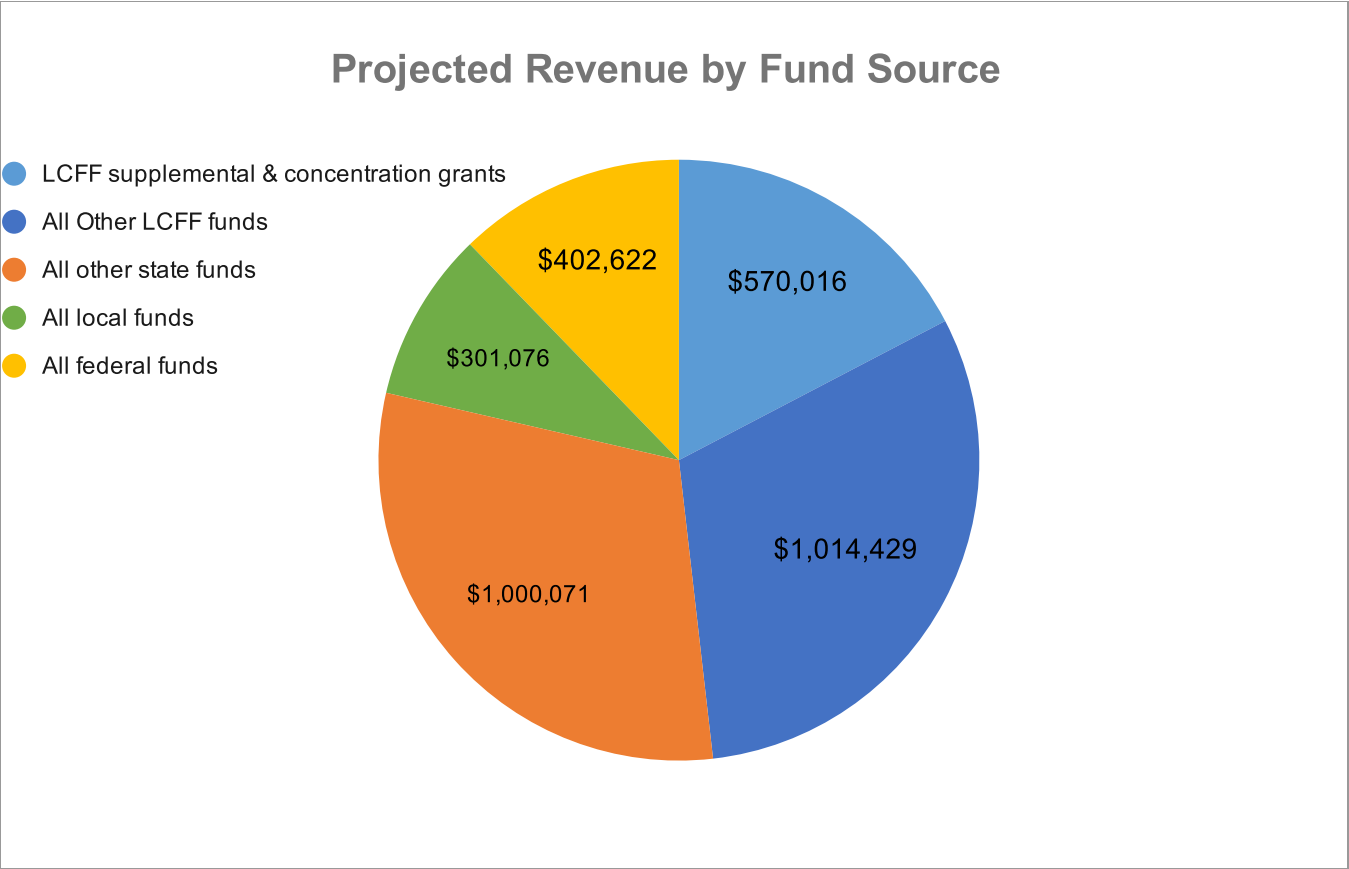


LCFF Budget Overview for Parents 2025-26

Local Educational Agency (LEA) Name: Leadership Military Academy
CDS Code: 33103300125237
School Year: 2026-2027
LEA contact information: Henry Herreras, hherreras@lmaschools.org, (951) 421-8450

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).

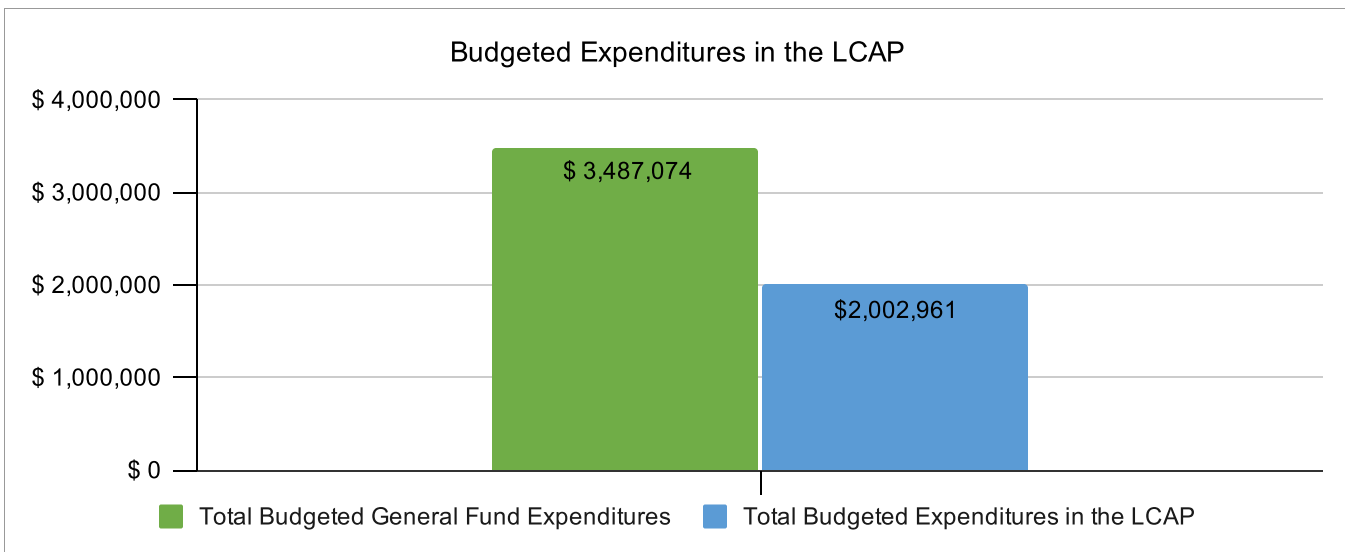
Budget Overview for the 2026-2027 School Year



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

The text description for the above chart is as follows: The total revenue projected for Leadership Military Academy is \$3,510,395.00, of which \$1,806,626.00 is Local Control Funding Formula (LCFF), \$1,000,071.00 is other state funds, \$301,076.00 is local funds, and \$402,622.00 is federal funds. Of the \$1,806,626.00 in LCFF Funds, \$570,016.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



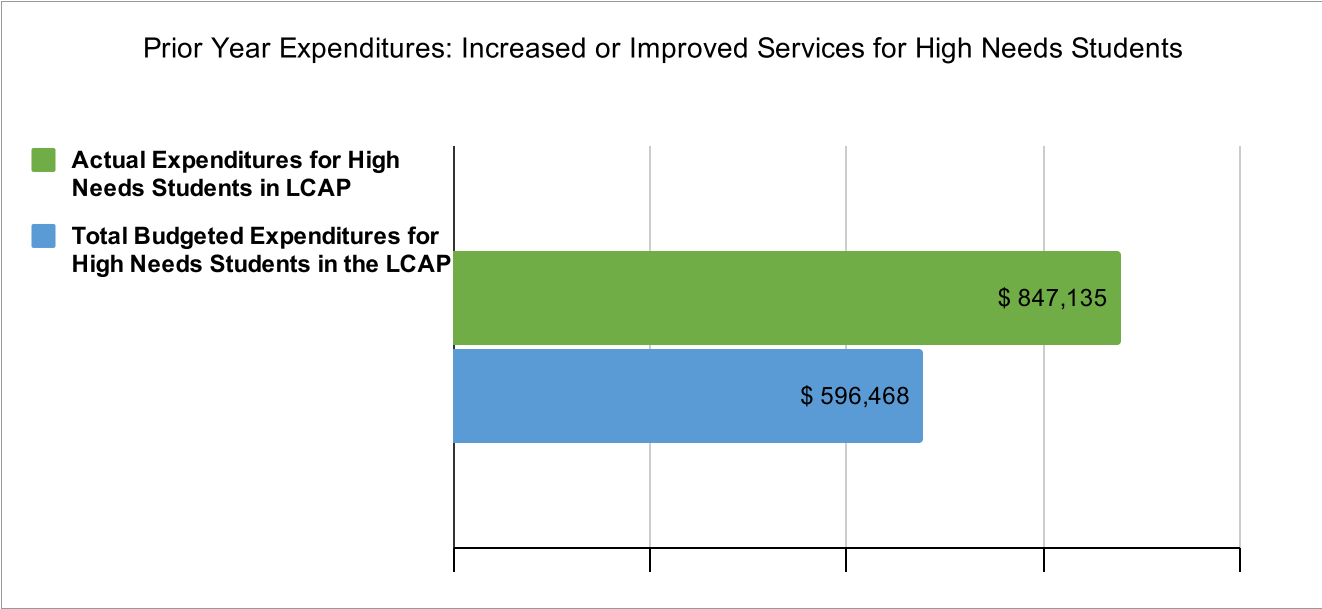
This chart provides a quick summary of how much Leadership Military Academy plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leadership Military Academy plans to spend \$3,487,074.00 for the 2026-2027 school year. Of that amount, \$2,002,961.02 is tied to actions/services in the LCAP and \$1,484,112.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures that are not described in the LCAP include general operating expenditures such as utilities, facilities, capital project expenditures, audit costs, and materials and supplies necessary to operate the charter school. Operating costs also include salary and benefit costs for employee time that does not specifically address actions outlined in the LCAP, including custodians, facilities staff, district and site support staff, and management staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Leadership Military Academy is projecting it will receive \$570,016.00 based on the enrollment of foster youth, English learner, and low-income students. Leadership Military Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Leadership Military Academy plans to spend \$690,247.00 towards meeting this requirement, as described in the LCAP.



Update on Increased or Improved Services for High Needs Students in 2025-2026

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

The text description of the above chart is as follows: In 2025-2026, Leadership Military Academy's LCAP budgeted \$596,468.00 for planned actions to increase or improve services for high needs students. Leadership Military Academy actually spent \$847,135.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Leadership Military Academy	Henry Herreras, Executive Director	hherreras@lmaschools.org, (951) 421-8450

Plan Summary Year 2

General Information

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

Leadership Military Academy (LMA) is a public, military-themed charter school, providing classroom-based instruction to students in grades 9 through 12. The Moreno Valley site opened in the 2011-12 school year to serve at-risk/at-promise students and has continued serving that mission through today. LMA is built on the foundation of Rigor, Relevance, and Relationships, and prides itself on preparing students for graduation, college career, and post-secondary options. Staff instills leadership principles in all students to help them become responsible, accountable, and work together to accomplish goals and tasks. We are proud to serve the educational needs of our students and be part of the fiber in the communities in which we serve.

In the 2025-2026 school year, the school served 134 students. Of these, 85.8% identified as socioeconomically disadvantaged students, 9.7% English learners, and 27.6% students with disabilities. Over 90% identify as students of color. Programs and services principally directed at and effective with socioeconomically disadvantaged students are offered on a school-wide level (as explained in the Increased & Improved Services Section of this LCAP). The school is authorized by Riverside County Board of Education. The CDS code and school type (county community school) defines LMA as a Dashboard Alternative School Status (DASS) school. The DASS status and small population have a significant impact on the Dashboard indicators. For example, the graduation rate is calculated differently for DASS than traditional schools. LMA also serves a highly mobile student population. In combination with the rate of socioeconomically disadvantaged students, this means LMA has been identified as an Equity Multiplier School and received Equity Multiplier funds in the 2024-25 school year. The use of these funds is described in the Equity Multiplier Focus Goals of this LCAP (Goals 4 and 5).

LMA continues to offer a unique and individualized learning environment for students, with a low student-to-teacher ratio and small class sizes, typically around 10-11 students. LMA's small school environment allows students and families the opportunity to be connected and part of LMA's family environment. Our staff understand that successful school and family relationships are crucial in the education of all students and are dedicated to our students' education and success. LMA also places an emphasis on student wellbeing and now hosts an onsite Wellness Center which provides students with services such as health education, case management, and individual counseling. In the 2024-2025 school year, LMA offered counseling services to all students and provided nearly 100% of our student population with at least one counseling session.

Reflections: Annual Performance

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

This year we focused on expanding our course offerings for students. We added a Public Safety CTE program with a full-time instructor who focuses on situational learning and solving real-world problems. Students have been enjoying the opportunity to explore “what if” scenarios, case studies, and labs based on realistic scenarios. We also added a Folklorico performing arts class, with several performances throughout the year. Approximately 75% of the students participating in this dance class are beginners and students have been really enjoying it. We hired a new science teacher who has been providing a lot of project-based and hands-on learning experiences for students, and adopted ThinkVerse for Math and IXL for Science and English. Next year we are exploring offering a financial literacy class through ThinkVerse as well.

We continued to implement our robust professional learning community approach to engage in more conversations about students and implement schoolwide targeted instructional strategies. We continued to provide Wellness Center services to both staff and students, with 86.7% of students reporting on this year’s annual survey that they know where to go if they need help and 85.3% agreeing that teachers and staff care about students, (a slight increase on both responses compared to last year). We have seen year-over-year improvements in the number of students responding that they feel connected to the school, which is a true testament to the work we have been doing.

In analyzing the school’s data from the past year, including both dashboard data and local measures, we identified a number of areas of success. We met all of our Basic Services goals, increased ELA achievement an additional 10 points (and over 30 from the baseline data), increased CAST performance, and met our ELPI goals. We also met our ELA and Math growth goals, as measured by NWEA. One area of continued challenge is in meeting our Math proficiency goals. We’ve invested significant resources and training into our math program this year, including adding an Academic Data Coach to our team and starting a new math curriculum (ThinkVerse), and will continue to identify specific ways to improve math performance and move towards the standard.

At the start of this LCAP, we had received red indicators on the California Schools Dashboard for both Math proficiency and the African-American suspension rate, which led to the development of Goals 4 & 5 in this LCAP. Per the LCAP instructions we will continue to focus on these areas throughout the 3-year LCAP and identify them here. Due to our small overall student population, we did not receive a dashboard color indicator for Math in 2024 or 2025. We received a red overall suspension indicator in 2024 and have since improved this to an orange in 2025. We are continuing to strengthen our approach to both academic and social-emotional interventions in order to see continued academic growth and reduce any discipline issues. For suspension we have implemented Yondr bags to reduce cell phone usage, which is a common trigger for student altercations, and ensuring all students have access to mental health supports via the Wellness Center. We have seen nearly every single student utilize these services in the past three years.

Another area of challenge continues in regards to chronic absenteeism. Post-pandemic, we have seen a surge in chronic absenteeism and attendance issues and so in the upcoming school year we are going to focus on those early interventions, particularly utilizing the Wellness Center, in order to improve our results in this area, as well as other school culture-based interventions. In addition, the school is utilizing remaining LREBG funds to reduce chronic absenteeism, based on the results of our needs assessment process, as described under Goals 2 and 3 below. Further efforts are also being implemented to improve our African-American suspension rate, which was a red dashboard indicator in 2023. Goal 5 of this LCAP describes our plans to improve this indicator, including partnering with the County Office of Education and/or other organizations to implement best practices for social-emotional learning and positive behavior interventions and supports. Lastly,

the school qualifies for Additional Targeted Support and Improvement (ATSI) under the Every Student Succeeds Act (ESSA), so we are utilizing this planning document to meet those planning requirements.

Reflections: Technical Assistance

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

Not applicable (the LEA is not eligible for differentiated assistance).

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable (the LEA is not eligible for Comprehensive Support and Improvement).

Support for Identified Schools

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

Not applicable (the LEA is not eligible for Comprehensive Support and Improvement).

Monitoring and Evaluating Effectiveness

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

Not applicable (the LEA is not eligible for Comprehensive Support and Improvement).

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
Principals & Administrators	The school’s principal/executive director conducted recurring LCAP development meetings in the spring of 2026 and consulted with other school staff members throughout the process. The executive director also held regular Coffee with the Principal sessions and led biannual School Site Council meetings and English Learner Advisory Committee meetings. School performance and actions were discussed monthly in each board meeting and in February a report on the mid-year status of the LCAP metrics, actions, and expenditures was presented at a public Board meeting.
Teachers & Staff	Teachers and staff were consulted on LCAP during a February 2026 staff meeting, and a robust discussion took place regarding survey data, student needs, and plans. LMA staff are regularly asked for feedback and input into school planning and data analysis efforts during monthly staff meetings. They also provided feedback on the annual survey, which is aligned to state priorities, and participated in various council meetings that discussed LCAP (School Site Council, English Learner Advisory Committee, board meetings). In February a report on the mid-year status of the LCAP metrics, actions, and expenditures was presented at a public Board meeting where teachers, staff, and other members of the public were able to provide public comment.
Parents & Students	Parents and students are regularly asked for feedback and input into school planning and data analysis efforts during ongoing school events and activities. They also provided feedback on the annual survey, which is aligned to state priorities, and participated in various council meetings that discussed LCAP (School Site Council, English Learner Advisory Committee, board meetings). In February 2026, a report on the mid-year status of the LCAP metrics, actions, and expenditures was presented at a public Board meeting where parents, students, and other members of the public were able to provide public comment. Parents and families were also consulted during a December 2025 School Site Council and ELAC meeting.

Insert or delete rows, as necessary.

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

As a single-school charter, we pride ourselves on our close communication and strong relationships, which inform the development of the LCAP, including the development of our Equity Multiplier goals and the use of unexpended LREBG funds. Parents and community partners provided feedback via a robust annual survey, the results of which are then discussed afterwards, as well as through day-to-day conversations with teachers, staff, and administration. All educational partners were invited to participate in meetings such as the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and Board meetings, as well as via less formal opportunities such as

school events and parent-teacher conferences. School Site Council and ELAC meetings are coordinated with the members in advance to schedule times that maximize participation. Aspects of the LCAP and related data are shared as applicable, including seeking feedback during the fall and spring for the LCAP. During this year's meetings, educational partners emphasize the importance of building students' self-belief, and an interest in additional support options for students through after-school programs such as clubs and a Saturday school program to address attendance issues and support academics. Parents discussed the positive impacts of therapy through our Wellness Center and other campus resources.

Each winter, LMA's educational partner groups (including student, staff, and parents) participate in a Stakeholder Survey, the results of which significantly inform the goals and actions in this LCAP. The questions in the survey directly relate to state priorities and LCAP goals and metrics. This year we had 190 responses, combined across teachers, staff, parents, and students. 35% of parents, 100% of staff, and 98% of students responded to the survey. Students were provided a dedicated time in the school day to complete surveys and teachers were given time at the end of a professional development meeting to do so. Parents were invited to a school event where the survey was also administered. Teachers and staff were also consulted in the school's self-rating process for the Local Indicators and informed the scores in these areas. Survey results from parent, staff, and student surveys also informed the Local Indicators ratings and the goals, actions, and desired outcomes for the LCAP.

As a result of the above efforts, the school received valuable feedback from our educational partners. Partners expressed an interest in adding more extracurriculars, such as sports or clubs, after school tutoring, and more electives (including art) and greater college exposure experiences/practice applying to college. Last year's concerns around low math scores did not reoccur as a theme, likely due to our hiring of the part-time academic coach to increase professional development for teachers, and hiring an additional math teacher. Students consistently highlighted the Wellness Center as a resource for those struggling or in difficult times, as well as several staff members who support them when they are experiencing challenges. All of this feedback was directly incorporated into the planned LCAP Actions and Expenditures.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students access to an equitable, high quality learning/educational experience.	Maintenance Goal

State Priorities addressed by this goal.

Conditions of Learning, State Priorities 1, 2, and 7

An explanation of why the LEA has developed this goal.

This first goal is primarily a maintenance goal and the actions are directed at maintaining the conditions of learning. It was developed to ensure that LMA supports students with a strong foundation of basic services and a robust system of support. A majority of the metrics and actions are used to maintain high standards within the school. For example, keeping a safe facility, providing current standards-based materials to all students, and implementing content standards in classes.

The actions and metrics combined address specific state priorities and include efforts to maintain, improve, or enhance facilities, curricular resources, course offerings, services to SWD and unduplicated pupils, staff capacity and professional development, and standards instruction and implementation. Utilizing a robust set of actions which tie directly to the metrics and overall goal will ensure progress is easily monitored and the goal is achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: SARC - Teacher Preparation and Placement: Fully (Preliminary or Clear)	46.4% (2021-22)	64.6% (2022-23)	59.8% (2023-24)	100%	13.4%

1b	Students have access to standards aligned instructional materials. (SP 1.2) Source: SARC - "Quality, Currency, Availability of Textbooks and Other Instructional Materials."	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	No change
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Good (2022-23)	Good (2023-24)	Good (2024-25)	Good or Exemplar	No change
1d	Teachers utilize curriculum and instruction which is aligned to the performance standards adopted by the state. (SP 2.1) Source: Unit guides for core subject areas	100% (2022-23)	100% (2023-24)	100% (2023-24)	100%	No change
1e	Students have access to a broad course of study, including English learners, unduplicated pupils, and students with disabilities. (SP 7.1, 7.2, 7.3) Source: Aries school courses offered	Standard Met (2022-23)	Standard Met (2023-24)	Standard Met (2024-25)	Local Indicator "Standard Met"	No change
1f	English learners have access to English Language Development courses that are based on state standards. (SP 2.2) Source: Aries student course assignments	100% (2022-23)	100% (2023-24)	100% (2024-25)	100% of EL students are enrolled in ELD courses.	No change

Insert or delete rows, as necessary.

Goal 1 Analysis for Year 2 (25-26 SY)

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.

Overall, the actions were implemented as planned and contributed to positive results, including reduced teacher turnover. We continued to implement our professional learning community, schoolwide targeted instructional strategies, aligned symbols for annotated text, and examining different ways of implementing classroom discussions. We continued to provide Wellness Center services to staff, including a support network for teachers to lean on one another and share what strategies are working or not working in their classrooms in regards to implementing state standards in classroom instruction. As a result of these efforts, we continue to receive particularly positive feedback from students in our annual survey regarding the Wellness Center, with 11 students writing in the comment section of the survey that the Wellness Center is a good resource for students.

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.

All expenditures (including Improved Services) proceeded as planned. Throughout this LCAP, costs were higher than initially budgeted due to a higher student enrollment this year than projected, and thus additional revenue and staffing costs. We will address throughout any material differences between Budgeted and Estimated Actual Expenditures that were not due to this factor alone. For Action 1-2, we made additional expenditures this year in order to provide tech updates including a new server and improved IT security. For Actions 1-10 and 1-11, we accrued additional costs associated with CTE, as we are implementing a new Public Safety program this year.

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

Goal 1 is a maintenance goal to continue to meet expectations around conditions of learning. Overall, the actions were effective in meeting the goal. 100% of students were provided with high quality and standards-aligned instructional materials and learning opportunities, a broad course of study, and a safe learning environment, as evidenced by meeting the targets for each of those metrics. The facilities were found to be in “Good” repair. For outcome 1a, although it was not technically met, we utilized Local Assignment Options (LAOs) from our Board Committee on Assignment to ensure that students are being taught by highly qualified teachers. These appear as a misassignment but are allowable.

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.

No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Action #	Title	Description	Total Funds	Contributing
1-1	Williams: Teachers	Monitor new hire placement and maintain teacher assignments in concordance with CTC <i>Administrator's Assignment Manual</i> . This includes coordination with the Monitoring Authority (RCOE) to identify and appropriately correct any special circumstances (i.e. Local Assignment Options and specialized credentials that may trigger Exceptions in CalSAASS). This also includes efforts and programs that help retain highly qualified staff and maintain a competitive compensation package. In addition, post job openings to EdJoin website in order to recruit more highly qualified staff to fill available positions. This will be measured and reported in the annual SARC (Metric 1a).	\$ 21,072	N
1-2	Williams: Materials CHK	Monitor sufficiency of instructional materials so that 100% of students will have equitable and individual access to the necessary resources of each course. In addition to textbooks, LMA has adopted a 1:1 ratio with devices. Sufficiency of materials also requires that there are adequate resources to handle the technology demands of the school day (network) and security. This will be measured and reported in the SARC (Metric 1b).	\$ 16,233	N
1-3	Williams: Materials BUY	Continue to replenish (maintain) or replace (change) instructional materials as needed and on a rotation schedule. The rotation schedule will be monitored to review the currency of materials and alignment with state standards and state board adoption schedule. Materials may need to be replaced when there are insufficient usable materials, they are outdated, content does not align with standards, or content doesn't consider cultural relevance and perspectives. This also includes materials used to instruct and support ELD courses (see Action 1-8). Instructional materials will be measured with Action 1-2 and reported in the SARC (Metric 1b).	\$ 66,556	N

1-4	Williams: Facilities	Continue to conduct routine inspections of the facilities for safety and cleanliness, and have repairs/upgrades completed as needed. This includes informal inspection by staff as well as formal inspection through the facility owner (RCOE). Conditions will remain in a state of “good repair” or better. This also includes health and safety protocols implemented by the state and county health departments that may include guidelines on proper sanitation, PPE, social distancing, health screening/tests, and other related resources. The site will be formally assessed using the Facilities Inspection Tool (FIT) or similar document and reported on the SARC (Metric 1c).	\$ 86,233	N
1-5	Standards: PD	Utilizing a robust professional learning community (PLC) approach, and partnerships with the Riverside County Office of Education, identify areas of improvement and provide professional development (PD) to support staff in implementing and aligning with state content standards. Support staff in engaging in more conversations about students, schoolwide targeted instructional strategies, aligned symbols for annotated text, and examining different ways of implementing classroom discussions. Utilize the Wellness Center to offer services to staff, including a support network for teachers to share what strategies are working in their classrooms in regards to student behavior and classroom management. Collect data on individual staff needs and site needs regularly through classroom observations. Professional development on content standards implementation will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric 1d).	\$ 94,652	N
1-6	Standards: Classroom	Ensure that standards-based curriculum and best instructional practices are implemented in all classes. The process will include collaborative planning to design unit maps, lesson plans, and activities. This also includes professional development (PD) and collaboration using research-based practices (ex. UDL) and digital instructional tools (ex. Nearpod). Evidence will be found in the increased use and variety of instructional strategies in classroom observations. Additional evidence that instructional materials align with standards is found in Action 1-2 and 1-3 (Metric SP1.2). Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard and via Metric 1d.	\$ 205,620	N

1-7	Standards: SDAIE	Ensure that the best instructional practices that support EL students are implemented in all classes. The process will include professional development (PD) and resources using research-based practices along with digital supports and accessibility tools to promote language development (ex. Google translate, read-aloud). Evidence will be found in the increased use of instructional strategies that directly support EL students in classroom observations. This action will contribute to the increased/improved services requirement because the strategies are principally directed at supporting EL students in understanding the standards-based content and skills in their lessons. Implementation of standards in the classroom will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard, and via Metric 1f.	\$ 140,184	Y
1-8	Standards: EL Access	Increase access to content through integration of ELD standards and CCSS Literacy standards into all academic courses. This includes dedicated professional development (PD) time to support teachers with incorporating ELD and CCSS Literacy standards into their content, planning activities with those standards in mind, and providing students with rigorous instructional activities that support content and language mastery. This action will contribute to the increased/improved services requirement because ELD strategies directly support improving language proficiency for EL students. It is also contributing because content area teachers will have more resources to provide strategies and support necessary to develop English language proficiency through other subject areas, which is principally directed to and effective in supporting EL student academic performance in all academic courses. Integration of ELD and CCSS Literacy standards will be evidenced by documenting and refining unit and lesson plans of core courses to include language and literacy standards, as well as instructional strategies for language development. Administrative walkthroughs will confirm that CCSS literacy and ELD standards and strategies are evident in instruction. EL access to content standards will be measured in part by the Local Indicator Self-Reflection Tool and reported on the Dashboard, and via Metric 1f.	\$ 67,389	Y

1-9	Standards: dELD	Increase direct access to ELD standards through a designated ELD (dELD) curriculum. This will also increase EL access to content standards by supporting language development overall. This includes enrolling all EL students in tiered courses and/or ELD interventional support, and periodic cross-checking rosters and EL lists. This action will be evidenced through ELD offerings on the master schedule and EL enrollment (Metric 1f). <i>(NOTE: ELD materials and PD are included in Actions 1-3 and 1-7 respectively)</i>	\$ 55,007	Y
1-10	Broad Course: All	Provide all students, including English learners (EL), low-income (SED) and students with disabilities (SWD) access to the full catalog of courses available in the schedule. Student interest will remain the only prerequisite for enrollment in elective courses. This action will contribute to the increased/improved services requirement because access and enrollment to courses is not predicated by performance criteria, so all student groups have the same choices and courses to learn alongside their peers. Access to a broad course of study is evidenced by the non-exclusive enrollment in A-G, AP, and AVID courses and will be monitored through the scheduling process. Implementation will be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric 1e).	\$ 18,025	Y
1-11	Broad Course: Courses	Maintain a schedule of courses that offers courses to meet graduation requirements and/or prepare for post-secondary goals. This includes a range of elective options to supplement core classes, credit recovery options, intervention programs, and courses approved to meet university A-G requirements. Adjust courses as needed to meet any changes in standards or A-G requirements. Explore ways to include CTE pathways, classes at MVC, and new courses. This will be evidenced by the master schedule, available electives (including A-G, AP, and AVID), and A-G Course List and measured annually during the scheduling process by administration. It will also be measured annually with a Local Indicator Self-Reflection Tool and reported on the Dashboard (Metric 1e).	\$ 34,131	N

1-12	Broad Course: EL	Continue to ensure EL students have access to the full catalog of courses available in the schedule (similar to Action 1-9). Access and enrollment to courses will remain the only prerequisite for enrollment in elective courses. This action works in tandem with other ELD services and includes scheduling EL students in the same courses as their non-EL peers. This action will contribute to the increased/improved services requirement because access and enrollment to courses is not predicated by language proficiency nor performance criteria, so EL students have the same choices and courses to learn alongside their peers. It will be evidenced by EL student schedules and class rosters, student progress toward proficiency, and related communications with families and the ELAC. It will be measured by the percentage of EL students enrolled in standard courses, and the portion of courses with language proficiency criteria (Metric 1f).	\$ 4,714	Y
1-13	Broad Course: SWD	Maintain processes to schedule and provide appropriate services to students with disabilities (SWD) according to their individualized education program (IEP). There are separate information systems involved in this process, so the process must be a collaboration between special education staff and scheduling staff. This also includes dedicated professional development (PD) and collaboration time to support both general and special education teachers with implementing appropriate accommodations and best instructional practices for SWD in both the specialized or general education classes. Special education teachers will monitor their caseload of SWD to ensure appropriate services are scheduled and provided. This will be evidenced by the special education (SPED) teachers' schedules and section rosters. It will be measured by the ratio of courses dedicated to SWD services on the master schedule (Metric 1e).	\$ 172,376	N

Goal

Goal #	Description	Type of Goal
2	Enhance instructional and interventional programs to support and improve all students' preparation for post-secondary goals.	Broad Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

This is a broad goal with actions that are directed at promoting student achievement and postsecondary success. It was developed to ensure that LMA supports students in academic excellence and preparing for their future, whether that be in college or the workforce. We will do this by providing students with a strong academic program and evidence-based interventions which are based on student data. The metrics and actions below will ensure a continuously improving academic program with an emphasis on postsecondary preparation.

The actions and metrics combined address specific state priorities and include efforts to improve academic achievement, provide individualized services to students with disabilities and unduplicated pupils, and offer a wide range of course offerings to students. Utilizing a robust set of actions which tie directly to the metrics and overall goal will ensure progress is easily monitored and the goal is achieved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	Improve Distance from Standard (DFS) SBAC ELA or meet the state average for baseline year. (SP 4.1) Source: CA Dashboard	All: -62.9 SED: -54.4 Hispanic: -41.7 (2022-23)	All: -42.3 (2023-24)	All: -32.5 (2024-25)	Each student subgroup will grow at least 3 points annually or meet the 2022-2023 overall state average. ALL: -53.9 or -13.6 SED: -45.4 or -13.6 Hispanic: -32.7 or -13.6	All: +30.4 (2024-25)

2b	Improve Distance from Standard (DFS) SBAC Math or meet the state average for baseline year. (SP 4.1) Source: CA Dashboard	All: -158.7 (2022-23)	All: -161.0 (2023-24)	All: -171.4 (2024-25)	Each student subgroup will grow at least 3 points annually or meet the 2022-2023 overall state average. ALL: -149.7 or -49.1	All: -12.7 (2024-25)
2c	Increase percentage of students scoring Proficient and above on CAST assessment or meet state average for baseline year (SP 4.1) Source: CAASPP Reporting site	All: 6.5% (2022-23)	All: 4.2% (2023-24)	All: 10.5% (2024-25)	Each student subgroup will grow at least 3 percent annually or meet the 2022-2023 overall state average. ALL 15.5% or 29.95%	All: +4.0% (2024-25)
2d	Achieve at least one year's progress in Reading, as defined by NWEA MAP. (SP 8.1) Source: NWEA growth & achievement report	All: 42nd Hispanic: 32nd (2022-23)	All: 47th Hispanic: (2023-24)	All: 51st (2024-25)	41st+ Median Growth Percentile	All: +9 (2024-25)
2e	Achieve at least one year's progress in Language Usage, as defined by NWEA MAP. (SP 8.1) Source: NWEA growth & achievement report	All: 45th Hispanic: 37th (2022-23)	All: 67th Hispanic: (2023-24)	All: 45th (2024-25)	41st+ Median Growth Percentile	All: No change (2024-25)

2f	Achieve at least one year's progress in Math, as defined by NWEA MAP. (SP 8.1) Source: NWEA growth & achievement report	All: 45th Hispanic: 39th (2022-23)	All: 53rd Hispanic: 60th (2023-24)	All: 51st (2024-25)	41st+ Median Growth Percentile	All: +6 (2024-25)
2g	Increase the percent of graduates who successfully meet UC/CSU course requirements or meet state average for baseline year. (SP 4.2) Source: DataQuest Four-Year Adjusted Cohort Graduation Rate	All: 20% (2022-23)	All: 15.8% (2023-24)	All: 9.1% (2024-25)	Each student subgroup will grow at least 3 percent annually or meet the 2022-2023 overall state average. ALL: 29% or 52.4%	All: -10.9% (2024-25)
2h	Increase the CTE Completion rate (CTE not currently offered). (SP 4.3)	0% There is not currently sufficient student interest to build a CTE program.	0% There is not currently sufficient student interest to build a CTE program.	0% There was not sufficient student interest to build a CTE program in the 2024-25 school year.	0% There is not currently sufficient student interest to build a CTE program.	N/A
2i	Increase the A-G & CTE Completion rate (CTE not currently offered). (SP 4.4)	0% There is not currently sufficient student interest to build a CTE program.	0% There is not currently sufficient student interest to build a CTE program.	0% There was not sufficient student interest to build a CTE program in the 2024-25 school year.	0% There is not currently sufficient student interest to build a CTE program.	N/A

2j	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet state average for baseline year. (SP 4.5) Source: CA Dashboard	48.1% (2022-23)	11.8% (2023-24)	60% (2024-25)	English learners will grow at least 2 percent annually or meet the 2022-2023 state average. 54.1% or 48.7%	+11.9% (2024-25)
2k	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet state average for baseline year (SP 4.6) Source: CALPADS 2.16 & 8.1 (EOY)	5.1% (2022-23)	13.3% (2023-24)	4.5% (2024-25)	English learners will grow at least 2 percent annually or meet the 2019-2020 state average. 11.1% or 13.8%	-0.6% (2024-25)
2l	Of the students who take an Advanced Placement (“AP”) test, the percent who receive at least one passing score (3 or above). (SP 4.7) Source: College Board AP report	0% There is not currently sufficient student interest to provide AP courses.	0% There is not currently sufficient student interest to provide AP courses.	0% There is not currently sufficient student interest to provide AP courses.	0% There is not currently sufficient student interest to provide AP courses.	N/A

2m	Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet state average for baseline year. (SP 4.8) Source: CA Dashboard	All: 15.2% SED: 12.5% (2022-23)	All: 20% (2023-24)	All: 13.3% (2024-25)	Each student subgroup will grow at least 2 percent annually or meet the 2022-2023 overall state average. ALL: 21.2% or 43.9% SED: 18.5% or 43.9%	All: -1.9% (2024-25)
2n	Increase the percent of students enrolling in college within 1 year of graduation or meet state average for baseline year. (SP 4.8) Source: National Student Clearinghouse College-Going Rate	47% (2022-23)	33% (2023-24)	36% (2024-25)	Each student subgroup will grow at least 3 percent annually or meet the 2020-21 overall state average. ALL: 56% or 62.2%	-11% (2024-25)

Goal 2 Analysis for Year 2 (25-26 SY)

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

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

All actions were implemented as planned. For Action 2-2, we added a new Academic Data Coach, whose role it is to analyze data, present data and train staff during professional development, and recommend ways to improve instruction. We also implemented new math support programs (ThinkVerse) and the Academic Data Coach, and doubled our math support classes.

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.

The planned percentages for improved services and estimated actual percentages for improved services were the same as planned. In general, costs were higher than initially budgeted due to higher student enrollment and thus additional revenue and staffing costs. As regards material differences between Budgeted and Estimated Actual Expenditures that were not due to this factor alone: for Action 2-2, we added costs for a new Academic Data Coach. For 2-6 and 2-11 we increased our CTE-related costs as we were able to implement a Public Safety CTE program this year. For 2-13 we spent less than anticipated due to not being able to hire the new math teacher until November (instead of at the start of the school year).

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

The actions had mixed levels of effectiveness in making progress towards the goals. One area of continuing success was that we exceeded our yearly and 3-year goal for SBAC ELA results, increasing from -62.9 below the standard to -32.5, an increase of more than 30 points since the start of the LCAP, and approximately 10 points since last year. We are confident in the effectiveness of our ELA programming. However, we did not meet our SBAC Math goal (we decreased by approximately 9 points from the prior year). Even with the additional programmatic changes from last year, including implementing a professional development program for our math teacher (Action 2-4), we have not yet seen effectiveness in these actions. It is worth noting that for both SBAC assessments reported here, the testing group size was less than 30 students, which means that we did not receive a color on the California Schools Dashboard for these metrics. NWEA growth percentile results showed success in both Reading and Language Usage, as well as Math, which indicates that while our SBAC results for Math were not where we would like them, students are still growing one year. Another area of success was seen in CAST, where we increased more than 6 percentage points over last year, and ELPI, with 60% of our English learners growing at least one ELPI level and/or maintaining the highest ELPI level. We did not meet our UC/CSU goal or our EL reclassification goal. As such, the actions we've taken were of mixed effectiveness, excelling in some areas in making progress toward the goal, but not meeting others.

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.

We will continue to implement the new actions from this year (new math support program ThinkVerse, Academic Data Coach, and additional math support classes) for the coming year. No changes have been made to the planned goal, metrics, or target outcomes but we anticipate seeing progress based on this year's additional supports.

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.

Action #	Title	Description	Total Funds	Contributing
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2-1	Academic: Assessments	Continue to implement a comprehensive assessment plan to measure individual student growth and proficiency against normative data. This provides data to analyze for use in program and instructional planning (Goals 1 & 2). Data will show individual and group performance at all grade levels to target support before students take statewide assessments in grade 11 (Smarter Balanced in ELA and Math) and grade 12 (California Science Test). The assessments will also provide a regular means to measure and monitor learning loss and/or progress. Data can also be used to help evaluate instructional strategies and academic programs, and student group performance. This action will contribute to the increased/improved services requirement because the local assessment data shows how these and other student groups are performing earlier and more often than CAASPP so that appropriate supports can be provided as early as the results are available to teachers. The assessment plan will be evidenced by the assessment calendar, professional development, data analysis reports, and recognitions for individual and classroom improvement. Implementation will be measured through regular administrator evaluations, and efficacy of the assessment system will be reflected in academic performance data (Metrics 2a through 2f) and will also contribute to the College Career Indicator (Metric 2m).	\$ 52,339	Y
2-2	Academic: Data	Provide dedicated professional development (PD) time focused on assessments and the use of assessment data. Time is needed to critically review how teachers can use data from a variety of assessments like common formative assessments (CFAs), 3rd party standardized assessments (ex. NWEA MAP), interim and practice trials, and state required assessments. Staff will be able to collaborate on design, evaluation, and analysis of assessments and results. Professional development and subject department time will also be spent looking at disaggregated data for LMA's special student groups of EL and SWD to plan appropriate instructional supports in the classroom. This action will contribute to the increased/improved services requirement because it provides teachers and departments opportunities to use the results to plan and guide instruction to directly support individual EL, SED, and SWD needs. Dedicated assessment data analysis will be evidenced by the PD calendar, PD agendas and materials, and instructional plans. It will be measured by the analysis products in PD opportunities. Efficacy of these efforts will be reflected in assessment data (Metrics 2a through 2f) and will also contribute to the College Career Indicator (Metric 2m).	\$ 41,410	Y

2-3	Academic: Data service	Improve the processes of school wide data collection and analysis. This includes the time and resources necessary to compile and maintain data from a variety of outside resources (ex. CAASPP, NWEA, StudentTracker) and inside resources (ex. Aeries, NWEA, surveys). It also includes resources needed to disaggregate and analyze data to provide meaningful information to inform educational partners, evaluate school programs, and improve student outcomes. This action will contribute to the increased/improved services requirement because it allows LMA to analyze data on different student groups, including EL, SED, SWD, FY, which is key to measuring and monitoring student progress, identifying equity gaps, and evaluating program efficacy. Improved data processes will be evidenced by more disaggregation of student data, communication of disaggregated data with educational partners, and the use of data to implement adjustments/changes to instruction and programs. The effect of data and data analysis will be reflected in assessment data (Metrics 2a through 2f) and will also contribute to the College Career Indicator (Metric 2m).	\$ 25,948	Y
2-4	Academic: Intervention	Expand and strengthen the implementation of the math and ELA intervention programs. In addition to materials and licenses for the programs, this could include more sections of the programs offered in the master schedule, targeted instructional supports for student groups, tutoring, extended learning opportunities, MTSS, evaluation of the programs, processes to identify and enroll students, and monitoring student progress. There will also be dedicated professional development (PD) time and support for staff who are teaching and providing the intervention services. We are partnering with the Riverside County Office of Education to participate in their Modernizing Mathematics professional development program, in addition to accessing other academic interventions and supports. This action will contribute to the increased/improved services requirement because these intervention programs are designed to bridge performance gaps in reading and math which is specifically where EL and SED students struggle. Enhancing the interventions and expanding the program to support more students will help address this gap in performance. This will be evidenced by the master schedule, professional development calendar, program enrollment/exit procedures, and student performance in the programs. The effects will be measured within the programs, by the growth assessments (Metrics 2d, 2e and 2f), A-G completion rates (Metric 2g), annual statewide assessments (Metrics 2a, 2b, and 2c) and will also contribute to the College Career Indicator (Metric 2m).	\$ 51,019	Y

2-5	Academic: A-G	Continue offering a full set of A-G courses that meet graduation requirements and implement the level of rigor expected by UC/CSU to prepare students for college level coursework. Staff will monitor and maintain the A-G course list through the UCOP Course Management Portal. This action includes the time and resources needed to create course submissions for approval. It also includes professional Development (PD) time to support teachers with instructional activities that maintain the rigor of A-G coursework and supporting students in achieving a grade of C or better. This action will contribute to the increased/improved services requirement because the PD component addresses where EL and SED need the additional support with rigor to meet the benchmark grade of C which is more challenging than passing the course. Evidence of implementation of A-G courses will include the UCOP A-G course list and outlines, LMA course planning guides, and administrative walkthroughs. The effects will be measured in part by decreased D and F grades, and A-G completion rates (Metric 2g) which will also contribute to the College Career Indicator (Metric 2m). <i>NOTE: Actions 1-9 and 1-10 address the availability of A-G courses and curriculum as needed.</i>	\$ 4,144	Y
2-6	Academic: CTE	Explore options to provide a CTE pathway or other similar partnership in career apprenticeship that leads to experience, employment, certification, and/or a degree. Part of the research will include if a program will be viable with minimal enrollment. In the beginning stages, this will be evidenced by new contacts and partnerships with local community colleges, businesses, or community-based organizations, and measured by student participation in related programs. If a viable program is implemented it can be measured in the CTE Completion Rate on the Dashboard (Metric 2h).	\$ 42,144	N

2-7	Academic: ELPI	Expand ELD program to include comprehensive support to EL students at all proficiency levels and support their progress toward reclassification which includes a standard system to assess and enroll EL students in a language acquisition program (ELD), monitor progress toward proficiency, ELPAC practice, and reclassification processes.. This is in addition to providing EL students access to ELD and CCSS literacy standards as detailed in Actions 1-7 and 1-8 and will support EL students in a broad course of study (Action 1-11) through academic language development. This action also includes resources, materials, and professional development (PD) on integrated ELD support and evidence based strategies that are effective for EL and all students. This action will contribute to the increased/improved services requirement because it is directly and specifically for EL students and their progress toward language proficiency. Evidence of this action will be through systematic scheduling of EL students, tiered dELD instruction, EL progress records, and/or additional language support services. It will be measured by an increase in students progressing in proficiency levels (Metrics 2a - 2c), an increase in the percent of EL students growing at least one ELPI level (Metric 2j), and an increase in the reclassification rate (Metric 2k).	\$ 8,287	Y
2-8	Academic: Reclassification	Expand ELD program to enhance services that promote individual support for reclassification and the reclassification process. This includes measuring and monitoring proficiency and literacy data, communicating with students and families on progress and goals, targeting support, ELPAC preparation and administration. This is at the individual student level, and is in addition to providing EL students access to ELD standards as detailed in Actions 1-7 and 1-8 and the systemic program support detailed in Action 2-6. There is a need for more services that promote reclassification of individual EL students. This action will contribute to the increased/improved services requirement because it is directly and specifically for EL students and their progress toward language proficiency. It will be evidenced through academic counseling for EL students, administrative walkthroughs focusing on EL strategies, EL records/files, ELPAC training and administration, and reclassification processes. It will be measured by an increase in students progressing in proficiency levels (Metrics 2a - 2c), an increase in the percent of EL students growing at least one ELPI level (Metric 2j), and an increase in the reclassification rate (Metric 2k).	\$ 4,144	Y

2-9	Academic: AP	Explore strategies to generate student interest in AP courses and re-implement the AP program if there is sufficient interest. Develop the program to increase interest and enrollment in AP courses, improve AP scores, and support students with the rigor needed to succeed in college-level courses. This action includes training AP teachers to meet College Board program requirements, provide resources and services to support student success, and reduce barriers to participation in the AP program, including course materials and fees. Student participation will be evidenced in course requests and the master schedule, and through student use of supplemental and College Board resources. Administrative walkthroughs will observe instructional support, and annual score reports will be evidence of progress. The strength of the program will be measured by AP pass rates (Metric 2l).	\$ -	N
2-10	CCI: College	Continue to enhance programs and activities that promote college preparation, application and attendance. This includes academic guidance and support with college planning, the AVID program, support with college and FAFSA/CADAA applications, and college exploration activities. Additionally, we have enhanced the military curriculum to meet the criteria for A-G so it can contribute to A-G completion and the college/career indicator on the Dashboard. This action will contribute to the increased/improved services requirement because some college preparation programs like AVID target supporting student groups who are under-represented in college, like EL and SED. Services that provide assistance with financial aid applications directly supports low-income (SED) students, foster youth, and homeless youth by helping them access resources for college. Activities of these college-going programs will be evident on the calendar, included in invitations and communications with students and staff, and observed on campus. These will be measured by the percentage of students enrolling in college within 1 year of graduation (Metric 2n). Some assessments include a benchmark to measure college readiness, including the CAASPP and NWEA.	\$ 73,032	Y

2-11	CCI: Career	Explore and implement more opportunities for students to explore careers and gain real world experience. This includes enhancing the use of the ASVAB resources, career exploration curriculum, community college CTE pathways, and community partnerships. Data show that most career exploration has been done in individual courses, so a more schoolwide approach is needed. Programs within this action will contribute to the Dashboard CCI indicator (Metric 2m). <i>NOTE: The Dashboard CCI indicator has academic criteria in addition to the career components.</i>	\$ 27,514	N
2-12	CCI: RCC	Continue to promote concurrent enrollment opportunities and support students in the enrollment process. This includes increasing student and family awareness of the local college timelines, processes and course offerings available to high school students. This will be evidenced in applications for concurrent enrollment, services to support students in their courses, partnerships with community colleges, and college level courses on transcripts. This will contribute to the Dashboard CCI indicator (Metric 2m) and the percent of students enrolling in college within 1 year of graduation (Metric 2n). <i>NOTE: The Dashboard CCI indicator considers 2 semesters of college work "prepared"</i>	\$ 4,714	N

2-13	Additional Academic Interventions (using LREBG Funds)	LREBG Action From January-May 2025, we conducted a Needs Assessment to identify how to best use unexpended LREBG funds. The needs assessment included analysis of quantitative and qualitative data (academic, cultural, and survey data), and incorporated feedback from diverse school stakeholders, including teachers and staff, students, parents/guardians, and our governing board. The key questions discussed were: - How can we support our highest-need students to thrive in English Language Arts (ELA) and Math? - What issues are our highest-need students facing that lead to repeated absences? What do we need to be able to address these challenges? - What additional resources or supports do our Hispanic students and families need? - What additional resources or supports do our low-income students and families need? Through this process, we identified pupils with the greatest need of learning recovery supports, and the specific needs of these students. Then, in April and May 2025, we selected interventions to implement which address these students' needs and use the remaining LREBG funds (approximately \$250,287). These interventions were based on the California Department of Education's list of evidence-based resources. Research demonstrates that extended learning time and afterschool programs (such as night school and summer school), can combat the learning loss from the pandemic by providing more instructional time. It can also reduce "summer slide" (the learning loss that students experience during summer break, especially in reading and math). Additionally, there is evidence that afterschool programs can increase student attendance and work habits. As a result of our needs assessment process, we are implementing the following academic interventions with our unexpended LREBG funds: - Improving our night school programming by switching to a more tested and secure online learning recovery program, and expanding the number of students served by this program. - Expanding our summer school offering from 4 weeks to 6 weeks. - Adding a new math teacher for the 2025-26 school year. - Purchasing IXL support program for ELA & Science, and ThinkVerse AI for Math.	\$ 86,991	N
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		In addition to extended learning academic programs, research also shows that structured activities such as extracurricular clubs and sports are associated with gains in grades, academic achievement, work habits, and self-concept, and reductions in externalizing behaviors. We have added Actions 2-13 and 3-13 to reflect how unexpended LREBG funds will be used. The impact of this Action will be monitored through Metrics 2a-2f. 100% of the allocated expenses for this Action come from LREBG funds.		
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Goal

Goal #	Description	Type of Goal
3	Foster a collaborative and positive school environment that engages students and parents.	Broad Goal

State Priorities addressed by this goal.

Engagement, Priorities 3, 5, and 6

An explanation of why the LEA has developed this goal.

This is a broad goal with actions directed at ensuring a strong, positive school culture based on parent and family collaboration with staff. It was developed to ensure that LMA creates and maintains a school culture where student and family voices are sought out and celebrated, and students are eager to be in school every day. The metrics and actions below will ensure a strong school community that emphasizes parent and student voices as well as engagement.

The actions and metrics combined address specific state priorities and include efforts to promote parent involvement and input, and a safe school environment that celebrates students' successes. Utilizing a robust set of actions which tie directly to the metrics and overall goal will ensure progress is easily monitored and the goal is achieved.

Measuring and Reporting Results

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

3a	Student participation in surveys (SP 6.3) Source: Stakeholder Survey	96% (2022-23)	80% (2023-24)	92% (2024-25)	90%	-4%
3b	Student - I feel safe (SP 6.3) Source: Stakeholder Survey	47.8% (2022-23)	48.9% (2023-24)	64.1% (2024-25)	Grow at least 5 percent annually or meet 90%	+16.3%
3c	Student - I feel connected (SP 6.3) Source: Stakeholder Survey	37.1% (2022-23)	47.8% (2023-24)	60.4% (2024-25)	Grow at least 5 percent annually or meet 90%	+23.3%
3d	Parents will be provided regular opportunities to participate in school site decision making. SP 3.1) Source: Local Indicator Priority 3 Self-Reflection Tool	Standard Met (2022-23)	Standard Met (2023-24)	Standard Met (2024-25)	Local Indicator Priority 3 Standard is Met	No change
3e	Parents, including parents of unduplicated pupils and parents of students with exceptional needs, participate in school activities such as parent-teacher conferences and activities for student programs. (SP 3.2, 3.3) Source: Local Indicator Priority 3 Self-Reflection Tool	Standard Met (2022-23)	Standard Met (2023-24)	Standard Met (2024-25)	Local Indicator Priority 3 Standard is Met	No change

3f	Decrease student chronic absenteeism rate or meet state average for baseline year (SP 5.2) Source: DataQuest Chronic Absenteeism Rate	All: 43.1% SED: 46.4% AA: 34.1% Hispanic: 43% EL: 44.1% SWD: 55.9% (2022-23)	All: 45.9% SED: 49.6% AA: 42.5% Hispanic: 47.0% EL: 60.0% SWD: 48.4% (2023-24)	All: 48.3% SED: 50.4% AA: 44.4% Hispanic: 48.0% EL: 73.9% SWD: 50.0% (2024-25)	Each student subgroup will decrease at least 0.5 percent annually or meet the 2022-2023 overall state average ALL: 41.6% or 24.9% SED: 44.9% or 24.9% AA: 32.6% or 24.9% Hispanic: 41.5% or 24.9% EL: 42.6% or 24.9% SWD: 54.4% or 24.9%	All: +5.2% SED: +4.0% AA: +10.3% Hispanic: +5.0% EL: +29.8% SWD: -5.9% (2024-25)
3g	90% or greater Average Daily Attendance (“ADA”) (SP. 5.1) Source: CALPADS 14.2	All: 88.8% SED: 88.6% AA: 89.3% Hispanic: 88.8% EL: 87.3% (2022-23)	All: 88.9% SED: 88.5% AA: 89.1% Hispanic: 89.0% EL: 86.3% (2023-24)	All: 88.4% SED: 88.2% AA: 89.3% Hispanic: 89.0% EL: 81.9% (2024-25)	Each student subgroup will achieve 90 percent or greater ADA	All: -0.4% SED: -0.4% AA: no change Hispanic: +0.2% EL: -5.4% (2024-25)
3h	Middle school dropout rate (SP 5.3)	<i>N/A - No Middle School Students</i> (2022-23)	<i>N/A - No Middle School Students</i> (2023-24)	<i>N/A - No Middle School Students</i> (2023-24)	<i>N/A - No Middle School Students</i>	<i>N/A</i>

3i	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 12.8% SED: 22.2% Hispanic: 11.8% (2022-23)	All: 9.09% SED: 9.38% Hispanic: <30 students (2023-24)	All: 4.0% SED: <30 students Hispanic: <30 students (2024-25)	Each student subgroup will decrease at least 1 percent annually or meet the 2022-2023 overall state average All: 9.8% or 8.2% SED: 19.2% or 8.2% Hispanic: 8.8% or 8.2%	All: -8.8% (2024-25)
3j	Increase the 5 year cohort graduation rate or meet the state average for baseline year (SP 5.5) Source: CA Dashboard	All: 90.9% SED: 90.6% (2022-23)	All: 96% (2023-24)	All: 73.3% (2024-25)	Each student subgroup will grow at least 1 percent annually or meet the 2022-2023 overall state average. All: 93.9% or 88.7% SED: 93.6% or 88.7%	All: -17.6% (2024-25)

3k	Decrease suspension rate or meet state average for baseline year (SP 6.1) Source: CA Dashboard	All: 10.8% SED: 11.0% AA: 25.0% Hispanic: 6.3% EL: 7.5% SWD: 12.5% (2022-23)	All: 28.2% SED: 27.9% AA: 46.5% Hispanic: 23.1% EL: <30 Students SWD: 27.8% (2023-24)	All: 26.9% SED: 31.5% AA: 48.6% Hispanic: 19% EL: <30 students SWD: 36.1% (2024-25)	Each student subgroup will decrease at least 0.5 percent annually or meet the 2022-2023 overall state average. ALL: 9.3% or 3.5% SED: 9.5% or 3.5% AA: 23.5% or 3.5% Hispanic: 4.8% or 3.5% EL: 6.0% or 3.5% SWD: 11.0% or 3.5%	All: +16.1% SED: +20.5% AA: +23.6% Hispanic: +12.7% EL: <30 students SWD: +23.6% (2024-25)
3l	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0% SED: 0% AA: 0% Hispanic: 0% EL: 0% SWD: 0% (2022-23)	All: 0% SED: 0% AA: 0% Hispanic: 0% EL: 0% SWD: 0% (2023-24)	All: 0.0% SED: 0% AA: 0% Hispanic: 0% EL: 0% SWD: 0% (2024-25)	Each student subgroup will have 0.5% or lower expulsion rate.	All: 0% SED: 0% AA: 0% Hispanic: 0% EL: 0% SWD: 0% (2024-25)

Goal 3 Analysis for Year 2 (25-26 SY)

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

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

All actions proceeded as planned, except for Action 3-12. We do not have a Health Navigator but are looking to rehire for this role in the future to support both home visits and attendance more broadly. Currently the Wellness Center Coordinator fulfills these functions at a

part-time capacity. All other elements of the action proceeded as described. We continue to implement a variety of parent engagement strategies to promote a strong, positive school culture. We also implemented a Needs Assessment process to identify ways to support chronic absenteeism (and, by extension, attendance). Based on the Needs Assessment from last year, LMA identified the highest need student groups (Hispanic students, socioeconomically disadvantaged students, and chronically absent students) to receive additional interventions in the current school year.

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.

All expenditures were made as planned. In general, costs were higher than initially budgeted due to higher student enrollment and thus additional revenue and staffing costs. As regards material differences between Budgeted and Estimated Actual Expenditures that were not due to this factor alone: For Action 3-13, we utilized an alternate (one-time) funding source to pay for these supports, but the action was still taken. Next year it will continue and will utilize the LREBG funds as planned. There were no material differences between the planned percentages for improved services and estimated actual percentages for improved services were the same.

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

The actions were effective in meeting some of our goals, but not all. We met our parent participation goals, kept student expulsions very low, reduced our dropout rate significantly, and increased the number of students reporting that they feel connected to the school community by 12.6%, and in the current year this has increased a further 11.9% (to be reported on next year's LCAP). Our primary challenges were in regards to attendance, chronic absenteeism, and suspension. We also saw a decrease in our 5-year graduation rate. Part of this is due to a very small class size (11 students), and with one student who attended Adult Education to get a completion certificate over the summer, but this did not count towards our graduation rate. If it had, our graduation rate would have been 82%. While still a drop, it is not as significant as it appeared and is partially due to the very small size of the graduating class. This year we have approximately 24 seniors who will be graduating. We are utilizing the Learning Recovery Emergency Block Grant funds to reduce chronic absenteeism (and, by extension, increase attendance), so we are implementing these efforts to make progress towards this goal.

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.

No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Action #	Title	Description	Total Funds	Contributing
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3-1	Parents: Communication	Expand communication with parents by increasing outreach activities, using multiple means to communicate with parents (ex. email, text messaging, direct calls, automated dialer, etc.). This also includes indirect communications through the school website, social media, the marquee, and mass email campaigns. Parent communication will be evidenced through systematic messaging on attendance, grades, and events, and should result in increases in the following: active parent email and portal accounts, parent attendance at stakeholder meetings, parent survey responses. LMA will also monitor parent portal account access and usage, webpage visits, auto-dialer/text receipts, as part of this action. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard, as well as via an annual survey and Metrics 3d and 3e.	\$ 49,605	N
3-2	Parents: Comm SP	Provide communications, forms, and documents in Spanish and English for parents/guardians. This includes direct and official materials (ex. student handbook, SARC report) as well as informal communications (ex. email, newsletters, texts). This action will contribute to the increased/improved services requirement because about half of LMA families speak Spanish in the home and providing all communications in Spanish will help ensure parents/guardians are informed and feel welcome to respond directly in their preferred language. Translated materials, notifications, and other communications will be evidence of this action. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard as well as via Metrics 3d and 3e.	\$ 18,286	Y
3-3	Parents: Participation	Increase and provide a variety of opportunities for parents to share feedback that is considered in evaluating school programs and making decisions. This includes assessing and addressing the factors affecting participation to find additional ways to gain input from parents. This could include at athletic, social, and school community events. This will be evidenced in more solicitation of parent input, and increased flexible options for parents. Parent participation will be measured through survey participation, committee/meeting attendance, and participation in LMA family oriented events (Metrics 3d and 3e).	\$ 6,844	N

3-4	Parents: EL	Provide a regular forum for parent groups to be informed and engaged in discussions on student needs, performance, and programs for unduplicated pupils, particularly EL students. The English Language Advisory Committee (ELAC) will provide the primary platform and it will be evidenced in the schedule of parent meetings and related agendas. This action contributes to the increased/improved services requirement because the ELAC is specifically interested in the services, programs, and outcomes of EL students. Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). Parent participation in regards to EL programs will be measured through ELAC participation and membership (Metrics 3d and 3e).	\$ 8,945	Y
3-5	Parents: SWD	Continue to explore and implement opportunities outside of the IEP process for parents of SWD to provide feedback and input on the programs and services. This includes both specific SPED services and programs provided schoolwide. Opportunities for this group of parents need to be available without compromising student/family privacy (ex. anonymous survey). Parent engagement will be measured annually with the Local Indicator Self-Reflection Tool and reported on the Dashboard (Metrics SP3A.1). If a survey/questionnaire is developed, it will measure participation and parent opinion (Metrics 3d and 3e).	\$ 9,168	N
3-6	Attendance	Maintain a system of attendance procedures and records, including automated and direct communication, counseling, and the SART/SARB process. This action will contribute to the increased/improved services requirement because consistent communication, outreach and re-engagement strategies will be of particular benefit to these students. This action will be evidenced through daily/weekly/monthly attendance reports, logs on attendance calls and letters, parent conferences, home visits, re-engagement plans, and the annual audit. Two metrics will measure attendance, ADA (Metric 3g) and chronic absenteeism rate (Metric 3f).	\$ 29,159	Y

3-7	Graduation	Enhance direct services that support student progress toward meeting graduation requirements. This includes dedicated academic counseling with students and parents, extended learning opportunities for credit deficient students, and celebrating the accomplishments of graduates. This action will contribute to the increased/improved services requirement because direct individual support will identify and address the specific criteria EL students need to graduate on time. Evidence will be in graduation checklists and credit recovery completion rates. This will be measured by dropout and graduation rates (Metrics 3i and 3j), and the 1 year DASS graduation rate on the Dashboard.	\$ 45,062	Y
3-8	Suspension Reduction	Implement a system of support services that promote a safe and positive learning environment. This includes evaluating the efficacy of current programs and making modifications as well as adopting new programs. All staff will be trained in restorative justice strategies and support for students to promote positive relationships and student behavior. Additionally, when dealing with student discipline concerns, efforts will be made to determine root causes, barriers, and a plan for positive outcomes. Student discipline incidents will have the appropriate team of staff to collaborate and provide support, including counseling and mental health specialists. The school has recently opened an onsite Wellness Center to further support student and staff wellbeing. We track the total number of students served each year as well as identity markers such as gender and race/ethnicity to understand how the services are being utilized and whether there are equity gaps in accessing the services. This action will contribute to the increased/improved services requirement for EL and SED students because it includes other factors that affect student behavior, including receiving support and services to help prevent choices that result in suspension. This will be evidenced by the observation of consistent use of intervention strategies, and positive student attitudes and behaviors. It will be measured by suspension rates (Metric 3k), expulsion rates (Metric 3l), and survey items (Metrics 3a through 3c).	\$ 40,978	Y

3-9	Climate: Activities	Continue to provide extra/co-curricular activities and events to students that provide an additional connection to the school community. This includes a variety of activities ranging from sports, clubs, military events, leadership groups, and after-school activities. There will be steady communication with families about events, encouraging them to attend. Student participation will be evident in team rosters or attendance sheets, material needs (ex. uniforms), transportation, and observed audience attendance. It will be measured by student participation in the surveys (Metrics 3a, 3b, and 3c).	\$ 42,710	N
3-10	Climate: Recognitions	Continue to acknowledge student accomplishments and achievements through a variety of activities and occasions. This includes events like monthly recognitions (ex. Student of the Month) at formation, NWEA improvement and achievement certificates and incentives, and Honor Roll. This action will be evidenced by a calendar of recognition type events, more opportunities for students to work toward awards, and more conversation/communication on positive acknowledgements. This will be measured through local survey items (Metrics 3a, 3b, and 3c).	\$ 4,714	N
3-11	Climate: Safety/SEL	Continue and increase the services that support students' social-emotional health and safety. Offer services such as health education, case management, and individual counseling through the onsite Wellness Center. This action will contribute to the increased/improved services requirement because it provides services that low-income students may not otherwise receive with limited family resources. Safety and social-emotional wellness will be evidenced by the safety precautions/procedures at the site, SEL instructional programs, and counseling counts, as well as through data collection and monitoring. It will be measured through the annual survey (Metrics 3a, 3b, and 3c) will measure student participation.	\$ 151,026	Y
3-12	Supports for Homeless and/or Foster Youth	A full-time Health Navigator at the school will provide home visits to students in need of these supports. The Health Navigator will connect families with resources such as mental health and medical services, and will work to eliminate barriers to learning for students. Students will be provided with backpacks, supplies, and bus passes to increase access to learning. This will improve attendance and chronic absenteeism rates, especially for homeless and foster youth (Metrics 3f and 3g).	\$ 8,038	Y

3-13	Interventions to Reduce Chronic Absenteeism (using LREBG Funds)	LREBG Action As described in Action 2-14, we are expanding our online afterschool credit recovery program and summer programming, which will not only support academic achievement but should improve student engagement and absenteeism as well. Based on feedback from our students, staff, and parents, who all voiced an interest in more athletics programming, we have implemented 3 sports programs this year and will be expanding to 5 programs for next year (basketball, girls flag football, boys flag football, coed soccer, and coed volleyball). We know this is important to our school community and will improve student engagement, leading to reduced chronic absenteeism. We are also looking to purchase AttendanceWorks Data Tools to improve our tracking and ability to respond quickly to rising needs. These interventions were based on the California Department of Education's list of evidence-based resources. Research shows that structured activities such as extracurricular clubs and sports are associated with gains in grades, academic achievement, work habits, and self-concept, increased attendance, and reductions in behavioral issues. We heard directly from our educational partners that this was a great need as well. The impact of this Action will be monitored via Metric 3f. 100% of the allocated expenses for this Action come from LREBG funds.	\$ 15,600	N
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Goal

Goal #	Description	Type of Goal
4	Improve schoolwide student achievement in math by at least 3 points per year for 3 years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Engagement, Priorities 2, 4, and 6

An explanation of why the LEA has developed this goal.

This is an Equity Multiplier Focus Goal with actions directed at addressing one of LMA's lowest performing indicators, math proficiency, which was red on the 2023 dashboard. The high-level goal is to enhance our school culture and academic supports such that every student and family feels safe, celebrated, and supported in reaching their academic goals. This goal and its associated actions will take place during the 3-year period of this LCAP.

The school implemented a robust educational partner engagement process (described in the “Engaging Educational Partners” section of this LCAP), and included questions relating to this goal. The metrics and actions for this goal were developed to specifically address these performance areas and incorporate the feedback of critical educational partners within the organization, including those educational partners at the school who are generating Equity Multiplier funds.

The actions and metrics we have developed in partnership with our school community address the specific needs of these students and include efforts to strengthen academic instruction and teacher preparedness. While there are not currently underlying issues regarding credentialing or subject matter preparation, we are focusing on hiring and retaining high-quality instructional staff who are appropriately assigned to teach the students in their classes, and who have the coaching and mentorship necessary to be successful. Utilizing the robust set of actions described below, which tie directly to the metrics and overall goal, will ensure progress on this goal is closely monitored and maintained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a	Achieve at least one year’s progress in Math, as defined by NWEA MAP. (SP 8.1) Source: NWEA growth & achievement report	All: 45th Hispanic: 39th (2022-23)	All: 53rd Hispanic: 60th (2023-24)	All: 51st (2024-25)	41st+ Median Growth Percentile	+6 (2024-25)
4b	Improve Distance from Standard (DFS) SBAC Math or meet the state average for baseline year. (SP 4.1) Source: CA Dashboard	All: -158.7 (2022-23)	All: -161 (2023-24)	All: -171.4 (2024-25)	Each student subgroup will grow at least 3 points annually or meet the 2022-2023 overall state average. ALL: -149.7 or -49.1	All: -12.7 (2024-25)

Goal 4 Analysis for Year 2 (25-26 SY)

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

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

All actions proceeded as planned. We continued to implement our math curriculum and supplementary programs to promote math achievement. We also implemented the changes based on last year's Needs Assessment process to support math achievement.

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.

All expenditures were made as planned. For Action 4-2, the new math teacher did not start until November so the expense was lower than planned. Next year it will be for the full year. There were no other material differences between the budgeted and estimated actual expenditures for this goal. The planned percentages for improved services and estimated actual percentages for improved services were the same.

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

The actions were effective in making progress towards our student growth goals, as measured by NWEA. However, we did not meet our goal for math proficiency, as measured by SBAC Distance from Standard. This can happen when students have low incoming proficiency rates and are able to meet their growth goals for the year, but are not able to catch up enough to meet the proficiency rate goals. Regardless, we are working on improving the effectiveness of these actions to ensure progress towards the goal, and are anticipating that our new Academic Data Coach (Action 4-1) and a new math teacher will improve results starting either this year or next.

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.

No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Action #	Title	Description	Total Funds	Contributing
4-1	Academic Coaching	Hire an academic coach to provide targeted professional development to teaching staff in our math department. Focus the coaching on high-quality instruction and interventions to support students who are far behind in math proficiency. In addition, send math teaching staff to professional development conferences to gain additional coaching and math-focused expertise. This action will be measured by math growth and proficiency rates (Metrics 4a and 4b). It is principally directed towards increasing math proficiency for all students (a 2023 red dashboard indicator).	\$ 27,018	No
4-2	Math 180 Instruction	Hire a part-time math 180 teacher to provide targeted, evidence-based math interventions and instruction on a daily basis. The teacher will work with all students to increase math proficiency. This action will be measured by math growth and proficiency rates (Metrics 4a and 4b). It is principally directed towards increasing math proficiency for all students (a 2023 red dashboard indicator).	\$ 37,669	No

Goal

Goal #	Description	Type of Goal
5	Transform school discipline practices to prioritize equity and student wellbeing. Improve the African-American suspension rate by at least 0.5 percentage points per year for 3 years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Engagement, Priorities 2, 4, and 6

An explanation of why the LEA has developed this goal.

This is an Equity Multiplier Focus Goal with actions directed at addressing one of LMA's lowest performing indicators, suspension rates for African-American students (which was red on the 2023 dashboard). The high-level goal is to enhance our school culture supports such that every student and family feels safe, celebrated, and supported in reaching their academic and social-emotional goals. This goal and its associated actions will take place during the 3-year period of this LCAP.

The school implemented a robust educational partner engagement process (described in the "Engaging Educational Partners" section of this LCAP), and included questions relating to this goal. Specific feedback from members of our school community included the recommendation to continue providing counseling for students, hiring additional campus safety officer(s), and developing strong relationships between students and staff. The metrics and actions for this goal were developed to specifically address these performance areas and incorporate the

feedback of critical educational partners within the organization, including those educational partners at the school who are generating Equity Multiplier funds. There are not currently underlying issues related to this goal in regards to teacher credentialing, subject matter preparation, or retention.

The actions and metrics we have developed in partnership with our school community address the specific needs of these students and include efforts to promote safety, strong relationships, and equity in our school culture. In addition, we are focusing on hiring and retaining high-quality instructional staff who are appropriately assigned to teach the students in their classes, and who have the coaching and mentorship necessary to be successful. Utilizing the robust set of actions described below, which tie directly to the metrics and overall goal, will ensure progress on this goal is closely monitored and maintained. In addition, several of the actions in goals 1-3 also contribute to the success of this goal, including actions 1-1 through 1-6, 2-1 through 2-4, 2-13, 3-6, and 3-8 through 3-11.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5a	Decrease the suspension rate for African-American students by at least 0.5% annually. Source: CA Dashboard	25.0% (2022-23)	46.5% (2023-24)	48.6% (2024-25)	Decrease at least 0.5 percent annually (23.5%).	+23.6% (2024-25)

Goal 5 Analysis for Year 2 (25-26 SY)

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

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

All actions proceeded as planned. We continued to implement our interventions and supplementary programs.

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.

The school did not experience substantive differences between the budgeted expenditures and the estimated actual expenditures for this goal. The planned percentages for improved services and estimated actual percentages for improved services were the same.

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

Last year (2024-25) was the first year some of these actions were implemented, and we have added new elements this year as well, including beginning the Capturing Kids Hearts program and taking a field trip to the Museum of Tolerance. Although we were hoping for immediate results indicating the effectiveness of our actions, the results do not yet demonstrate progress. As a DASS school, we intentionally serve students who may have troubled pasts from their previous school and it can take some time to adjust to the new culture and see the impact of the work we are doing at LMA. However, if a student violates mandatory requirements for suspension such as fighting, possession of illegal substances, we are required to suspend in adherence with Ed Code. Lastly, we have a small number of African-American students on campus so the percentages are subject to large swings in the data year-to-year.

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.

This remains an important goal. Working on more alternatives to suspension wherever possible such as conflict mediation and counseling through our Wellness Center. No other changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5-1	Suspension Needs Assessment <i>(2024-25 school year only)</i>	Identify root causes of suspension and discipline challenges utilizing a variety of methods such as: Analyze current and historical discipline data to identify historical trends, types of suspensions, and demographic breakdowns. Conduct focus groups with students and staff to explore detailed aspects of school safety, connectedness, and underlying issues. Update the student survey to better capture student and staff sentiments on safety and belonging. Use the information gained in the root cause analysis and needs assessment to inform the selection of partners/interventions.	\$0 <i>(Expenditures were during the 24-25 school year only)</i>	No

5-2	Social-Emotional Learning	Partner with an external entity to provide professional development for school staff on social-emotional learning inside the classroom, with an emphasis on building strong relationships with students. Provide coaching and supports to all staff with a special focus on new teachers, to ensure consistently strong practices across the school. This action will be measured in Metric 5a and is principally directed towards reducing the suspension rate for our African-American students (a 2023 red dashboard indicator).	\$ 70,262	No
5-3	Student Engagement Activities	Increase students' sense of connectedness to the school via increased student engagement activities during lunch and after school. The success of this action will be measured by Metric 5a.	\$ 34,000	No
3-8 (same as for Goal 3)	Suspension Reduction	Implement a system of support services that promote a safe and positive learning environment. This includes evaluating the efficacy of current programs and making modifications as well as adopting new programs. All staff will be trained in restorative justice strategies and support for students to promote positive relationships and student behavior. Additionally, when dealing with student discipline concerns, efforts will be made to determine root causes, barriers, and a plan for positive outcomes. Student discipline incidents will have the appropriate team of staff to collaborate and provide support, including counseling and mental health specialists. The school has recently opened an onsite Wellness Center to further support student and staff wellbeing. We track the total number of students served each year as well as identity markers such as gender and race/ethnicity to understand how the services are being utilized and whether there are equity gaps in accessing the services. This action will contribute to the increased/improved services requirement for EL and SED students because it includes other factors that affect student behavior, including receiving support and services to help prevent choices that result in suspension. This will be evidenced by the observation of consistent use of intervention strategies, and positive student attitudes and behaviors. This action will be measured in Metric 5a and is principally directed towards reducing the suspension rate for our African-American students (a 2023 red dashboard indicator).	(Amount listed under goal 3)	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for Year 3 (26-27 SY)

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 570,016	\$ 63,907

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
43.83%	2.33%	\$ 28,240.61	46.16%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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Goal 1, Action 1-10 Goal 2, Actions 2-1, 2-2, 2-3, and 2-4	Statewide, socioeconomically disadvantaged (“SED”) students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school and has a small student population so we do not always have statistically significant subgroup data, but we do serve a high rate of SED students (84.5% in the 2023-24 school year) and know that statewide and national data demonstrates a need for providing increased support in achieving academic proficiency, including close monitoring of student data to provide targeted interventions. Oftentimes these students get to high school behind their more affluent peers and have a need to grow more than 1 year’s worth of academic progress in a year’s time to catch up and achieve proficiency. Additionally, our staff have requested professional development to build their capacity to assess academic data and differentiate instruction. Students and parents have also expressed a need for non-core classes and electives that meet student interest.	These actions address the identified needs by utilizing local assessment data to understand how different students and student groups are performing, earlier and more often than CAASPP so that appropriate interventions can be provided. Our academic intervention programs are designed to bridge performance gaps in reading and math, which is where EL and SED students most often struggle. Enhancing the interventions and expanding the program to support more students will help address this gap in performance. The actions also dedicate professional learning time to support teachers in understanding how to implement assessments and analyze academic data (addressing their expressed need for this support). The actions also allow us to identify equity gaps and evaluate program efficacy. We designed these actions to be available to all students because a majority of our students are socioeconomically disadvantaged, and because all of our students can benefit from the academic interventions to support academic growth.	The school will utilize a variety of academic and basic services metrics to monitor effectiveness of these actions, including: Metric 1e Metrics 2a, 2b, 2c, 2d, 2e, and 2f
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Goal 2, Actions 2-5 and 2-10 Goal 3, Action 3-7	Statewide, socioeconomically disadvantaged (“SED”) students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school’s graduation and CCI rates are similar across subgroups, the dropout rate for SED students is higher than the schoolwide average. Many SED students also come from families where they would be the first in their family to attend college, which can be a complicated and confusing process without the proper support and access to quality information. There is a distinct need to support our students in the areas of graduation, college, and career supports.	To address these needs, we are offering a full set of A-G courses that meet graduation requirements and implement the level of rigor expected by UC/CSU to prepare students for college level coursework. We provide professional Development (PD) time to support teachers with instructional activities that maintain the rigor of A-G coursework and support students in achieving a grade of C or better. We offer academic counseling for students and parents, extended learning opportunities for credit deficient students, and celebrate the accomplishments of graduates. We also provide academic guidance and support with college planning, exploration, and applications, along with financial aid applications and the AVID program. We designed these supports to be available to all students on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.	The school will utilize a variety of graduation, college, and career metrics to monitor effectiveness of these actions, including: Metrics 2g, 2m, 2n Metrics 3i and 3j
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Goal 3, Action 3-6	Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of significant need. While our SED and EL subgroups have similar rates of attendance and absenteeism as the schoolwide average, most of students qualify as SED and we know that this has a significant impact on attendance. These students often face hardship due to their socioeconomic status that impacts their attendance—having to care for younger siblings or work part-time to support their family, not always having access to clothes and materials that they need for the school day, etc.	Knowing that our students are facing a wide range of barriers, we maintain a system of attendance procedures and records to communicate absences and identify strategies for reengagement. This includes consistent communications (both automated and direct conversations), general outreach and wellbeing checks, counseling, home visits, and the SART/SARB process. These actions are being provided on an LEA-wide basis because a high number of our students struggle with absenteeism and many students in this position will benefit from the interventions to support engagement and attendance.	The school will monitor effectiveness of this action by tracking chronic absenteeism and student attendance (Metrics 3f and 3g).
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Goal 3, Actions 3-8 and 3-11 Goal 4, Actions 4-3 through 4-5	Our annual survey provided feedback from students that the school “provides a lot as it is” in terms of supports to help students going through stressful times, but that continuing counseling is very important to students and families. In the 2023-24 school year, our Wellness Center provided services to over 111 students, so nearly 100% of all students enrolled at LMA. In addition to direct feedback from parents and students requesting the continuation of these services, the number of students currently utilizing counseling demonstrates a clear need to continue providing this service. 2023 Dashboard data indicates that reducing suspensions and promoting a strong and safe school culture is a priority area for the school. There is a particular need to reduce suspensions for our African-American students, which is a red dashboard indicator in 2023. Lastly, students and parents expressed a desire for additional sports and activities at the school in order to increase student engagement.	Providing health education, case management, and individual counseling through our onsite Wellness Center allows students to access services that low-income families may not otherwise receive with limited family resources and addresses the clearly stated need for students to receive counseling. It continues providing the service directly requested by families and students, addressing the need for counseling. It will also work to bolster students’ decision-making and positive behaviors.	The school will monitor effectiveness of these intervention strategies via sense of belonging/safety via survey items (Metrics 3a through 3c), suspension rates (Metric 3k), and expulsion rates (Metric 3l). We will also measure effectiveness of these actions by monitoring suspension rates for African-American students specifically, in order to address that identified need (Metric 4a).
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		In addition to counseling, we are implementing restorative justice and trauma-informed practices to address the need demonstrated in our suspension rate for African-American students. Both practices have demonstrated to promote a positive school culture founded on strong relationships and promote positive student behaviors. We are using some of the Equity Multiplier funds to increase students' sense of connectedness to the school by adding more student engagement activities during lunch and after school (another expressed need from parents and students in our most recent survey data). While the school is not able to provide athletics at this time due to low overall interest, we can bolster the existing intramural/lunchtime sports and other activities which promote student engagement. Lastly, we will conduct a root cause analysis to better identify other interventions that will target specific underlying causes for suspensions at the school site. These actions are being provided on an LEA-wide basis because all of our students and families both contribute to the school culture and benefit from having a safe, supportive school experience.	
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Goal 3, Action 3-12	Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that only 47.8% of students indicated they feel safe and only 37.1% feel connected. This is an area of significant concern to the school's leadership team, and we are diving in further to understand the root causes for these low responses, which we believe are closely related to student attendance. As described in the row above in this table, students and parents have also expressed an interest in increasing the non-academic offerings at the school, such as opportunities for athletics and afterschool activities.	A full-time Health Navigator at the school will provide home visits to students in need of these supports. The Health Navigator will connect families with resources such as mental health and medical services, and will work to eliminate barriers to learning for students. Students will be provided with backpacks, supplies, and bus passes to increase access to learning. This will improve attendance and chronic absenteeism rates, especially for homeless and foster youth (Metrics 3f and 3g). While these actions are primarily targeted towards homeless and foster youth, we're providing them on an LEA-wide basis for any student that needs them (like some of our students who are experiencing poverty). This way we are not restricting valuable services from reaching any student who needs them.	The school will monitor effectiveness of these intervention strategies via attendance and chronic absenteeism rates, especially for the subgroups of homeless and foster youth (Metrics 3f and 3g).
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	The number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, however data from state and national sources on homeless and foster youth informs us that there is a need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. These student groups are at a greater risk of “slipping through the cracks” compared to their peers. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.		
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Insert or delete rows, as necessary.

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
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Goal 1, Actions 1-7, 1-8, 1-9, and 1-12	English language development is a critical skill for our English learners. It supports academic achievement and opens opportunities for our students as they graduate high school. It is an expressed area of importance for our English learners and their families. Lastly, we've received feedback from our teaching staff requesting professional development in the area of ELD instruction.	We are addressing these needs by ensuring that the best instructional practices for EL students are being implemented in all classes, providing professional development to teaching staff on research-based practices to promote students' language development, utilizing digital supports and accessibility tools (ex. Google translate, read-aloud), and increasing access to ELD standards through a designated dELD curriculum as well as integration of ELD and literacy standards into all academic courses. We also ensure that students have access to the full catalog of courses available at the school to ensure that the same access and opportunities are available to our EL students as are available to all our students.	The school will monitor effectiveness of these intervention strategies via the annual Local Indicator Self-Reflection Tool, EL students' access to, and enrollment in, ELD courses based on state standards (Metric 1f).
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Goal 2, Actions 2-7 and 2-8	Although most years the number of EL students at our school does not exceed 30 (resulting in not having available dashboard data for this subgroup), internal academic monitoring demonstrates that our EL students often struggle in ELA and math proficiency as a result of the language barrier. Additionally, while our EL reclassification rate is nearly at the same level of the state (48.1% and 48.7%, respectively), this still demonstrates that we have a number of students who need continuing support in progressing at least one ELPI level and/or maintaining the highest ELPI level. Our reclassification rate (Metric 2k) also demonstrates a need for supports for English learners to gain English language fluency and reclassify as Fully English Proficient. Lastly, we've received feedback from our teaching staff requesting professional development in the area of ELD instruction and have heard from our families that communication (in their home language) about students' progress and wellbeing is important.	To address these academic needs for EL students, we are providing an ELD program with comprehensive support for students at all levels. We will measure and monitor student progress at an individualized level, beyond what is available on the state dashboard, in order to provide proactive solutions which address individual student needs. We also provide professional learning sessions for our staff, both new and returning, on integrated ELD support and evidence-based strategies for teaching English learners. We also communicate with parents of English learners on how their student is progressing and provide opportunities for practice ELPAC sessions to remove barriers to success and ensure that students know what to expect in their progress to reclassification.	The school will monitor effectiveness of these intervention strategies via the percent of EL students progressing in proficiency levels (Metrics 2a, 2b, and 2c, when available), the percent of EL students growing at least one ELPI level (Metric 2j), and the EL reclassification rate (Metric 2k).
Goal 3, Actions 3-2 and 3-4	We've received feedback from our families that communication (in their home language) about students' progress and wellbeing is important.	To ensure strong avenues of communication with families of our EL students, we provide progress reports (described above), as well as the English Language Advisory Committee (ELAC), which serves as a regular forum for parent groups to be informed and engaged in discussions on student needs, performance, and programs for EL students. We also ensure that we are providing school communications, forms, and documents in both Spanish and English, as well as providing translation services at school events and in school communications to ensure that all families receive regular information from the school and can provide input into school activities and programs.	The school will monitor effectiveness of these intervention strategies via the annual Local Indicator Self-Reflection Tool, opportunities for parents to participate in school site decision-making, particularly ELAC (Metric 3d), and parent participation in school orientation and events (Metric 3e).

Insert or delete rows, as necessary.

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

Not applicable.

Additional Concentration Grant Funding

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

LMA is a single-school charter with a high concentration of low-income (SED) students (85.8%), a rate which has remained steady over the years and which is core to the school’s original intent. As such, there is not currently a plan to increase the number of staff who provide direct services to unduplicated pupils, however there are ongoing efforts to retain staff through appropriate compensation enhancements, high-quality professional development (including a Professional Learning Community and professional development partnerships with the Riverside County Office of Education), and providing an emphasis on staff wellbeing. Utilizing funds from a consortium grant, we have a Wellness Center that staff can utilize. Action 1-1 specifically addresses maintaining quality credentialed teachers in appropriate assignments as well as a competitive compensation package.

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	Not applicable.	7:127
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	11:127

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)											
2026-2027	\$ 1,300,517	\$ 570,016	43.830%	2.33%	46.160%											
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel									
Totals	\$ 1,404,371	\$ 526,246	\$ -	\$ 72,344	\$ 2,002,961.02	\$ 1,857,629	\$ 145,332									
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	Williams: Teachers	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$13,571.57	\$ 7,500	\$21,071.57	\$0.00	\$0.00	\$0.00	\$ 21,072	0.000%
1	1-2	Williams: Materials CHK	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$8,287.02	\$ 7,946	\$16,233.48	\$0.00	\$0.00	\$0.00	\$ 16,233	0.000%
1	1-3	Williams: Materials BUY	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$66,556.50	\$ -	\$66,556.50	\$0.00	\$0.00	\$0.00	\$ 66,556	0.000%
1	1-4	Williams: Facilities	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$86,232.92	\$ -	\$86,232.92	\$0.00	\$0.00	\$0.00	\$ 86,233	0.000%
1	1-5	Standards: PD	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$84,652.17	\$ 10,000	\$89,203.17	\$0.00	\$0.00	\$5,449.00	\$ 94,652	0.000%
1	1-6	Standards: Classroom	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$205,619.91	\$ -	\$138,724.91	\$0.00	\$0.00	\$66,895.00	\$ 205,620	0.000%
1	1-7	Standards: SDAIE	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$140,184.04	\$ -	\$140,184.04	\$0.00	\$0.00	\$0.00	\$ 140,184	0.000%
1	1-8	Standards: EL Access	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$57,388.71	\$ 10,000	\$67,388.71	\$0.00	\$0.00	\$0.00	\$ 67,389	0.000%
1	1-9	Standards: iELD	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$55,006.73	\$ -	\$55,006.73	\$0.00	\$0.00	\$0.00	\$ 55,007	0.000%
1	1-10	Broad Course: All	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$18,025.33	\$ -	\$18,025.33	\$0.00	\$0.00	\$0.00	\$ 18,025	0.000%
1	1-11	Broad Course: Courses	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$34,131.14	\$ -	\$34,131.14	\$0.00	\$0.00	\$0.00	\$ 34,131	0.000%
1	1-12	Broad Course: EL	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$4,714.03	\$ -	\$4,714.03	\$0.00	\$0.00	\$0.00	\$ 4,714	0.000%
1	1-13	Broad Course: SWD	Students with disabilities	No	LEA-wide		Leadership Military Academy	Ongoing	\$172,376.47	\$ -	\$0.00	\$172,376.47	\$0.00	\$0.00	\$ 172,376	0.000%
2	2-1	Academic: Assessments	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$52,339.47	\$ (0)	\$42,039.47	\$10,300.00	\$0.00	\$0.00	\$ 52,339	0.000%
2	2-2	Academic: Data	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$41,410.15	\$ (0)	\$31,110.15	\$10,300.00	\$0.00	\$0.00	\$ 41,410	0.000%
2	2-3	Academic: Data service	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$20,717.56	\$ 5,231	\$15,648.24	\$10,300.00	\$0.00	\$0.00	\$ 25,948	0.000%
2	2-4	Academic: Intervention	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$39,053.13	\$ 11,966	\$51,019.38	\$0.00	\$0.00	\$0.00	\$ 51,019	0.000%
2	2-5	Academic: A-G	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$4,143.51	\$ -	\$4,143.51	\$0.00	\$0.00	\$0.00	\$ 4,144	0.000%
2	2-6	Academic: CTE	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$42,143.70	\$ -	\$42,143.70	\$0.00	\$0.00	\$0.00	\$ 42,144	0.000%
2	2-7	Academic: ELPI	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$8,287.02	\$ -	\$8,287.02	\$0.00	\$0.00	\$0.00	\$ 8,287	0.000%
2	2-8	Academic: Reclassification	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$4,143.51	\$ -	\$4,143.51	\$0.00	\$0.00	\$0.00	\$ 4,144	0.000%
2	2-9	Academic: AP	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$0.00	\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$ -	0.000%
2	2-10	CCI: College	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$72,436.54	\$ 695	\$73,031.54	\$0.00	\$0.00	\$0.00	\$ 73,032	0.000%
2	2-11	CCI: Career	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$27,514.14	\$ -	\$27,514.14	\$0.00	\$0.00	\$0.00	\$ 27,514	0.000%
2	2-12	CCI: RCC	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$4,714.03	\$ -	\$4,714.03	\$0.00	\$0.00	\$0.00	\$ 4,714	0.000%
2	2-13	Additional Academic Interventions (for LREIG Funds)	Socioeconomically disadvantaged	No	LEA-wide	Low-income	Leadership Military Academy	Through June 2027	\$55,191.00	\$ 31,800	\$19,811.83	\$ 67,180	\$0.00	\$0.00	\$ 86,991	0.000%
3	3-1	Parents: Communication	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$31,596.90	\$ 18,008	\$49,604.57	\$0.00	\$0.00	\$0.00	\$ 49,605	0.000%
3	3-2	Parents: Comm SP	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$18,285.60	\$ -	\$18,285.60	\$0.00	\$0.00	\$0.00	\$ 18,286	0.000%
3	3-3	Parents: Participation	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$4,143.51	\$ 2,700	\$6,843.51	\$0.00	\$0.00	\$0.00	\$ 6,844	0.000%
3	3-4	Parents: EL	English learners	Yes	LEA-wide	English Learners	Leadership Military Academy	Ongoing	\$8,857.54	\$ 87	\$8,944.54	\$0.00	\$0.00	\$0.00	\$ 8,945	0.000%
3	3-5	Parents: SWD	Students with disabilities	No	LEA-wide		Leadership Military Academy	Ongoing	\$9,167.79	\$ -	\$9,167.79	\$0.00	\$0.00	\$0.00	\$ 9,168	0.000%
3	3-6	Attendance	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$29,159.15	\$ -	\$20,072.10	\$9,087.05	\$0.00	\$0.00	\$ 29,159	0.000%
3	3-7	Graduation	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$40,504.42	\$ 4,658	\$45,062.42	\$0.00	\$0.00	\$0.00	\$ 45,062	0.000%
3	3-8	Suspension: All	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$40,944.23	\$ 33	\$31,857.18	\$9,120.50	\$0.00	\$0.00	\$ 40,978	0.000%
3	3-9	Climate: Activities	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$42,551.19	\$ 159	\$42,710.03	\$0.00	\$0.00	\$0.00	\$ 42,710	0.000%
3	3-10	Climate: Recognitions	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$4,714.03	\$ -	\$4,714.03	\$0.00	\$0.00	\$0.00	\$ 4,714	0.000%
3	3-11	Climate: Safety/SEL	All students	Yes	LEA-wide	All	Leadership Military Academy	Ongoing	\$150,992.31	\$ 33	\$47,140.31	\$103,885.45	\$0.00	\$0.00	\$ 151,026	0.000%
3	3-12	Supports for Homeless and/or Foster Youth	Homeless and/or Foster Youth, socioeconomically disadvantaged	Yes	LEA-wide	Foster Youth	Leadership Military Academy	Ongoing	\$6,037.96	\$ -	\$4,143.51	\$3,894.45	\$0.00	\$0.00	\$ 8,038	0.000%
3	3-13	Interventions to Reduce Chronic Absenteeism	All students	No	LEA-wide		Leadership Military Academy	Ongoing	\$24,500.00	\$ (8,900)	\$0.00	\$15,600.00	\$0.00	\$0.00	\$ 15,600	0.000%
4	4-1	Academic: Coaching	All students	No	LEA-wide	All	Leadership Military Academy	Through June 2027	\$20,717.56	\$ 6,300	\$20,717.56	\$6,300.00	\$0.00	\$0.00	\$ 27,018	0.000%
4	4-2	Math 180 Instruction	All students	No	LEA-wide	All	Leadership Military Academy	Through June 2027	\$37,668.77	\$ -	\$9,167.79	\$28,500.99	\$0.00	\$0.00	\$ 37,669	0.000%
5	5-1	Suspension Needs Assessment	All students	No	LEA-wide	All	Leadership Military Academy	Through June 2026	\$0.00	\$ -	\$0.00	\$0.00	\$0.00	\$0.00	\$ -	0.000%
5	5-2	Social-Emotional Learning	All students	No	LEA-wide	All	Leadership Military Academy	Through June 2027	\$31,832.57	\$ 38,430	\$24,861.07	\$45,401.40	\$0.00	\$0.00	\$ 70,282	0.000%
5	5-3	Student Engagement Activities	All students	No	LEA-wide	All	Leadership Military Academy	Through June 2027	\$35,114.75	\$ (1,115)	\$0.00	\$ 34,000	\$0.00	\$0.00	\$ 34,000	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,300,517	\$ 570,016	43.830%	2.330%	46.160%	\$ 690,247	0.000%	53.075%	Total:	\$ 690,247
								LEA-wide Total:	\$ 690,247
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1-7	Standards: SDAIE	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 140,184.04	0.000%
1	1-8	Standards: EL Access	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 67,388.71	0.000%
1	1-9	Standards: dELD	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 55,006.73	0.000%
1	1-10	Broad Course: All	Yes	LEA-wide	All	Leadership Military Academy	\$ 18,025.33	0.000%
1	1-12	Broad Course: EL	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 4,714.03	0.000%
2	2-1	Academic: Assessments	Yes	LEA-wide	All	Leadership Military Academy	\$ 42,039.47	0.000%
2	2-2	Academic: Data	Yes	LEA-wide	All	Leadership Military Academy	\$ 31,110.15	0.000%
2	2-3	Academic: Data service	Yes	LEA-wide	All	Leadership Military Academy	\$ 15,648.24	0.000%
2	2-4	Academic: Intervention	Yes	LEA-wide	All	Leadership Military Academy	\$ 51,019.38	0.000%
2	2-5	Academic: A-G	Yes	LEA-wide	All	Leadership Military Academy	\$ 4,143.51	0.000%
2	2-7	Academic: ELPI	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 8,287.02	0.000%
2	2-8	Academic: Reclassification	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 4,143.51	0.000%
2	2-10	CCI: College	Yes	LEA-wide	All	Leadership Military Academy	\$ 73,031.54	0.000%
3	3-2	Parents: Comm SP	Yes	LEA-wide	All	Leadership Military Academy	\$ 18,285.60	0.000%
3	3-4	Parents: EL	Yes	LEA-wide	English Learners	Leadership Military Academy	\$ 8,944.54	0.000%
3	3-6	Attendance	Yes	LEA-wide	All	Leadership Military Academy	\$ 20,072.10	0.000%
3	3-7	Graduation	Yes	LEA-wide	All	Leadership Military Academy	\$ 45,062.42	0.000%
3	3-8	Suspension: All	Yes	LEA-wide	All	Leadership Military Academy	\$ 31,857.18	0.000%
3	3-11	Climate: Safety/SEL	Yes	LEA-wide	All	Leadership Military Academy	\$ 47,140.31	0.000%
3	3-12	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	Foster Youth	Leadership Military Academy	\$ 4,143.51	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,745,914.40	\$ 2,051,213.54

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	Williams: Teachers	No	\$ 21,223	\$21,071.57
1	1-2	Williams: Materials CHK	No	\$ 30,085	\$100,506.26
1	1-3	Williams: Materials BUY	No	\$ 55,177	\$66,556.50
1	1-4	Williams: Facilities	No	\$ 82,645	\$86,232.92
1	1-5	Standards: PD	No	\$ 78,028	\$94,652.17
1	1-6	Standards: Classroom	No	\$ 180,900	\$205,619.91
1	1-7	Standards: SDAIE	Yes	\$ 117,081	\$140,184.04
1	1-8	Standards: EL Access	Yes	\$ 53,295	\$67,388.71
1	1-9	Standards: dELD	Yes	\$ 50,289	\$55,006.73
1	1-10	Broad Course: All	Yes	\$ 15,520	\$18,025.33
1	1-11	Broad Course: Courses	No	\$ 12,858	\$34,131.14
1	1-12	Broad Course: EL	Yes	\$ 4,485	\$4,714.03
1	1-13	Broad Course: SWD	No	\$ 155,100	\$172,376.47
2	2-1	Academic: Assessments	Yes	\$ 46,804	\$52,339.47
2	2-2	Academic: Data	Yes	\$ 32,275	\$41,410.15
2	2-3	Academic: Data service	Yes	\$ 23,812	\$25,948.24
2	2-4	Academic: Intervention	Yes	\$ 52,708	\$51,019.38
2	2-5	Academic: A-G	Yes	\$ 2,654	\$4,143.51
2	2-6	Academic: CTE	No	\$ 2,654	\$42,143.70
2	2-7	Academic: ELPI	Yes	\$ 5,308	\$8,287.02
2	2-8	Academic: Reclassification	Yes	\$ 2,654	\$4,143.51
2	2-9	Academic: AP	No	\$ 0.00	\$0.00
2	2-10	CCI: College	Yes	\$ 76,759	\$73,031.54
2	2-11	CCI: Career	No	\$ 4,485	\$27,514.14
2	2-12	CCI: RCC	No	\$ 4,485	\$4,714.03
2	2-13	Additional Academic Interventions (for LREBG	No	\$ 99,400	\$75,511.46
3	3-1	Parents: Communication	No	\$ 37,214	\$49,604.57
3	3-2	Parents: Comm SP	Yes	\$ 16,108	\$18,285.60
3	3-3	Parents: Participation	No	\$ 5,336	\$6,843.51
3	3-4	Parents: EL	Yes	\$ 7,308	\$8,944.54
3	3-5	Parents: SWD	No	\$ 8,382	\$9,167.79
3	3-6	Attendance	Yes	\$ 22,347	\$29,159.15
3	3-7	Graduation	Yes	\$ 37,430	\$45,062.42
3	3-8	Suspension: All	Yes	\$ 34,496	\$40,977.68
3	3-9	Climate: Activities	No	\$ 43,916	\$42,710.03
3	3-10	Climate: Recognitions	No	\$ 4,485	\$4,714.03
3	3-11	Climate: Safety/SEL	Yes	\$ 134,812	\$151,025.76
3	3-12	Supports for Homeless and/or Foster Youth	Yes	\$ 5,152	\$8,037.96
3	3-13	Interventions to Reduce Chronic Absenteeism	No	\$ 15,600	\$575.00
4	4-1	Academic Coaching	No	\$ 26,667	\$27,017.56
4	4-2	Math 180 Instruction	No	\$ 61,239	\$26,188.77
5	5-1	Suspension Needs Assessment	No	\$ -	\$0.00
5	5-2	Social-Emotional Learning	No	\$ 40,743	\$70,262.47
5	5-3	Student Engagement Coordinator / Activities	No	\$ 34,000	\$35,964.75

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 533,724	\$ 596,468	\$ 847,135	\$ (250,667)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1-7	Standards: SDAIE	Yes	\$ 117,080.91	\$ 140,184	0.000%	0.000%
1	1-8	Standards: EL Access	Yes	\$ 53,295.42	\$ 67,389	0.000%	0.000%
1	1-9	Standards: dELD	Yes	\$ 50,289.16	\$ 55,007	0.000%	0.000%
1	1-10	Broad Course: All	Yes	\$ 15,520.07	\$ 18,025	0.000%	0.000%
1	1-12	Broad Course: EL	Yes	\$ 4,484.68	\$ 4,714	0.000%	0.000%
2	2-1	Academic: Assessments	Yes	\$ 46,803.83	\$ 52,339	0.000%	0.000%
2	2-2	Academic: Data	Yes	\$ 32,274.71	\$ 41,410	0.000%	0.000%
2	2-3	Academic: Data service	Yes	\$ 23,811.74	\$ 25,948	0.000%	0.000%
2	2-4	Academic: Intervention	Yes	\$ 52,707.65	\$ 51,019	0.000%	0.000%
2	2-5	Academic: A-G	Yes	\$ 2,653.86	\$ 4,144	0.000%	0.000%
2	2-7	Academic: ELPI	Yes	\$ 5,307.73	\$ 8,287	0.000%	0.000%
2	2-8	Academic: Reclassification	Yes	\$ 2,653.86	\$ 4,144	0.000%	0.000%
2	2-10	CCI: College	Yes	\$ 76,759.23	\$ 73,032	0.000%	0.000%
2	3-2	Parents: Comm SP	Yes	\$ 16,107.89	\$ 18,286	0.000%	0.000%
2	3-4	Parents: EL	Yes	\$ 16,107.89	\$ 8,945	0.000%	0.000%
2	3-6	Attendance	Yes	\$ 7,307.64	\$ 29,159	0.000%	0.000%
2	3-7	Graduation	Yes	\$ 8,382	\$ 45,062	0.000%	0.000%
2	3-8	Suspension: All	Yes	\$ 16,519.42	\$ 40,978	0.000%	0.000%
2	3-11	Climate: Safety/SEL	Yes	\$ 43,916	\$ 151,026	0.000%	0.000%
2	3-12	Supports for Homeless and/or Foster Youth	Yes	\$ 4,485	\$ 8,038	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage — (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,251,402	\$ 533,724	2.330%	44.980%	\$ 847,135	0.000%	67.695%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - 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.

- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in

grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates

would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - 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%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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