959,410 for planned actions to increase or improve services for high needs students. Summit Leadership Academy-High Desert actually spent \$1,967,572 for actions to increase or improve services for high needs students in 2023-24.



**SUMMIT LEADERSHIP**  
**ACADEMY**

## 2023–24 Local Control and Accountability Plan Annual Update

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

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | Maintain a safe educational environment that addresses student mental, physical, and emotional health needs to promote academic achievement. (State Priorities: 1, 4, 5, 6) |

## Measuring and Reporting Results

| Metric   | Baseline                                  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|--|--|---|--|
| Facility maintenance will be measured by use of an annual internal facility evaluation form. | Facility is currently measured as "good." | Facility is currently measured as "good."                            | Facility is currently measured as "good."  | Facility is currently measured as "good."                 | Exemplary  |
| Reduce number of safety incidents  | # of reportable accidents/injuries - 1    | # of reportable accidents/injuries - 5                               | # of reportable accidents/injuries - 3   | # of reportable accidents/injuries - 1**                  | # of reportable injuries - <5  |
| Improve educational partners' perception of school climate                                   | Healthy Kids Survey - n/a                 | Healthy Kids Survey - insufficient data due to lack of participation | Healthy Kids Survey participation rate (students) - <33%<br>Healthy Kids Survey participation rate (parents) - <10%<br>Healthy Kids Survey participation rate (staff) - >90% | Sown to Grow Survey - Participation rate (students) - 94% | Healthy Kids Survey participation rate (students) - >50%<br>Healthy Kids Survey participation rate (parents) - >25%<br>Healthy Kids Survey participation rate (staff) - >90% |
| Reduce Suspension & Expulsion rates  | Suspension - 16.3%<br>Expulsion Rate - 0% | Suspension - 22.2%<br>Expulsion Rate - 0.3%                          | Suspension - 30.6%<br>Expulsion Rate - 0.3%  | Suspension - TBD<br>Expulsion Rate - TBD                  | Suspension rate - <7%<br>Expulsion rate - <0.3%  |

# Goal Analysis

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

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

One set of restroom renovations were limited to roof and stall door repairs, painting, and baseboard replacement, however, additional repairs to the baseboard, flooring, and stalls are required, pending completion of work orders submitted to landlord. With the assistance of external providers, SLA provided mental health support and counseling to meet social-emotional needs. Additional partnerships and/or staff is needed to provide full wrap-around services. Policies and procedures are in place for intervention programs, however, the incentive plan and MTSS procedures are still in progress. Social-emotional curriculum is accessible and assigned in tandem with core curriculum. Additionally, formal conflict resolution and reintegration meetings for students as well as weekly SEL professional development sessions were implemented in 2023-24. Security systems are fully implemented and monitored by qualified personnel. SLA collaborated with the co-located school to conduct routine safety drills, the threat assessment team evaluated threats and reviewed safety policies, and safety topics were discussed during staff meetings. OCI was eliminated due to limited space, however, the wellness center absorbed this function.

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.

Due to low enrollment, SLA removed additional security cameras from the budget to further eliminate blind spots on campus, however, Campus Assistants were assigned to monitor these areas routinely.

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

Although the school desires to achieve an exemplary rating, as a tenant SLA is limited to the resources and capacity of the landlord. The intervention specialist oversaw the school climate survey which resulted in a 61% increase in participation. Enhancements made to the MTSS program resulted in a projected 30% decrease in suspensions and expulsions.

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

Given that SLA does not own the facilities, the target facility condition for the next LCAP cycle will be to maintain a "good" repair status.

The school climate survey metric will be changed to "sense of belonging" rate to replace participation.

The target suspension rate will be <20% and expulsions <3%.

Although facilities are being maintained to code, a more efficient work order tracking method, employee checklists, and manager inspections are necessary to maintain "good" condition status.

The incentive plan and MTSS procedures are still in progress.

SLA is working with vendors to identify funding sources for enhancements to cyber security and video surveillance on campus.

SLA will improve documentation of safety drills to capture and verify safety efforts.

SLA recognizes that, to increase wellness services, additional space dedicated to student services is required to meet the needs of SLA's underserved student population.

A complete social-emotional curriculum was researched and identified for implementation in 2024-25.

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



# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | Increase educational partner engagement including students, family members, and community members. (State Priorities: 3, 5, 6, 8) |

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|--|---|--|---|--|
| Increase attendance rate                         | Attendance Rate - 91%  | Attendance rate (p-2) - 88%   | Attendance rate (p-2) - 84%  | Attendance rate (p-2) - 88%   | Attendance Rate - 90%  |
| Increase communication interaction               | Communication interaction - not currently captured               | Survey responses (parents) - 10%<br>Survey responses (students) - 20%<br>Survey responses (staff) - 90% (LPC mtgs)<br>Social media engagement (engagement/30 day) - 709 | Survey responses (parents) - 10%<br>Survey responses (students) - 20%<br>Survey responses (staff) - 90%<br>Social media engagement (engagement/30 day) - 505 | Survey responses (parents) - TBD<br>Survey responses (students) - 94.42%<br>Survey responses (staff) - TBD<br>Social media reach - >20k average/month | Survey responses (parents) - 25%<br>Survey responses (students) - 75%<br>Survey responses (staff) - 90%<br>Social media engagement (engagement/30 day) - 1,000 |
| Increase participation in school events          | Increase participation in school events - not currently captured | Pep Squad attendance at extracurricular events - 0%   | Pep Squad attendance at extracurricular events - 10%   | Cheerleaders attendance at extracurricular events - TBD   | Pep Squad attendance at extracurricular events - 50%   |
| Increased number of school events held each year | Five stakeholder events were held in 2020-21                     | # of Educational partner events - 3<br># of Student events - 6  | # of Educational partner events - 4<br># of Student events - TBD   | # of Educational partner events - 6<br># of Student events - 26   | # of Educational partner events - 6<br># of Student events - 15  |

| Metric  | Baseline                                     | Year 1 Outcome                                | Year 2 Outcome                                | Year 3 Outcome                                | Desired Outcome for 2023–24                    |
|---|--|---|---|---|--|
|   |  | # of Community events - 3                     | # of Community events - 4                     | # of Community events - 7                     | # of Community events - 10                     |
| Enhance athletic program                                    | Six sports active (2 co-ed, 1 boys, 3 girls) | # of Sports active - 3 co-ed, 1 boys, 2 girls | # of Sports active - 1 co-ed, 1 boys, 2 girls | # of Sports active - 1 co-ed, 3 boys, 4 girls | # of Sports offered - 3 co-ed, 2 boys, 2 girls |
| Improve student retention as measured by the stability rate | Stability rate - 71.2%                       | Stability rate - 56.3%                        | Stability rate - 50.9%                        | Stability rate - TBD                          | Stability rate - 70%                           |
| Increase volunteer participation                            | # of approved volunteers - 0                 | # of approved volunteers - 1                  | # of approved volunteers - 8                  | # of approved volunteers - 3                  | # of approved volunteers - 10                  |

## Goal Analysis

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

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

The community outreach duties were assigned to a staff member, however, there was not sufficient capacity in this role to fully execute the actions and services.

SLA employees bilingual staff in all departments to foster a welcoming environment for all families.

SLA offered multiple sports each season and held seasonal pep rallies.

Home-to-school transportation is provided to students in multiple regions within the high desert. A new bus route was added to increase access to this service.

To reduce barriers to attendance, SLA provides uniforms and laundry service to students and families.

SLA staff and class advisors led school activities for the high school grades.

SLA modified the school website to improve translation functions, robo-messages are delivered in each family's native language.

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

There was an increase in expenditures for cultural events and clubs and the new bus route which was added 2nd semester.

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

The actions and services are sufficient, however, modifications to the staffing model are necessary to fully execute.

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

Designated staff for Community School Coordinator to complete the engagement actions and services and perform home visits to improve attendance.

Need bilingual translation and liaison for community events and advertised flyers.

The initial targeted stability rate was based on the 2021 school year which proved to be outlying data. Based on historical data pre- and post-pandemic, this rate exceeds school averages, therefore, it will be reduced for the next cycle.

SLA will expand the cheer program to include junior high school students.

Although laundry services are available through the wellness center, the services need to be better communicated to families to increase utilization.

Designated staff member to oversee student activities to ensure equitable offerings are made accessible to all students.

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 3      | Prepare students for post-graduate success in college and career with a primary focus on leadership and public service.<br>(State Priorities: 1, 2, 4, 7, 8) |

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24                                      |
|---|--|---|--|--|--|
| Improve ASVAB participation and increase average test score | ASVAB Qualifying rate - n/a  | ASVAB Qualifying rate - 24%   | ASVAB Qualifying rate - 25%  | ASVAB Qualifying rate - 12.5%  | ASVAB Qualifying rate - 40%                                      |
| Increase graduation rate                                    | Graduation rate (5-year) - 77.5%<br>Graduation rate (4-year) - 72.2%   | Graduation rate (5-year) - 80.6%<br>Graduation rate (4-year) - 81.8%            | Graduation rate (5-year) - 88.6%<br>Graduation rate (4-year) - 100%          | TBD  | Graduation rate (5-year) - 90%<br>Graduation rate (4-year) - 90% |
| Increase number of CTE completers                           | CTE completers rate - 41.7%<br>Leadership/Military Sci completer rate - n/a                                    | CTE completers rate - 33.3%<br>Leadership/Military Sci completer rate - 61.7%   | CTE completers rate - <1%<br>Leadership/Military Sci completer - TBD         | CTE completers rate - TBD<br>Leadership/Military Sci completer - TBD   | # of CTE completers - 50%  |
| Increase A-G eligibility rate                               | A-G eligibility rate - 0%  | A-G eligibility rate - 4.3%   | A-G eligibility rate - <1%   | A-G eligibility rate - TBD   | A-G eligibility rate - 5%  |
| Increase CAASP average test score                           | SBAC ELA met or exceed scores - n/a<br>SBAC Math met or exceed scores - n/a<br>CAST met or exceed scores - n/a | SBAC ELA met or exceed scores - 3.33%<br>SBAC Math met or exceed scores - 0.83% | SBAC ELA met or exceed scores - 7.06%<br>SBAC Math met or exceed scores - 0% | SBAC ELA met or exceed scores - TBD<br>SBAC Math met or exceed scores - TBD<br>CAST met or exceed scores - TBD | SBAC met or exceed scores - 5%<br>CAST met or exceed scores - 5% |

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24                             |
|---|--|---|---|---|---|
|   |  | CAST met or exceed scores - 0%                        | CAST met or exceed scores - 0%                        |   |   |
| Increase English Learner proficiency rate           | English Learner proficiency rate - 13.98%              | English Learner proficiency rate - 15.57%             | English Learner proficiency rate - 16.5%              | English Learner proficiency rate - TBD                | English Learner proficiency rate - 5%                   |
| Increase participation in community college courses | College credit completion - 16.7%                      | College credit completion - 6.4%                      | College credit completion - n/a                       | College credit completion - 81%                       | College credit completion - 15%                         |
| Increase post-secondary college attendance          | College-Going rate - 37.9%                             | College-Going rate - n/a                              | College-Going rate - 40%                              | College-Going rate - TBD                              | College-Going rate - n/a                                |
| Improve iReady test scores                          | iReady tier 1 Math - 6%<br>iReady tier 1 Reading - 16% | iReady tier 1 Math - 5%<br>iReady tier 1 Reading - 9% | iReady tier 1 Math - 9%<br>iReady tier 1 Reading - 7% | iReady tier 1 Math - 4%<br>iReady tier 1 Reading - 4% | iReady tier 1 Math - 12%<br>iReady tier 1 Reading - 15% |

## Goal Analysis

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

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

100% of the curriculum, instructional materials, and course offerings meet state standards, special learner needs, and provide data analytics. Social-emotional curriculum is accessible and assigned in tandem with core curriculum. Over 90% of courses offered are a-g compliant. Seat-time credit recovery courses and the independent study program provide students access to earn credits at an accelerated rate and with flexible scheduling. Public safety CTE and college credit courses were offered to all seat-time students, inclusive of special learners. The Bridge program transitions students from secondary to post-secondary academic programs in connection with Victor Valley College. 1:1 Chromebook devices are provided to students with internet connectivity provided to independent study and socioeconomically disadvantaged students. Staff provides individual training on technology systems to parents as needed.

A third-party vendor provides quarterly data analysis which drives professional development topics, instructional adjustments, and curriculum selection.

Department Heads were designated to complete observations, provide feedback, and coordinate professional development for assigned staff.

Professional development related to instruction, cultural competency, classroom management, and student-centered teaching strategies are provided during weekly staff meetings; an administrator training manual was developed to improve schoolwide accountability systems and identify gaps through root cause analysis.

Additional tools were provided to staff to document the intervention referral process.

Due to the national staffing shortage, SLA piloted a remote IEP Case Management program.

IEP services, professional development, consultation, and compliance management were provided through staff and third-party vendors.

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.

In response to the change in the regional market, SLA increased salary schedules by approximately 10%.

The band room was converted to a Math class which necessitated the purchase of additional classroom furniture.

Additional Chromebooks with internal internet connection were purchased for independent study and CTE programs.

An increase in special education consultation was necessary to meet the obligations of the targeted review and to provide additional professional development to special education personnel.

Telecommuter allocations increased due to the addition of the remote IEP Case Manager.

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

SLA employs multiple bilingual staff members who translate written and verbal communication for students and family members. A tutor was also hired to support students with various academic needs. The CTE program also exposes students to various career opportunities, connects students to industry professionals, and provides real-world application for learned skills.

Curriculum for ASVAB preparation was purchased, but not fully implemented by the end of year 3.

Additional resources are necessary to complement CTE coursework to achieve the additional requirements to become a CTE completer.

Teachers require targeted professional development to fully implement the new curriculum and use the embedded data analytics to inform instruction.

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

ASVAB Qualifying rate - 21.5%

# of CTE completers - 25%

English Learner reclassification rate - 3%

College credit completion - 30%

iReady tier 1 Math - 20%

iReady tier 1 Reading - 20%

Additional curricular tools are necessary to differentiate instruction in correlation with students' assessed academic levels.

A complete social-emotional curriculum was researched and identified for implementation in 2024-25.

SLA will research alternative platforms comparable to iReady Math & Reading, implement a rotating schedule of after-school tutoring led by faculty, offer a summer enrichment program for incoming 7th-9th grades, add foundational support courses for English and Mathematics for 9th grade, and increase the utilization of formative assessments.

Increase the number of college credit courses offered on campus during regular school hours.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2023



**SUMMIT LEADERSHIP**  
**ACADEMY**

## Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

Established in 2004, Summit Leadership Academy (SLA) serves seventh through twelfth-grade students in the Hesperia, Oak Hills, Adelanto, Phelan, Apple Valley, and Victorville communities. SLA is a tuition free public charter school where students excel under the mentorship and care of teachers and staff members. SLA's team of educators encourage and challenge students to grow as scholars and leaders as they prepare for their next steps after graduation. SLA provides students with a traditional educational experience with a focus on public service to prepare students to be leaders in the community. Students, families, and staff work together to make sure all students have access to the programs and opportunities they need to reach their goals.

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

SLA serves a beautifully diverse community, including significant populations of historically marginalized students:

12.83% African-American, 70.35% Hispanic, % Native American

87.9% eligible for free or reduced lunch

23.2% English learners

21.7% students with IEPs

2.4% foster youth

89% unduplicated pupil count encompassing those who are socioeconomically disadvantaged

SLA is governed by a Board of Directors, which generally meets monthly at the school site.

## Reflections: Annual Performance

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

In 2023, SLA celebrated a graduation rate of 100% with the largest graduating class in over ten years. SLA's 2022-23 dashboard and local data showed improvement in English Language Arts and Mathematics among Hispanic students attributed to the diverse make-up of faculty members, high employee retention, and curriculum enhancements. School leadership and educational partners determined that a focus on writing is necessary to further improve in these areas as well as increase the English Learner reclassification rate.

Although the college and career indicator was not populated in the dashboard in 2023, SLA is researching methods for data collection and reporting as well as supplemental programs to improve career technical education pathways and college preparation programs on campus and in the virtual setting.

With over 80% of students being classified as either socioeconomically disadvantaged and/or Hispanic, the majority of schoolwide initiatives outlined in the LCAP will benefit these subgroups.

## Reflections: Technical Assistance

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

The data also revealed the need for alternative solutions to suspension which were initially implemented in the 2023-24 school year. The Wellness Center is progressing in its development as the hub for student services designed to support the whole student. Additionally, SLA is currently seeking additional extracurricular programs for the junior high population to promote student engagement. The increase in suspension rate directly correlates to an increase in chronic absenteeism among socioeconomically disadvantaged and Hispanic junior high

school students which further validates the need to continue to augment programs provided through the Wellness Center and extracurricular programs.

## **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.

Summit Leadership Academy - High Desert

### ***Support for Identified Schools***

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

Members of SLA administration and support staff attended a Differentiated Assistance workshop put on by San Bernardino County Superintendent of Schools to collaborate with SBCSS staff and other charter schools to develop an improvement plan. The needs assessment process included data reflection, root cause analysis, research evidence-based strategies, and developing plans for improvement for all CDE dashboard indicators.

After reviewing the data gathered from CAASPP, Attendance, Suspension Rates, local benchmark assessments, ELPAC results, and survey results, the school leaders and educational partners determined that a focus on writing is necessary to further improve in these areas as well as increase the English Learner reclassification rate. The data also revealed the need for alternative solutions to suspension which were initially implemented in the 2023-24 school year. The increase in suspension rate directly correlates to an increase in chronic absenteeism among socioeconomically disadvantaged and Hispanic junior high school students which further validates the need to continue to augment programs provided through the Wellness Center and extracurricular programs. SLA is also researching methods for data collection and reporting as well as supplemental programs to improve career technical education pathways and college preparation programs on campus and in the virtual setting.

Evidence-based strategies are further outlined in SLA's actions and services (see Goal 1, Action 1.2) to augment student services provided through the Wellness Center, use restorative practices to increase attendance, improve physical learning spaces, and align professional development topics to improve outcomes tied to academic performance.

It was also determined that resources are equitably distributed to all subgroups. However, it is evident that students have inequitable access to personal and community resources. SLA is seeking additional funding sources to hire a social worker to address external barriers to foster more equitable circumstances for all students.

## ***Monitoring and Evaluating Effectiveness***

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

The Executive Planning Committee has been established to meet monthly to analyze schoolwide data pertaining to underrepresented student populations to ensure equity and student success. SLA will also designate a staff member as the point person to work with data consultants to compile data from the student information system (Aeries), iReady assessments, state test score reports (summative and interim), and curriculum diagnostics to produce real-time dashboards and reports. The data will be tied to the metrics captured in the CDE dashboard and the metrics outlined in each LCAP goal to monitor progress toward goals throughout the school year.

Teacher portfolios with training materials, observation feedback, and reflections will be maintained throughout the year. This information will be evaluated alongside quantitative data to determine the effectiveness of the actions and services outlined herein and to make adjustments to further improve student outcomes.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|------------------------|------------------------|
|------------------------|------------------------|

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

SLA engages educational partners using a variety of methods to promote inclusivity and participation in the decision-making process. Surveys regarding the desired method of curriculum delivery (textbook hard copies vs. web-based), preferred communication methods, IT support needs, staff professional development topics, desired extracurricular programs, ways to increase school pride, and ideas to motivate students academically are made available through online platforms. This feedback informed decisions related to professional development, extracurricular activities, safety and security measures, and guidance counseling initiatives.

The executive director hosted weekly meetings with faculty to identify barriers to learning and develop strategies to address underlying issues to improve student outcomes. These discussions led to the addition of enrichment and dual enrollment courses, realignment of science courses, intervention curriculum development, and strategic scheduling to meet the needs of and provide equitable access to all students.

Additionally, the School Site Council/English Learner Advisory Committee and other parent groups met with school leaders to discuss areas of success and growth.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | Maintain a safe educational environment that addresses student mental, physical, and emotional health needs to promote academic achievement. SLA aims to provide services and learning environments that meet the needs of the whole student to support the academic and leadership development of each student as well as mitigate issues surrounding diversity, equity, and inclusion. | Broad Goal   |

State Priorities addressed by this goal.

|   |
|---|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> |
|---|

An explanation of why the LEA has developed this goal.

|  |
|--|
| <p>This goal was developed to improve the school climate through multi-tiered systems of support and positive behavior interventions and supports.</p> |
|--|

## Measuring and Reporting Results

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                            | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.1      | Facility maintenance will be measured by use of an annual internal facility evaluation form. | Facility condition is currently measured as "good."  |                |                | Facility condition is measured as "good."            |                                  |
| 1.2      | Number of safety incidents   | # of reportable accidents/injuries - 1               |                |                | # of reportable accidents/injuries - 1               |                                  |
| 1.3      | Students' sense of belonging   | Sown to Grow Survey: Sense of Belonging score - 2.56 |                |                | Sown to Grow Survey: Sense of Belonging score - 3.25 |                                  |

| Metric # | Metric           | Baseline             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------|----------------------|----------------|----------------|---------------------------|----------------------------------|
| 1.4      | Suspension rates | Suspension - 30.6%   |                |                | Suspension rate - <7%     |                                  |
| 1.5      | Expulsion rates  | Expulsion Rate - .3% |                |                | Expulsion rate - <0.3%    |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title      | Description   | Total Funds  | Contributing |
|----------|------------|---|--------------|--------------|
| 1.1      | Facilities | Maintain facilities in accordance with health code, education code, and other applicable regulations. This includes space leases, maintenance and custodial supplies, custodial personnel, and outsourced maintenance service.<br>Renovate student restrooms to modernize and improve areas deemed deficient according to the Good Repair Standard. | \$393,909.00 | No           |



| Action # | Title                         | Description  | Total Funds  | Contributing |
|----------|-------------------------------|--|--------------|--------------|
|          |                               | Develop a more efficient work order tracking method, employee checklists, and manager inspections.   |              |              |
| 1.2      | Socio-emotional Wellness (DA) | <p>Connect students and families to wrap-around services to meet the needs of the whole student; these services include mental health support and counseling to meet socio-emotional needs.</p> <p>Policies and procedures will be initially implemented to standardize pre-intervention strategies and provide incentives for positive reinforcement under the PBIS and MTSS programs. Standard operating procedures will define community agreements/norms, outline the process in which students progress through the various tiers, delineate procedures for office-managed versus staff-managed problems with a flow chart, and explain the manner in which the process is documented at each step. Student incentive programs will be developed with a written policy that outlines the criteria and mechanisms for earning incentives. (WASC)</p> <p>The Sown to Grow survey will be distributed at least two times per year to evaluate students' sense of belonging on campus. This will allow staff to directly engage with the students who have a low sense of belonging. In addition, weekly SEL check-ins will be utilized to track students' wellness throughout the school year.</p> <p>Socio-emotional lesson plans will be initially implemented within the curriculum to support; staff and faculty will receive professional development to deliver the SEL curriculum, respond appropriately to student concerns and issues, and to both recognize and take action to correct systemic racism and implicit bias.</p> <p>Subject matter experts will provide mental health training to staff to prepare them to identify and respond appropriately to student mental health issues. SLA recognizes that, to increase wellness services, additional space dedicated to student services such as PODS are required to meet the needs of SLA's underserved student population.</p> <p>A complete social-emotional curriculum was researched and identified for implementation in 2024-25.</p> | \$246,941.00 | No<br>Yes    |

| Action # | Title             | Description   | Total Funds | Contributing |
|----------|-------------------|---|-------------|--------------|
|          |                   | Through the Community Schools Partnership Program (CSPP) calming corners will be introduced to every classroom to provide environmental enrichment for students.  |             |              |
| 1.3      | Safety & Security | <p>Security systems are utilized for school security monitoring to include student tracking, visitor management, cybersecurity, and alarm and surveillance systems. Security systems are fully installed and staff is fully trained on how to use them; systems will be augmented to meet the operational needs of the school as needed.</p> <p>Liability insurance is in place to protect the school's assets.</p> <p>Safety/threat assessment committee leads professional development, evaluates threats to safety on campus quarterly and post-incident, and identifies and makes recommendations for school safety improvements. The committee will develop a master plan for all safety professional development and safety-related drills for the entire year: quarterly professional development topics and weekly safety short topics to include de-escalation, slips &amp; falls prevention, safe lifting techniques, ladder safety, emergency response, and other risk management matters.</p> <p>To reduce suspensions and expulsions, the Wellness Center will provide students with relevant strategies to reduce the number of repeated violations. (DA)</p> <p>SLA is researching possible contract options for onsite health services and to enhance cyber security.</p> | \$97,522.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | Increase educational partner engagement including students, family members, and community members. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SLA and educational partners desire active parent and community engagement networks to increase collaboration between home and school to fully support student success.

## Measuring and Reporting Results

| Metric # | Metric                               | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------------------------------------|---|----------------|----------------|--|----------------------------------|
| 2.1      | Attendance rate                      | Attendance Rate - 88%   |                |                | Attendance Rate - 94%  |                                  |
| 2.2      | Parent interaction & events          | ParentSquare interactions - <1%<br>SSC/ELAC - 1<br>Other - 1    |                |                | ParentSquare interactions - 10%<br>SSC/ELAC - 3<br>Other - 10    |                                  |
| 2.3      | Extracurricular activities offerings | Clubs - 2<br>Athletics - 1 co-ed, 3 boys, 4 girls               |                |                | Clubs - 4<br>Athletics - 6                                       |                                  |
| 2.4      | Number of events held                | # of Educational partner events - 6<br># of Student events - 26 |                |                | # of Educational partner events - 10<br># of Student events - 25 |                                  |

| Metric # | Metric                     | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                            | Current Difference from Baseline |
|----------|----------------------------|--|----------------|----------------|--|----------------------------------|
|          |                            | # of Community events - 7                            |                |                | # of Community service events - 10                   |                                  |
| 2.5      | CTSO events                | Cadet Corps - 4<br>SkillsUSA - 5                     |                |                | Cadet Corps - 5<br>SkillsUSA - 5                     |                                  |
| 2.6      | Stability rate             | Stability rate - 50.9%                               |                |                | Stability rate - 60%                                 |                                  |
| 2.7      | Volunteers                 | # of approved volunteers - 2                         |                |                | # of approved volunteers - 6                         |                                  |
| 2.8      | Chronic absenteeism rate   | Chronic Absence Rate- 58.5%                          |                |                | Chronic Absence Rate- 50%                            |                                  |
| 2.9      | Suspension rate            | Suspension rate - 30.6%                              |                |                | Suspension rate - <7%                                |                                  |
| 2.10     | Expulsion rate             | Expulsion rate - 0.3%                                |                |                | Expulsion rate - < 0.3%                              |                                  |
| 2.11     | Student sense of belonging | Sown to Grow Survey: Sense of Belonging score - 2.56 |                |                | Sown to Grow Survey: Sense of Belonging score - 3.25 |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                     | Description   | Total Funds  | Contributing |
|----------|---------------------------|---|--------------|--------------|
| 2.1      | Community Outreach (CSPP) | <p>Assign staff to collaborate with families to promote participation in school academic and extra-curricular programs, coordinate school events and activities, celebrate student achievement, and foster a positive school climate. Various communication avenues will be utilized to inform families and to offer virtual options to attend meetings/events; staff will receive professional development to utilize communication technology. Bilingual staff will be hired and retained to eliminate communication barriers and faculty members will be assigned morning and afternoon duty.</p> <p>Staff will also build and maintain community partnerships to afford students opportunities for community service projects as well as career preparation resources.</p> <p>SLA community events, such as Back-to-School Night and orientation, will be held at the beginning of the year to promote family engagement. School Site Council/English Learner Advisory Council, Parent Advisory Committee, and Coffee with the Principal events will be held quarterly to increase collaboration with families. (WASC).</p> <p>SLA will designate staff to coordinate quarterly parent nights to connect families with community resources and provide evidence-based strategies to assist in the development of home and school partnerships.</p> <p>A web-based volunteer application process will be used to remove barriers and increase the number of eligible volunteers.</p> <p>Partner with third-party vendor for student recruitment and to share student success with the community.</p> | \$194,590.00 | No           |

| Action # | Title      | Description   | Total Funds  | Contributing |
|----------|------------|---|--------------|--------------|
| 2.2      | Athletics  | <p>Offer five sports and add a cheer squad, maintaining gender equity. Pep Squad and/or Cheer Squad will attend home games and host seasonal pep rallies to increase school spirit.</p> <p>The Pep Squad, in collaboration with other clubs/sports, will expand the selection of spirit gear in the student store to instill school pride.</p> <p>A summer sports conditioning and skills-building program will be implemented to prepare students for CIF-level competition.</p>   | \$56,525.00  | No           |
| 2.3      | Attendance | <p>Staff will be assigned to monitor student attendance, manage the SARB process, and execute interventions for those who are chronically absent. Bilingual staff and technological communications will notify parents of student absences in their preferred language.</p> <p>Home-to-school transportation shall be provided to students who live too great a distance to walk and are unable to transport on their own.</p> <p>Breakfast and Lunch meals shall be served each day; all students receive free meals via the Community Eligibility Provision.</p> <p>Uniform dress code pieces and school supplies shall be provided to remove barriers to student attendance.</p> <p>A data consultant will be contracted to validate data and ensure compliance with reporting requirements. Designated staff will oversee data management to ensure accuracy and timely reporting.</p> <p>A marketing firm is contracted to increase enrollment as well as communicate school programs and student achievements to the community.</p> | \$563,444.00 | Yes          |
| 2.4      | Activities | <p>Pep Squad will host a variety of activities including pep rallies, dances, and lunch socials for all grades. Class Advisors will also be assigned to</p>   | \$37,605.00  | No           |

| Action # | Title | Description   | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
|          |       | <p>establish annual traditions by grade level and other activities to create a sense of community and school pride on campus through fun activities.</p> <p>Faculty members will advise student-led clubs for both junior high and high school.</p> <p>CTE teachers will participate in community events with students such as parades, presenting colors, Patriot Day celebrations, and other local activities.</p> <p>CTE students will engage in Cadet Corps and SkillsUSA events to demonstrate acquired skills, motivate students to increase their skills knowledge, and generate school spirit through competition. Staff and faculty will be assigned to support CTE teachers as they prepare students for specific pathway competitions.</p> |             |              |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 3      | Prepare students for post-graduate success in college and career with a primary focus on leadership and public service. | Broad Goal   |

State Priorities addressed by this goal.

|  |
|--|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

|  |
|--|
| <p>While SLA offers academic programs that align to state standards, college preparation and career technical education pathways require modification in response to metrics captured in the dashboard college and career indicator.</p> |
|--|

## Measuring and Reporting Results

| Metric # | Metric                | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-----------------------|---|----------------|----------------|--|----------------------------------|
| 3.1      | ASVAB qualifying rate | ASVAB Qualifying rate - 12.5%                                       |                |                | ASVAB Qualifying rate - 21.5%                                    |                                  |
| 3.2      | Graduation rate       | Graduation rate (5-year) - 88.6%<br>Graduation rate (4-year) - 100% |                |                | Graduation rate (5-year) - 90%<br>Graduation rate (4-year) - 90% |                                  |
| 3.3      | CTE completers        | CTE completers rate - <1%   |                |                | CTE completers rate - 25%  |                                  |
| 3.4      | A-G eligibility rate  | A-G eligibility rate - <1%  |                |                | A-G eligibility rate - 10%                                       |                                  |
| 3.5      | SBAC ELA Pass Rate    | SBAC ELA Pass Rate - 7.06%  |                |                | SBAC ELA Pass Rate 10%   |                                  |



| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 3.6      | SBAC Math Pass Rate                                 | SBAC Math Pass Rate - 0%  |                |                | SBAC Math Pass Rate 10%   |                                  |
| 3.7      | SBAC CAST Pass Rate                                 | SBAC CAST Pass Rate - 0%  |                |                | SBAC CAST Pass Rate 10%   |                                  |
| 3.8      | Post-secondary college attendance                   | College-Going rate - 40%  |                |                | College-Going rate - 50%  |                                  |
| 3.9      | College course completion                           | College credit completion - 81%   |                |                | College credit completion - 30%   |                                  |
| 3.10     | % EL improving on ELPAC (ELPI)                      | % EL improving on ELPAC (ELPI) - 16.5%  |                |                | % EL improving on ELPAC (ELPI) - 20%  |                                  |
| 3.11     | Work-based Learning                                 | WBL completion - n/a  |                |                | WBL completion - 25%  |                                  |
| 3.13     | Teachers appropriately credentialed / assigned      | Course misassignments - 10  |                |                | Course misassignments - 10  |                                  |
| 3.14     | Broad course of study                               | 100% of students have access to and are enrolled in required core subject areas and a broad courses of study. |                |                | 100% of students have access to and are enrolled in required core subject areas and a broad courses of study. |                                  |
| 3.15     | Students with access to standards aligned materials | Students with access to standards aligned materials - 100%  |                |                | Students with access to standards aligned materials - 100%  |                                  |
| 3.16     | A-G & CTE Pathway completion rate                   | A-G & CTE Pathway completion rate - 2.2%  |                |                | A-G & CTE Pathway completion rate - 10%   |                                  |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                  | Description   | Total Funds  | Contributing |
|----------|------------------------|---|--------------|--------------|
| 3.1      | College & Career (CTE) | <p>The Guidance Counselor supports students through matriculation, connects students to college resources such as the Victor Valley College Bridge program, and prepares them for post-secondary opportunities The Counselor also ensures students have equitable access to the courses required to meet their post-secondary goals.</p> <p>Over 90% of courses offered are a-g compliant.</p> <p>Career Technical Education (CTE) courses will be offered in the public safety and/or military science pathways. The School will partner with the local community college to offer college credit for advanced Career Technical Education courses.</p> <p>Instructional materials and supplies are dedicated to a-g and CTE courses as well as special learners.</p> <p>Increase the number of college credit courses offered on campus during regular school hours.</p> | \$391,450.00 | Yes          |

| Action # | Title            | Description   | Total Funds    | Contributing |
|----------|------------------|---|----------------|--------------|
|          |                  | <p>To increase community engagement and improve career readiness programs, the school will develop relationships with educational partners in the High Desert to begin the process of developing Community Internships with public safety agencies.</p> <p>Work-based learning opportunities occur within the classroom, coordinating schoolwide events, performing community service, and participating in Career and Technical Student Organizations (CTSO). Students participate in leadership conferences led by staff and CTSOs.</p>   |                |              |
| 3.2      | Technology (CSI) | <p>Technology devices and services are procured and maintained to provide access to web-based instructional programs and to support academic achievement through a variety of learning modalities. Devices are distributed to ensure all students have equitable access to the curriculum. Parents will receive training on technology systems to increase the use of technology to monitor students' information and progress. Professional development is provided to staff to utilize technology systems. Schoolwide data-driven instruction and analysis support student learning loss and provide teachers with strategies to engage students. SLA will research and possibly contract additional technological services to enhance recordkeeping and provide additional device monitoring capability.</p> | \$132,548.00   | No           |
| 3.3      | Instruction      | <p>SLA will hire additional teachers to potentially expand course offerings. The School shall make every effort to employ highly qualified teachers and support staff to promote schoolwide academic success. Teachers with preliminary credentials will complete and/or continue the Induction program.</p> <p>Department Heads will utilize data to determine adjustments to professional development topics throughout the year. (WASC)</p> <p>School leaders and designees will oversee programs and operations to ensure quality and compliance. Educators will provide designated EL instruction and administer state testing.</p> <p>Collectively, faculty will develop a written incentive program with criteria, rewards, and timelines to encourage academic achievement and to</p>                   | \$1,992,007.00 | No           |

| Action # | Title             | Description   | Total Funds  | Contributing |
|----------|-------------------|---|--------------|--------------|
|          |                   | <p>motivate students to devote increased effort to state tests and local benchmark assessments. This program will also include parent communications to explain and depict student test scores including translated materials and graphics.</p> <p>School leaders, teachers, and support staff will utilize PBIS and MTSS strategies and the SIS to execute and document the behavior and academic intervention process. (DA)</p> <p>Educators select equity literature to supplement culturally sensitive curriculum.</p> <p>The independent study program will serve students who are unable to attend school in-person or who prefer to learn independently.</p> <p>Additional curricular tools are necessary to differentiate instruction in correlation with students' assessed academic levels.</p> <p>A complete social-emotional curriculum was researched and identified for implementation in 2024-25. Educators partner with the Counselor and Wellness Center staff to embed SEL in the curriculum.</p>   |              |              |
| 3.4      | Special Education | <p>Special Education Teachers and support staff will provide IEP-related services directly to students and support general education teachers in doing so as well. Administrators, administrative support staff, and contracted experts will oversee data collection and compliance with the special education program requirements.</p> <p>SLA contracts special education services such as nurse service, speech therapy, occupational therapy, and psycho-educational evaluations to support students' academic growth.</p> <p>Special Education staff and faculty will receive specialized professional development as it relates to their respective positions. A Department Head and supervisor will increase communication and organization within the Special Education department through the revised staffing model, additional support staff, and effective use of technology systems.</p> <p>Department Heads will mentor teachers and provide professional development with a special focus on embedding leadership and special learner strategies in the curriculum as well as understanding implicit bias; the collective department heads and administration shall comprise the equity leadership team.</p> | \$391,455.00 | No           |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal                 |
|--------|--|------------------------------|
| 4      | SLA will augment academic preparation and intervention for English Language Arts with specific focus on reading and writing. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

|   |
|---|
| <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> |
|---|

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric                           | Baseline                   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|----------------------------|----------------|----------------|---------------------------|----------------------------------|
| 4.1      | SBAC ELA passing rate            | 7.06%                      |                |                | 10%                       |                                  |
| 4.2      | SBAC Math passing rate           | 0%                         |                |                | 10%                       |                                  |
| 4.3      | English Learner proficiency rate | 16.5%                      |                |                | 20%                       |                                  |
| 4.4      | Local ELA indicator              | iReady tier 1 Reading - 4% |                |                | 20%                       |                                  |
| 4.5      | Local Math indicator             | iReady tier 1 Math - 4%    |                |                | 20%                       |                                  |
| 4.6      | CAST passing rate                | 0%                         |                |                | 10%                       |                                  |

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                               | Description  | Total Funds  | Contributing |
|----------|-------------------------------------|--|--------------|--------------|
| 4.1      | Data Reporting & Analysis (CSI, DA) | SLA contracts with a third-party data firm to provide detailed data analysis of benchmark assessments and state tests. This data is used to identify trends and monitor student academic and behavioral progress by analyzing individual, aggregated, and disaggregated data. (WASC)<br>SLA will designate an information technology liaison on staff to develop expertise in all data tools and systems to improve collection, reporting, and analysis. | \$430,021.00 | No           |
| 4.2      | Curriculum (DA)                     | SLA utilizes curriculum that aligns with state standards and scaffolds lessons to meet students' individual needs. The curriculum also allows educators to analyze disaggregated assessment data to inform instructional practices. (WASC) In response to educational partner  | \$50,784.00  | No           |

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
|          |                               | <p>feedback, teachers will integrate web-based and hard copy materials into the instructional design.</p> <p>SLA will continue to use third-party assessments three times per year to measure students' progress and purchase supplemental curriculum to provide opportunities for remediation.</p> <p>Students require supplemental and individualized supports to make progress toward meeting grade level reading and writing proficiency. Using a variety of methods, students will be provided multiple opportunities to interact with instructional materials and educators.</p>  |             |              |
| 4.3      | Professional Development (DA) | <p>The designated testing coordinator will provide professional development to educators regarding instructional strategies and tools available to support long-term English Learners and socioeconomically disadvantaged students. In collaboration with the IT liaison, This individual will also provide professional development to faculty and staff to increase the utilization and efficiency of web-based platforms.</p> <p>Although the majority of educators are highly qualified, alternative strategies are necessary to address the unique needs of socioeconomically disadvantaged populations. Focused professional development and research regarding evidence-based strategies will provide educators with the tools and skills necessary to support student achievement.</p> <p>The executive director and/or designated faculty members will continue to lead weekly professional development workshops to improve instructional practices proven effective for underserved populations.</p> | \$13,500.00 | No           |
| 4.4      | Academic Intervention (DA)    | <p>SLA will use a rotating schedule of after-school tutoring led by faculty to provide students with multiple opportunities for additional support. In addition to summer school credit recovery, a summer enrichment program for incoming 7th-9th grades will mitigate learning loss and help students to build skills in preparation for the upcoming school year.</p> <p>Foundational support courses for English and Mathematics for 9th grade students will provide additional academic instruction during regular school hours to improve academic performance in core classes.</p>   |             | No           |



| Action # | Title | Description   | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
|          |       | The curriculum for the daily intervention period will be revised to bridge gaps and remediate deficient areas for all grades. |             |              |

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

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$694,692   | \$51,550   |

## 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 |
|---|-----------------------------|-------------------------|---|
| 25.712%   | 0.000%                      | \$0.00                  | 25.712%   |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness          |
|-------------------|--|---|---|
| 1.2               | <p><b>Action:</b><br/>Socio-emotional Wellness (DA)</p> <p><b>Need:</b><br/>Students require additional resources to meet basic needs.</p> <p><b>Scope:</b><br/>LEA-wide</p> | The Wellness Center will connect students to resources within the school and community.     | Social-emotional wellness screeners/surveys |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
| <b>2.3</b>        | <p><b>Action:</b><br/>Attendance</p> <p><b>Need:</b><br/>Students require additional resources and monitoring to promote attendance and access to educational and wellness programs.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Designated staff will monitor student attendance, keep record of services provided and areas of need, and connect families to resources.   | Attendance rate   |
| <b>3.1</b>        | <p><b>Action:</b><br/>College &amp; Career (CTE)</p> <p><b>Need:</b><br/>Students require access to college and career preparation courses and programs.</p> <p><b>Scope:</b><br/>LEA-wide</p>                             | These programs prepare students to enroll in college, attend trade school, or join the workforce through real-world experiences, industry networking, and assistance navigating pathways to completion. This is provided schoolwide since Unduplicated Pupils make up 90% of the population. | ASVAB passing rate, A-G eligibility rate, post-secondary college attendance, and CTE Completer count. |

### **Limited Actions**

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

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness                                   |
|-------------------|---|---|--|
| <b>3.4</b>        | <p><b>Action:</b><br/>Special Education</p> <p><b>Need:</b></p> | SLA will provide designated instruction and special learner strategies embedded in instruction. | EL reclassification rate, SBAC ELA interim and summative assessments |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>Non-native English speakers require additional support to increase fluency.</p> <p><b>Scope:</b></p> |   |                                    |

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 a variety of reasons, many students choose to enter the workforce after high school. In response to this, the school offers a robust Career Technical Education program that prepares students for both college and career. In an effort to connect students to community resources, inform parents of matriculation requirements and post-secondary opportunities, the School employs a fully credentialed guidance counselor who is bilingual. Given that students reside in various zones throughout the region, many are unable to arrange home-to-school transportation on their own. Therefore, the school provides this transportation which includes a late bus that takes students home after practice, tutoring, or other campus activities. The School provides many academic support services for students with unique needs which include instructional support during class.

***Additional Concentration Grant Funding***

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

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students     |  | 1:85  |

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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 certificated staff providing direct services to students          |  | 1:60  |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | 2,701,823  | 694,692  | 25.712%   | 0.000%   | 25.712%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,694,554.00 | \$1,740,141.00    | \$0.00      | \$557,606.00  | \$4,992,301.00 | \$3,644,598.00  | \$1,347,703.00      |

| Goal # | Action # | Action Title                  | Student Group(s)   | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|-------------------------------|--|---|----------|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1      | 1.1      | Facilities                    | All  | No  |          |  | All Schools |           | \$115,901.00    | \$278,008.00        | \$393,909.00   |                   | \$0.00      |               | \$393,909.00   |   |
| 1      | 1.2      | Socio-emotional Wellness (DA) | Students with Disabilities<br>Foster Youth<br>Low Income | No<br>Yes                                       | LEA-wide | Foster Youth<br>Low Income                     | All Schools |           | \$189,166.00    | \$57,775.00         |                | \$189,166.00      |             | \$57,775.00   | \$246,941.00   |   |
| 1      | 1.3      | Safety & Security             | All  | No  |          |  | All Schools |           | \$33,175.00     | \$64,347.00         | \$94,873.00    |                   |             | \$2,649.00    | \$97,522.00    |   |
| 2      | 2.1      | Community Outreach (CSPP)     | All  | No  |          |  | All Schools |           | \$167,348.00    | \$27,242.00         | \$11,740.00    | \$167,348.00      |             | \$15,502.00   | \$194,590.00   | .14%                                    |
| 2      | 2.2      | Athletics                     | All  | No  |          |  | All Schools |           | \$29,283.00     | \$27,242.00         | \$56,525.00    |                   |             |               | \$56,525.00    |   |
| 2      | 2.3      | Attendance                    | Foster Youth<br>Low Income                               | Yes   | LEA-wide | Foster Youth<br>Low Income                     | All Schools |           | \$119,802.00    | \$443,642.00        | \$563,393.00   |                   |             | \$51.00       | \$563,444.00   | 6.81%                                   |
| 2      | 2.4      | Activities                    | All  | No  |          |  | All Schools |           | \$18,697.00     | \$18,908.00         | \$12,533.00    | \$25,072.00       |             |               | \$37,605.00    |   |
| 3      | 3.1      | College & Career (CTE)        | English Learners<br>Foster Youth<br>Low Income           | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$311,109.00    | \$80,341.00         | \$160,859.00   | \$230,591.00      |             |               | \$391,450.00   | 1.94%                                   |
| 3      | 3.2      | Technology (CSI)              | All  | No  |          |  | All Schools |           | \$0.00          | \$132,548.00        | \$1,911.00     |                   |             | \$130,637.00  | \$132,548.00   | .02%                                    |
| 3      | 3.3      | Instruction                   | All  | No  |          |  | All Schools |           | \$1,938,930.00  | \$53,077.00         | \$1,362,562.00 | \$414,355.00      |             | \$215,090.00  | \$1,992,007.00 | 16.35%                                  |
| 3      | 3.4      | Special Education             | Students with Disabilities<br>English Learners           | No  |          | English Learners                               | All Schools |           | \$341,658.00    | \$49,797.00         | \$36,249.00    | \$306,328.00      |             | \$48,878.00   | \$391,455.00   | .45%                                    |

| 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 |
|--------|----------|-------------------------------------|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|---|
| 4      | 4.1      | Data Reporting & Analysis (CSI, DA) | All              | No  |       |                               | All Schools |           | \$379,529.00    | \$50,492.00         |            | \$379,529.00      |             | \$50,492.00   | \$430,021.00 |   |
| 4      | 4.2      | Curriculum (DA)                     | All              | No  |       |                               |             |           | \$0.00          | \$50,784.00         |            | \$24,252.00       |             | \$26,532.00   | \$50,784.00  |   |
| 4      | 4.3      | Professional Development (DA)       | All              | No  |       |                               |             |           | \$0.00          | \$13,500.00         |            | \$3,500.00        |             | \$10,000.00   | \$13,500.00  |   |
| 4      | 4.4      | Academic Intervention (DA)          | All              | No  |       |                               |             |           |                 |                     |            |                   |             |               |              |   |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 2,701,823                    | 694,692  | 25.712%   | 0.000%   | 25.712%   | \$724,252.00  | 25.710%  | 52.516 %   | <b>Total:</b>            | \$724,252.00     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$724,252.00     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title                  | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)            | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------|---|----------|--|-------------|--|---|
| 1    | 1.2      | Socio-emotional Wellness (DA) | Yes   | LEA-wide | Foster Youth Low Income                  | All Schools |  |   |
| 2    | 2.1      | Community Outreach (CSPP)     |   |          |  | All Schools | \$11,740.00  | .14%  |
| 2    | 2.3      | Attendance                    | Yes   | LEA-wide | Foster Youth Low Income                  | All Schools | \$563,393.00   | 6.81%                                       |
| 3    | 3.1      | College & Career (CTE)        | Yes   | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$160,859.00   | 1.94%                                       |
| 3    | 3.2      | Technology (CSI)              |   |          |  | All Schools | \$1,911.00   | .02%  |
| 3    | 3.3      | Instruction                   |   |          |  | All Schools | \$1,362,562.00   | 16.35%                                      |
| 3    | 3.4      | Special Education             |   |          | English Learners                         |             | \$36,249.00  | .45%  |



# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$5,057,469.00                                       | \$5,162,905.00                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| 1                  | 1.1                  | Facilities                 | No   | \$776,654.00                                   | 812,788   |
| 1                  | 1.2                  | Socio-emotional Wellness   | Yes  | \$251,500.00                                   | 189,826   |
| 1                  | 1.3                  | Safety & Security          | No   | \$398,837.00                                   | 314,537   |
| 2                  | 2.1                  | Community Outreach         | Yes  | \$155,976.00                                   | 121,753   |
| 2                  | 2.2                  | Athletics                  | No   | \$20,125.00                                    | 23,985  |
| 2                  | 2.3                  | Attendance                 | Yes  | \$473,282.00                                   | 609,733   |
| 2                  | 2.4                  | Activities                 | No   | \$77,803.00                                    | 33,517  |
| 3                  | 3.1                  | Curriculum & Courses       | Yes  | \$88,287.00                                    | 89,600  |
| 3                  | 3.2                  | Technology                 | Yes  | \$134,868.00                                   | 240,247   |
| 3                  | 3.3                  | Instruction                | Yes  | \$2,328,133.00                                 | 2,264,644   |
| 3                  | 3.4                  | Special Education          | No   | \$352,004.00                                   | 462,275   |

| 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) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 565,716  | \$1,959,410.00  | \$1,967,572.00  | (\$8,162.00)   | 26.090%  | 26.090%  | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
| 1                  | 1.2                  | Socio-emotional Wellness   | Yes   | \$103,844.00   | 78,379  | 1.38%                                   | 1.04%   |
| 2                  | 2.1                  | Community Outreach         | Yes   | \$117,336.00   | 91,591  | 1.56%                                   | 1.21%   |
| 2                  | 2.3                  | Attendance                 | Yes   | \$325,700.00   | 419,629   | 4.34%                                   | 5.56%   |
| 3                  | 3.1                  | Curriculum & Courses       | Yes   |  |   |   |   |
| 3                  | 3.2                  | Technology                 | Yes   | \$4,900.00   | 8,729   | .07%                                    | .12%  |
| 3                  | 3.3                  | Instruction                | Yes   | \$1,407,630.00   | 1,369,244   | 18.74%                                  | 18.16%  |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 2,219,711   | 565,716   | 0  | 25.486%   | \$1,967,572.00   | 26.090%   | 114.731%   | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**



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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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



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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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



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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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