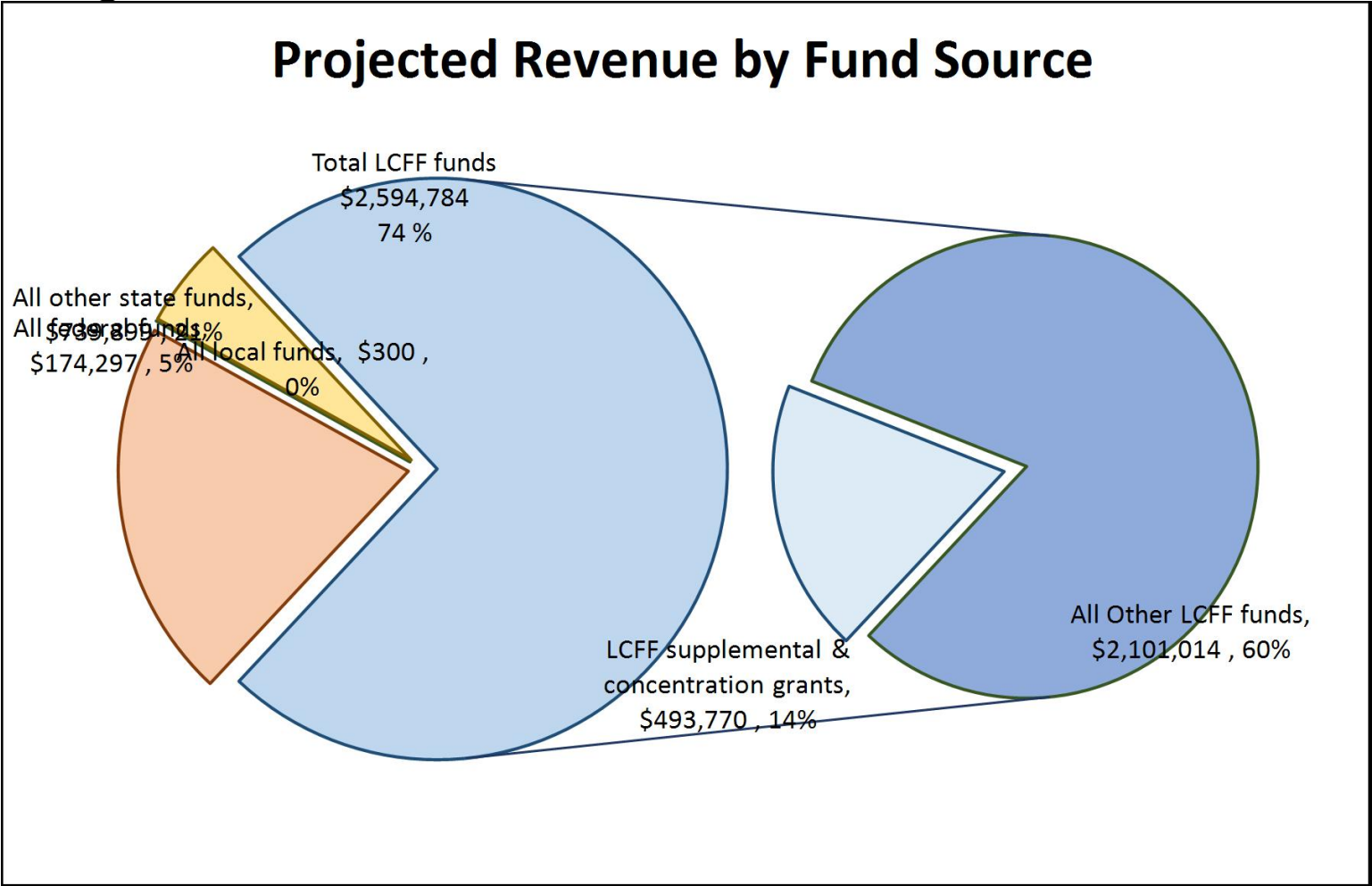# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare County Office of Education
CDS Code: 54105465430327
School Year: 2025-26
LEA contact information:
Jose Bedolla
Principal

559.733.6963

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds
$2,594,784
74 %

All other state funds,
All federal funds,
$174,297 , 5%

All local funds, $300 ,
0%

LCFF supplemental & concentration grants,
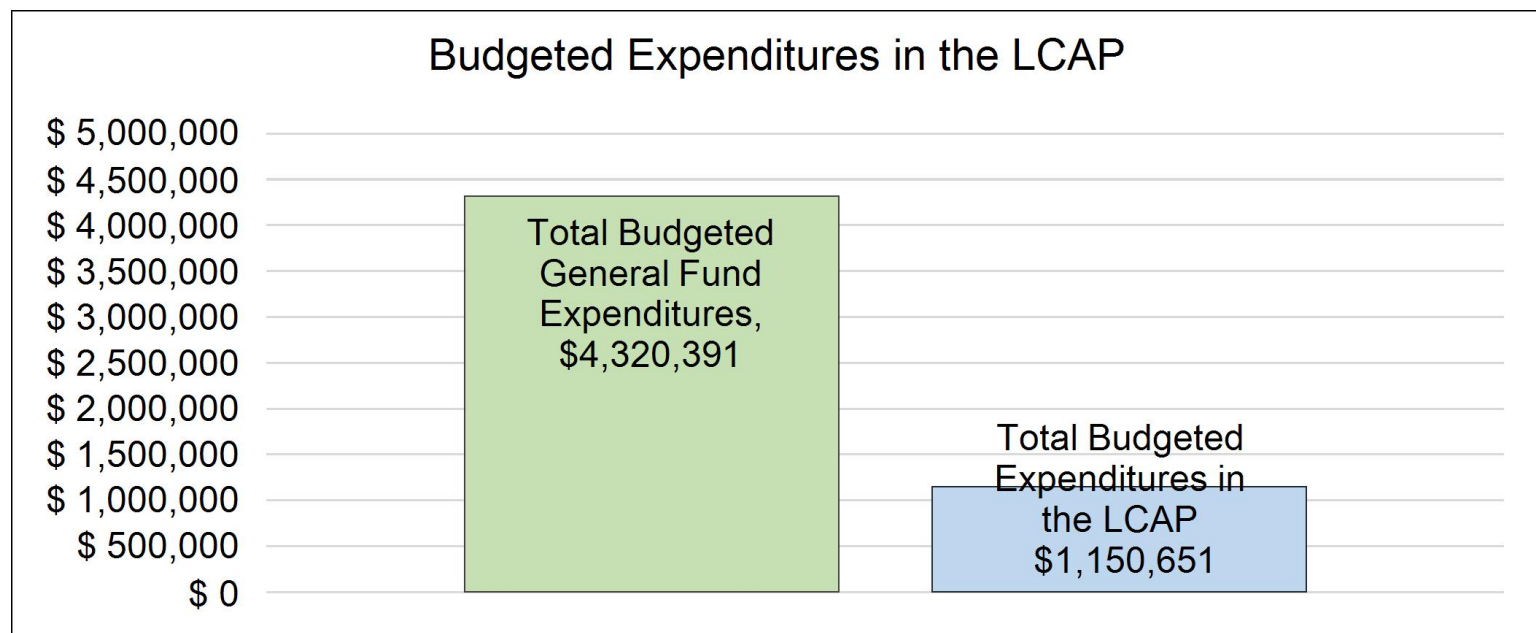$493,770 , 14%

All Other LCFF funds,
$2,101,014 , 60%

This chart shows the total general purpose revenue Tulare County Office of Education 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 Tulare County Office of Education is $3,509,280, of which $2,594,784 is Local Control Funding Formula (LCFF), $739,899 is other state funds, $300 is local funds, and $174297 is federal funds. Of the $2,594,784 in LCFF Funds, $493,770 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,320,391	Total Budgeted Expenditures in the LCAP $1,150,651

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

The text description of the above chart is as follows: Tulare County Office of Education plans to spend $4,320,391 for the 2025-26 school year. Of that amount, $1,150,651 is tied to actions/services in the LCAP and $3,169,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
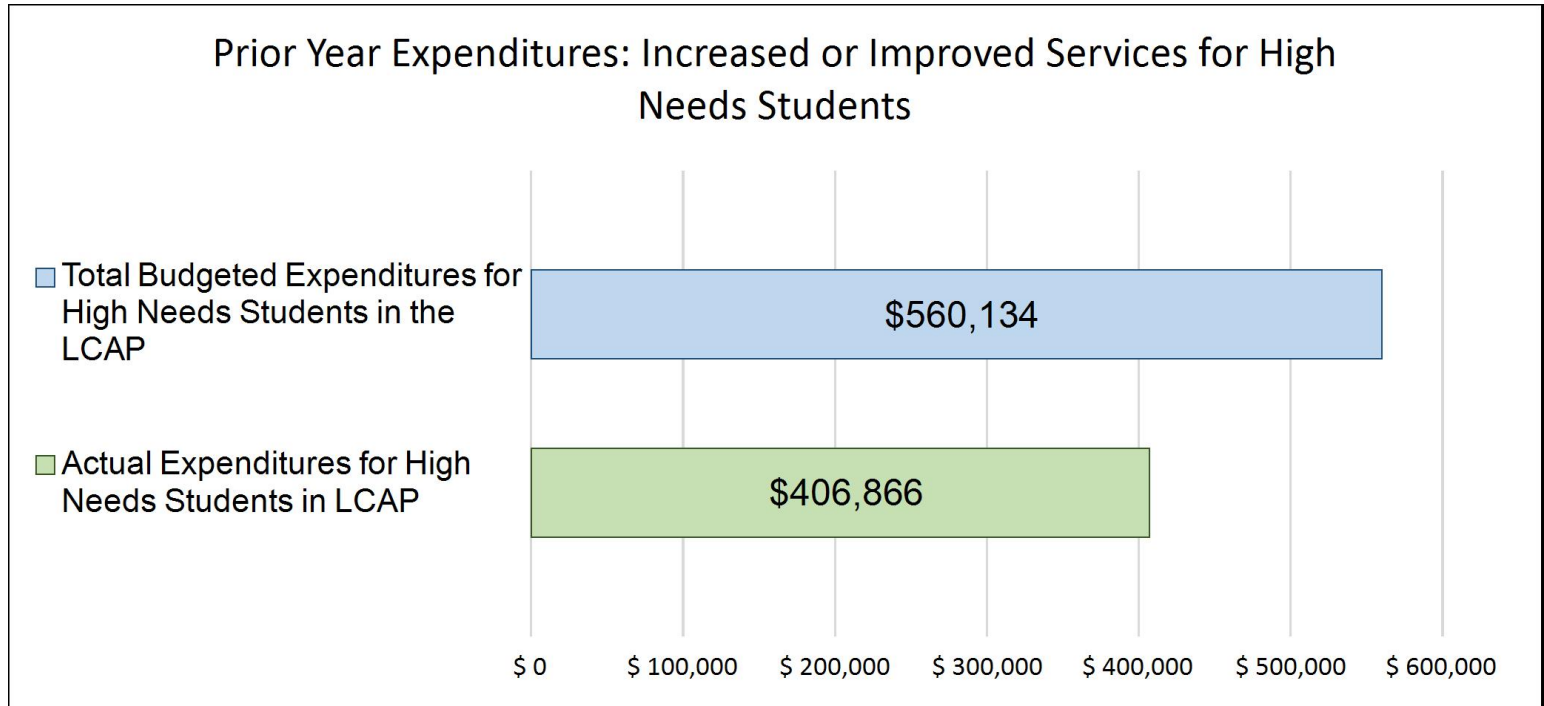
General Fund Budget Expenditures not included in the LCAP include some staff salaries and benefits, maintenance of facilities and lease space, utilities, and expenses incurred in the general operation of the educational program.

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

In 2025-26, Tulare County Office of Education is projecting it will receive $493,770 based on the enrollment of foster youth, English learner, and low-income students. Tulare County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare County Office of Education plans to spend $582,805 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$560,134
☐ Actual Expenditures for High Needs Students in LCAP	$406,866

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000

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

The text description of the above chart is as follows: In 2024-25, Tulare County Office of Education's LCAP budgeted $560,134 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent $406,866 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $153,268 had the following impact on Tulare County Office of Education's ability to increase or improve services for high needs students:

The reason for the difference was due to not being able to procure necessary staff to provide Action services, resulting in non-implementation or implementation to a lesser degree of planned-for Actions. This had a minimal impact on the delivery of services to students only in that it caused a delay in these Actions being implemented. Student needs were still addressed and resulted in positive outcomes for students, as Dashboard data has made evident.
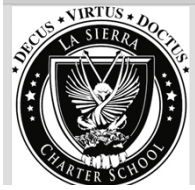
Local Control and Accountability Plan

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
Tulare County Office of Education	Jose Bedolla Principal	jose.bedolla@tcoe.org 559.733.6963

Plan Summary [2025-26]

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.

La Sierra Charter High is governed by the Tulare County Board of Education with Tim Hire serving as Tulare County Superintendent of Schools. At La Sierra High School, we are committed to presenting an educational vision and program that celebrates and assures all of our students are successful and college and career ready. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, productive and adaptable with the skills and talents to enable them to successfully contribute to society. La Sierra High School serves Tulare County and surrounding counties and is open to all students in grades 7-12. La Sierra is designed to serve students who desire a small learning community in a structured environment. Through an individualized learning plan, the school provides an alternate solution to a large comprehensive high school setting. La Sierra is a unique school that serves as a safety net for some students who are struggling academically and socially and are at risk of dropping out of school. La Sierra has an enrollment of 189 students and 26 part-time and full time staff members. 85% of students enrolled at La Sierra come from socially-economically disadvantaged backgrounds. 22% of students at La Sierra are English Language Learners. As a military academy, La Sierra affiliates in recruitment with all segments of the armed services i.e., (Army, Navy) in terms of service recruitment for students upon graduation from high school. La Sierra prides itself on being a stellar academic and service learning institution that provides students with the leadership skills for success for all levels of adult life.

Reflections: Annual Performance

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

2024 Dashboard Performance Information:

The 2023-2024 school year CAASPP data via the 2024 California Dashboard demonstrates an increase of 18.7 points (to 78.9 points below Standard) in English Language Arts (ELA) for the All Students group. The Hispanic student group increased performance by 2.5 points (to 84.1 points below Standard), while the Socioeconomically Disadvantaged student group increased performance by 18.1 points (to 80.7 points below Standard). CAASPP Math data reflects a sizable increase of 43 points (to 153.1 points below Standard). The Hispanic student group had growth of 36.7 points (to 153.3 points below Standard) and the Socioeconomically Disadvantaged student group increased by 38.9 points (to 155.8 points below Standard).

The Graduation Rate for La Sierra increased by 2.6%, thus reflecting a 100% Graduation rate. The Chronic Absenteeism rate for the La Sierra All Students group declined by 0.7% to 25% of total students being chronically absent in 2023-24. The 2023-24 chronically absenteeism rate (23.9%) of Socioeconomically Disadvantaged students was comparable to the 2022-23 level (24.1%), as was that of the Hispanic student group (23.9% in 2023-24 and 25% in 2022-23). Suspension rate for La Sierra declined by 5% in comparison to the 2022-2023 school suspension rate.

2023 Dashboard Performance Information:

La Sierra was very successful ensuring that students earned sufficient credits, were academically successful, and met all requirements to graduate. 2023 Dashboard results demonstrated a 9.9% increase in the Graduation Rate, achieving a total Graduation Rate of 97.4%. There were some performance outcomes in which the school is continuing to address and will remain a focus heading into the next school year. The overall student suspension rate showed that 23.9% of all students were suspended at least once in the 2022-23 school year. This resulted in a "Red" color performance outcome reflecting a "Very High" rate of suspension. Significant student groups whose performance outcomes reflected a "Red" color include English Learners (EL) - 30.1%, Hispanic (Hisp.) - 25.8%, Socioeconomically Disadvantaged (SED) - 24.3%, and Students with Disabilities (SWD) - 23.1%.

Based on 2023 Dashboard information, the overall performance result for all students in the area of ELA was 97.6 points below Standard, with an "Orange" performance level. The Hispanic and Socioeconomically Disadvantaged student group performance was also at the "Orange" level (83.6 points and 98.8 points below Standard). The overall performance result for all students in the area of Math was a "Red" indicator reflecting "Very Low" performance (196.1 points below standard). This was also the color performance result for the Hispanic (190 points below standard) and Socioeconomically Disadvantaged (194.7 points below standard) student groups. The College and Career performance result reflected a 7.9% of all students "Prepared" for college or career. This was "Very Low" status result. The "Prepared" status of Socioeconomically Disadvantaged student was only 6.3%, also resulting in a "Very Low" status result. English Learner students continue to be challenged. 2023 Dashboard results reflect that 39.1% of English Learners made progress toward English language proficiency resulting in a "Red" color performance result.

La Sierra will be addressing the 2023 Dashboard "Reds" in the identified areas and with the groups identified above. This includes addressing the "Very Low" status results in the area of College and Career through identified Actions in the 2024-25 LCAP.

La Sierra, currently, does not have an unspent Learning Recovery Emergency Block Grant (LREBG) balance. UPHS will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP.

Reflections: Technical Assistance

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

La Sierra became eligible for technical assistance (Differentiated Assistance) in 2023-24, as a result of performance results relating to the 2023 Dashboard. La Sierra received guidance in school action planning via the Kern County Superintendent of Schools through the leadership of Dr. Tammy Gabel. As a result of improvements in academics and tiered systems and based on performance results reflected through the California Dashboard metrics, La Sierra is no longer eligible for Differentiated Assistance for the upcoming 2025-2026 school year. La Sierra is committed to continuous improvement in raising student achievement across all academic and social sectors. La Sierra is dedicated towards a continued focus on improving systems and programs to ensuring that every student is college and career ready upon graduating from the school.

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.

La Sierra High received Comprehensive Support and Improvement funding for the 2024-2025 school year. La Sierra High will not receive funding for the upcoming 2025-2026 school year.

Support for Identified Schools

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

La Sierra High completed a WASC Self Study in March of 2024. La Sierra utilized the feedback from the WASC visiting committee as well as the guidance from Dr. Gabel via the Kern County Superintendent of Schools to improve its systems for ongoing school improvement efforts for the 2024-2025 school year and upcoming 2025-2026 school term. La Sierra is utilizing the assessments from the WASC committee as part of its documentation with its educational partners towards the development and planning of the site's LCAP plan for ongoing school capacity building efforts. La Sierra recognizes the importance of external organizational observation as a critical component towards further assisting in helping the school improve its tiered systems of support for the raising of student achievement across all grade level spans and student subgroup needs for school improvement measures for reform. La Sierra will complete a follow up WASC review of its school systems in the Fall Semester of the upcoming 2025-2026 school year.

Monitoring and Evaluating Effectiveness

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

Due to improvements in academics and its tiered systems of support as reflected via the California Dashboard, La Sierra will no longer qualify for technical assistance for the upcoming 2025-2026 school year. La Sierra is committed towards continuous improvement in ensuring that every student receives the best education possible for college and career readiness upon graduating from the military academy.

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
The development of La Sierra's 2025-2026 LCAP plan was completed via the advent of direct collaboration with all of the site's educational partners i.e., (students, parents and staff). In developing each LCAP goal, La Sierra utilized its California Dashboard and local school data metrics towards engaging each respective educational partner subgroup towards areas of goal setting and advancement for the upcoming 2025-2026 school year. All of the LCAP goals reflect the site's improvement plan for raising student achievement across all academic and social sectors for student capacity building efforts. La Sierra is committed to improving student academic performance and will utilize the LCAP plan for school improvement endeavors for student and program monitoring efforts.	La Sierra engaged educational partners via the advent of School Site Council Meetings, English Learner Advisory Meetings, Parent Teacher Organization gatherings and Focus groups to complete program needs assessments that provided the necessary input towards the drafting and completion of the site's 2025-2026 LCAP plan. La Sierra will utilize the 2025-2026 LCAP plan as its guiding framework towards evaluating school improvement efforts as it pertains towards raising student achievement across all 7-12 grade level spans.
(Teachers)	Teachers served as a critical component towards the development of the 2025-2026 LCAP plan. La Sierra teachers provided feedback for LCAP planning, via the Professional Learning Community framework on a weekly basis and through the School Site Council Committee meetings for LCAP development. Teachers completed the advent of Needs and Program Assessments that provided feedback towards 2025-2026 LCAP planning and development purposes.
(Principals)	The Principal assisted with facilitating the LCAP process through the engagement of all La Sierra educational partners i.e., (parents, students & staff) throughout the 2024-2025 school year for LCAP planning and development purposes. Feedback for the principals was obtained on a monthly basis. The principal facilitated the advent of Program and Needs Assessments to La Sierra educational partners

Educational Partner(s)	Process for Engagement
	that provided feedback towards 2025-2026 LCAP planning and development purposes.
(Administrators)	Administrators assisted with facilitating the LCAP process through the engagement of all La Sierra educational partners i.e., (parents, students & staff) throughout the 2024-2025 school year for LCAP planning and development purposes. The La Sierra administrative team worked closely with administrative staff in ensuring input, for 2025-2026 LCAP development purposes. Feedback provided to the LSMA administrative team for the development of the LCAP was obtained on a monthly basis.
(School Personnel)	School Personnel were engaged and participated in the LCAP development process, via the advent of monthly staff meetings and School Site Council planning meetings. School Personnel completed the advent of Program and Needs Assessments that provided feedback towards 2025-2026 LCAP planning and development purposes.
(Parents)	LSMA parents were engaged and participated in the LCAP planning process via the advent of School Site Council Meetings, English Learner Advisory Meetings and Parent Teacher Organization gatherings towards developing and planning the 2025-2026 LCAP plan. Parents provided opportunities for LCAP input and guidance on a quarterly basis. Parents completed the advent of Program and Needs Assessments that provided feedback towards 2025-2026 LCAP planning and development purposes.
(Students)	LSMA students were engaged in the LCAP development process via the advent of participation in School Site Council, English Learner Advisory and Parent Teacher Organization meetings. LSMA students provided valuable input towards goal and action planning for the generating of the 2025-2026 LCAP plan. Students provided opportunities for LCAP input and guidance on a quarterly basis. Students completed the advent of Needs Assessments that provided feedback towards 2025-2026 LCAP planning and development purposes.

Through collaboration with the site's Educational Partners, coupled with local and state reporting data, the following goals have been calibrated by La Sierra for the upcoming 2025-2026 school year to further help students find academic and social success:

Goal 1: All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.

Goal 2: All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.

Goal 3: All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.

Goal 4: All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.

Goal 5: All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate historically low student performance in ELA. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Assessment	21-22 CAASPP ELA Data- 108.4 points below standard. 22-23 CAASPP ELA Data- 97.6 points below standard.	23-24 CAASPP ELA Data- 78.9 points below standard.		24-25 CAASPP ELA Goal- 68.9 points below standard. Goal to have ELA increase by 10 points in comparison to the 23-24 CAASPP ELA Data. Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP ELA Assessments	18.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					during the 2025-2026 school year.	
1.2	STAR Renaissance Reading Assessment	23-24 Fall Semester STAR Reading Data: La Sierra had a 0.2 grade level growth for grades (7-12).	24-25 Fall Semester STAR Reading Data: La Sierra had a 0.8 grade level growth for grades (7-12).		25-26 Fall Semester STAR Reading Goal: La Sierra will have a 0.9 grade level growth for grades (7-12). Achieve 3-9 months of grade level equivalent growth in reading proficiency and reading comprehension as measured by the STAR Reading exam during the 2025-2026 school year.	0.6% increase
1.3	Fully Credentialed Teachers	Percentage of Teachers Holding a Clear or Preliminary Teaching Credential 100% (2023-24)	100% (2024-25)		100%	No difference
1.4	Teacher Misassignments	Percentage of Teachers Mis-assigned 0.02%	____% (2024-25)		0%	Cannot be calculated at this time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24)	Data will be reported in the 2025-26 LCAP Mid-Year Report.			
1.5	Implementation of State Standards	Per Local Indicator Self-Reflection Tool Rubric: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability ELA - 4 ELD - 4 Math - 4 Science - 4 History - 4 Career Technical Education - 4 Health - 4 Physical Education - 4 Visual and Performing Arts - 3 World Language - 3 (2023-24)	ELA - 4 ELD - 4 Math - 4 Science - 4 History - 4 Career Technical Education - 4 Health - 4 Physical Education - 4 Visual and Performing Arts - 3 World Language - 3 (2024-25)		ELA - 5 ELD - 5 Math - 5 Science - 5 History - 5 Career Technical Education - 5 Health - 5 Physical Education - 5 Visual and Performing Arts - 4 World Language - 4	No difference

Goal Analysis [2024-25]

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

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

Action 1.1- STAR Renaissance Reading Program- This action was fully implemented. The Renaissance program supports ongoing school improvement efforts towards raising student proficiency and growth in ELA.

Action 1.2- ELA Materials and Supplies- This action was fully implemented. The 24-25 school year, was the first year of new ELA Curriculum implementation for the La Sierra ELA staff.

Action 1.3- Professional Learning- This action was fully implemented. The La Sierra ELA team received professional learning via the site's new ELA provider and County Office of Education.

Action 1.4- After School ELA Tutoring- This action was fully implemented towards supporting ongoing school improvement efforts towards helping raise student achievement in ELA as measured by the State CAASPP ELA Assessment.

There were no particular successes nor challenges with implementation of any Action under this Goal.

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

Action 1.1- STAR Renaissance Reading Program- Actual expenditure costs for the ELA Portion ended up being only half of the anticipated costs for the 24-25 school year.

Action 1.2- ELA Materials and Supplies- Funding below expenditures for the 24-25 school year, due to the school receiving supplemental materials in conjunction with its purchase of the core ELA curriculum.

Action 1.3- Professional Learning- Funding below expenditures for the 24-25 school year, due to the school receiving professional learning through the site's County Office of Education and ELA Curriculum provider for ongoing staff professional development and support.

Due to anticipated reduced funding for the upcoming 2025-2026 school year, funding for Action 1.2 was reduced by 3,000 dollars. Funding for Action 1.3, was reduced by 1,000 dollars. Funding for Action 1.4 was reduced by 2,000 dollars.

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

Action 1.1- STAR Renaissance Reading Program- This action was effective, as demonstrated by student growth growth via the 23-24 CAASPP and STAR Reading school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 1.2- ELA Materials and Supplies- This action was effective, as measured by ELA staff via program monitoring in implementing a new ELA curriculum framework during the 24-25 school year. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 1.3- Professional Learning- This action was effective as measured by feedback from ELA staff during the 24-25 school year and through ongoing student growth demonstrated via the 23-24 CAASPP and STAR Reading school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 1.4- After School ELA Tutoring- This action was effective as demonstrated by student growth growth via the 23-24 CAASPP and STAR Reading school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

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.

Action 1.1- STAR Renaissance Reading Program- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 1.2- ELA Materials and Supplies- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 1.3- Professional Learning- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 1.4- After School ELA Tutoring- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Metrics 1.3, 1.4, and 1.5 have been added, as they are a required measurement of progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2025-2026 school year to assess students in all components of English Language Arts.	$1,186.00	Yes
1.2	ELA Materials & Supplies	The purchase of supplemental ELA materials for grade levels 7-12 for student daily use and application.	$3,000.00	Yes
1.3	Professional Learning	Provide professional learning opportunities for ELA teachers to attend ELA trainings for continual teacher capacity building efforts in ELA instruction.	$4,000.00	Yes
1.4	After School ELA Tutoring	Provide after school ELA tutoring to LSMA students in grades 7-12 who require additional ELA instruction and intervention support.	$2,000.00	No
1.5	ELA Digital Licenses	The purchase of McGraw-Hill ELA digital licenses for grade levels 7-12 for daily teacher instruction and student learning purposes.	$14,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate historically low student performance in Mathematics. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of Mathematical foundations and problem solving frameworks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Assessment	21-22 CAASPP Math Data- 174.6 points below standard. 22-23 CAASPP Math Data- 196.1 points below standard.	23-24 CAASPP Math Data- 153.1 points below standard.		24-25 CAASPP Math Goal- 143.1 points below standard. Goal to have Math increase by 10 points in comparison to the 23-24 CAASPP Math Data. Achieve 80% percent proficiency in grades 7, 8 and	43% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					11th grade in State CAASPP Math Assessments during the 2025-2026 school year.	
2.2	STAR Renaissance Math Assessment	23-24 Fall Semester STAR Math Data: La Sierra had a 0.1 grade level growth for grades (7-12).	24-25 Fall Semester STAR Math Data: La Sierra had a 0.5 grade level growth for grades (7-12).		25-26 Fall Semester STAR Math Goal: La Sierra will have a 0.6 grade level growth for grades (7-12). Achieve 3-9 months of grade level equivalent growth in math proficiency and grade level comprehension as measured by the STAR Math exam during the 2025-2026 school year.	0.4% increase
2.3	Student Access to Standards Aligned Instructional Materials	100% of enrolled students have access to standards aligned instructional materials (2023-24)	100% (2024-25)		100%	No difference
2.4	Implementation of State Board Adopted Academic Content Standards	Per Local Indicator Self-Reflection Tool Rubric:	ELA - 4 ELD - 4 Math - 4		ELA - 5 ELD - 5 Math - 5	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability ELA - 4 ELD - 4 Math - 4 Science - 4 History - 4 Career Technical Education - 4 Health - 4 Physical Education - 4 Visual and Performing Arts - 3 World Language - 3 (2023-24)	Science - 4 History - 4 Career Technical Education - 4 Health - 4 Physical Education - 4 Visual and Performing Arts - 3 World Language - 3 (2023-24)		Science - 5 History - 5 Career Technical Education - 5 Health - 5 Physical Education - 5 Visual and Performing Arts - 4 World Language - 4	

Goal Analysis [2024-25]

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

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

Action 2.1- STAR Renaissance Math Program- This action was fully implemented. The Renaissance program supports ongoing school improvement efforts towards raising student proficiency and growth in Math.

Action 2.2- Math Materials and Supplies- This action was fully implemented. The 24-25 school year, was the first year of new Math Curriculum implementation for the La Sierra Math staff.

Action 2.3- Professional Learning- This action was fully implemented. The La Sierra Math team received professional learning via the site's new Math provider and County Office of Education.

Action 2.4- After School Math Tutoring- This action was fully implemented towards supporting ongoing school improvement efforts towards helping raise student achievement in Math as measured by the State CAASPP Math Assessment.

There were no particular successes nor challenges with implementation of any Action under this Goal.

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

Action 2.1- STAR Renaissance Math Program- Actual expenditure costs for the Math Portion ended up being only half of the anticipated costs for the 24-25 school year.

Action 2.2- Math Materials and Supplies- Funding above expenditures for the 24-25 school year, due to the school identifying and purchasing additional math supplemental materials for raising student proficiency and achievement in mathematics

Action 2.3- Professional Learning- Funding below expenditures for the 24-25 school year, due to the school receiving professional learning through the site's County Office of Education and Math Curriculum provider for ongoing staff professional development and support.

Due to anticipated reduced funding for the upcoming 2025-2026 school year, funding for Action 2.2 was reduced by 3,000 dollars. Funding for Action 2.3, was reduced by 1,000 dollars. Funding for Action 2.4 was reduced by 2,000 dollars.

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

Action 2.1- STAR Renaissance Math Program- This action was effective, as demonstrated by student growth growth via the 23-24 CAASPP and STAR Math school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 2.2- Math Materials and Supplies- This action was effective, as measured by Math staff via program monitoring in implementing a new Math curriculum framework during the 24-25 school year. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 2.3- Professional Learning- This action was effective as measured by feedback from Math staff during the 24-25 school year and through ongoing student growth demonstrated via the 23-24 CAASPP and STAR Math school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 2.4- After School Math Tutoring- This This action was effective as demonstrated by student growth growth via the 23-24 CAASPP and STAR Math school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

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.

Action 2.1- STAR Renaissance Math Program- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 2.2- Math Materials and Supplies- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 2.3- Professional Learning- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 2.4- After School Math Tutoring- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Metrics 2.3 and 2.4 have been added, as they are a required measurement of progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STAR Renaissance Math Program	The STAR Renaissance Program will be utilized during the 2025-2026 school year to assess students in all components of Mathematics.	$1,186.00	Yes
2.2	Math Materials & Supplies	The purchase of supplemental Math materials for grade levels 7-12 for student daily use and application. This Action addresses the 2023 Dashboard "Reds" related to Math results for the following student groups: Hispanic, Socioeconomically Disadvantaged, and the All Student group.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Professional Learning	Provide professional learning opportunities for Math teachers to attend Math trainings for continual teacher capacity building efforts in Mathematics instruction.	$4,000.00	Yes
2.4	After School Math Tutoring	Provide after school Math tutoring to LSMA students in grades 7-12 who require additional Math instruction and intervention support. This Action addresses the 2023 Dashboard "Reds" related to Math results for the following student groups: Hispanic, Socioeconomically Disadvantaged, and the All Student group.	$2,000.00	No
2.5	Math Digital Licenses	The purchase of Houghton-Mifflin Math digital licenses for grade levels 7-12 for daily teacher instruction and student learning purposes. This Action addresses the 2023 Dashboard "Reds" related to Math results for the following student groups: Hispanic, Socioeconomically Disadvantaged, and the All Student group.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate low student performance in English Language Arts and the ELPAC exam for the site's English Learner students. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts for EL student capacity building efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State ELPAC Assessment Percentage of EL Students Making Progress Toward English Language Proficiency	21-22 ELPAC Data- 52.4% of La Sierra EL students made progress in English Language Proficiency. 22-23 ELPAC Data- 39.1% of La Sierra EL students made progress in English Language Proficiency.	23-24 ELPAC Data- 45.2% of La Sierra EL students made progress in English Language Proficiency.		55% of La Sierra EL students will make progress towards English Language Proficiency via the State ELPAC exam.	6.1% increase
3.2	CAASPP ELA Assessment	21-22 CAASPP ELA EL Data- La Sierra EL students were 139 points below standard.	23-24 CAASPP ELA EL Data- La Sierra EL students		CAASPP ELA EL Goal- 129.2 points below standard. Goal to have ELA	33.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 CAASPP ELA EL Data- La Sierra EL students were 101.6 points below standard.	were 135.2 points below standard.		EL increase by 6 points in comparison to the 23-24 CAASPP ELA EL Data. La Sierra EL students will achieve 50% percent proficiency in grades 7, 8 and 11th grade in State CAASPP ELA Assessments during the 2025-2026 school year.	
3.3	STAR Renaissance Reading Assessment	23-24 Fall Semester STAR Reading EL Data: La Sierra had a 0.3 grade level growth for grades (7-12).	24-25 Fall Semester STAR Reading EL Data: La Sierra had a 0.7 grade level growth for grades (7-12).		Fall Semester STAR Reading EL Goal: La Sierra EL students will have a 0.8 grade level growth for grades (7-12). Achieve 4-9 months of grade level equivalent growth in reading proficiency and reading comprehension for La Sierra EL students as measured by the STAR Reading exam during the	0.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2025-2026 school year.	
3.4	English Learner Reclassification Rate	Percentage of English Learners Reclassified as Fluent English Proficient in a Given Year 11.9% (2023-24)	18.42% (2024-25)		> 20%	6.52% increase

Goal Analysis [2024-25]
An analysis of how this goal was carried out in the previous year.

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

Action 3.1- STAR Renaissance Reading Program- This action was fully implemented. The Renaissance program supports ongoing school improvement efforts towards raising EL student proficiency and growth in ELA.

Action 3.2- ELD Materials and Supplies- This action was fully implemented. The 24-25 school year, was the first year of new ELD Curriculum implementation for the La Sierra ELD staff.

Action 3.3- Professional Learning Implementation- This action was fully implemented. The La Sierra ELD team received professional learning via the site's new ELD provider and County Office of Education.

There were no particular successes nor challenges with implementation of any Action under this Goal.

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

Action 3.1- STAR Renaissance Reading Program- Planned expenditure costs did not occur, as STAR Renaissance provided a $3,000 credit for this Action.

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

Action 3.1- STAR Renaissance Reading Program- This action was effective, as demonstrated by student growth growth via the 23-24, CAASPP, ELPAC and STAR Reading school EL data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 3.2- ELD Materials and Supplies- This action was effective, as measured by ELD staff via program monitoring in implementing a new ELD curriculum framework during the 24-25 school year. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 3.3- Professional Learning Implementation- This action was effective as measured by feedback from ELD staff during the 24-25 school year and through ongoing student growth demonstrated via the 23-24 CAASPP, ELPAC and STAR Reading school EL data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

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.

Action 3.1- STAR Renaissance Reading Program- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 3.2- ELD Materials and Supplies- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 3.3- Professional Learning Implementation- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Due to anticipated reduced funding for the upcoming 2025-2026 school year, funding for Action 3.2 was reduced by 1,000 dollars. Funding for Action 3.3, was reduced by 1,000 dollars.

Metrics 3.4 has been added, as it is a required measurement of progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2025-2026 school year to assess students in all components of English Language Arts.	$1,186.00	Yes
3.2	ELD Materials & Supplies	The purchase of ELD materials for grade levels 7-12 for EL and LTEL student daily use and application. Title III- $2,500 dollars. This Action addresses the 2023 Dashboard "Reds" related to the English Learner Progress Indicator result for the following student group: English Learners.	$3,000.00	No
3.3	Professional Learning Implementation	Provide professional learning opportunities for ELD teachers to attend ELD trainings for continual teacher capacity building efforts in Designated and Integrated ELD instruction to support EL and LTEL learning. Title III- $2,500 dollars. This Action addresses the 2023 Dashboard "Reds" related to the English Learner Progress Indicator result for the following student group: English Learners.	$2,500.00	No
3.4	ELD Digital Licenses	The purchase of Houghton-Mifflin ELD digital licenses for grade levels 7-12 for daily teacher instruction and student learning purposes. This Action addresses the 2023 Dashboard "Reds" related to the English Learner Progress Indicator result for the following student group: English Learners.	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual CDE Dashboard Data indicate only 14.3% of La Sierra students were College & Career ready at the conclusion of the 23-24 school year. La Sierra recognizes that significant improvements need to be made in order to raise student achievement for college and career expansion efforts on behalf of La Sierra students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College & Career Preparedness (California Dashboard)	22-23 College & Career Dashboard Data- 7.9% of La Sierra students were College & Career ready.	23-24 College & Career Dashboard Data- 14.3% of La Sierra students were College & Career ready.		The College & Career indicator for La Sierra students will increase by 4% for the 2025-2026 school year.	6.4% increase
4.2	High School Graduation Rate (California Dashboard)	21-22 High School Graduation Rate- 87.5% of La Sierra students graduated from the high school program.	23-24 High School Graduation Rate- 100% of La Sierra students graduated from the high school program.		La Sierra will have a 100% High School Graduation Rate for the 2025-2026 school year.	2.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 High School Graduation Rate- 97.4% of La Sierra students graduated from the high school program.				
4.3	A-G Requirement Completion	0% of students met A-G requirements during the 22-23 school year.	1% of students met A-G requirements during the 23-24 school year.		30% of LSMA students will meet A-G requirements during the 2025-2026 school year.	1% increase
4.4	CTE Completer's Certificate	3% of students achieved Completer status during the 22-23 school year.	5% of students achieved Completer status during the 23-24 school year.		50% of LSMA students will earn a CTE Completer's Certificate during the 2025-2026 school year.	2% increase
4.5	Chronic Absenteeism Rate (California Dashboard)	21-22 Chronic Absenteeism Indicator- 27.9% of students were chronically absent. 22-23 Chronic Absenteeism Indicator- 25.7% of students were chronically absent.	23-24 Chronic Absenteeism Indicator- 25% of students were chronically absent.		Chronic Absenteeism will reduce by 2% during the 2025-2026 school year.	.7% decrease
4.6	CAST Science Assessment (California Dashboard)	22-23 CAST Science Data- No CAST Science data for the 22-23 school year.	23-24 CAST Science Data- 24.4 points below standard.		24-25 CAST Science Goal- 19.4 points below standard. Goal to have Science increase by 5 points in comparison to the	Goal- 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					23-24 CAST Science Data. Achieve 80% percent proficiency in grades 8 and 11th grade in State CAST Science Assessments during the 2025-2026 school year.	
4.7	Student Access and Enrollment in a Broad Course of Study including Unduplicated Pupils and Students w/Disabilities (Local Data)	Percentage of Students Having Access To and Enrolled in a Broad Course of Study 100% (2023-24)	100% (2024-25)		100%	No difference
4.8	Percentage of Students Demonstrating College Preparedness (CAASPP ELA and Math)	Exceeded Standard On CAASPP ELA - 2.68% Math - 0.89% (2022-23)	ELA - 2.17% Math - 0% (2023-24)		ELA - 5% Math - 3%	ELA - 0.51% decline Math - 0.89% decline

Goal Analysis [2024-25]

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

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

Action 4.1- Student Transition Specialist- This action was fully implemented. The STS position helps support student capacity building efforts towards successful high school graduation and college and career readiness efforts.

Action 4.2- CTE Pathways- This action was fully implemented. The provision of CTE pathways provides students with College and Career readiness skills for post-secondary professional development and success initiatives.

Action 4.3- College, Career and Counseling Center- This action was fully implemented. The College, Career and Counseling Center provides students and families with all the necessary school outreach information and resources for student capacity building for student College and Career preparation.

Action 4.4- After School Credit Recovery Program- This action was not implemented due to student need not requiring the provision of an additional after school credit recovery section during the 24-25 school year.

Action 4.5- ASVAB Workshop- This action was fully implemented towards helping students prepare for the ASVAB exam for prospective military placement and enrollment.

Action 4.6- CTE Food Culinary Arts Instructor- This action was not implemented during the 24-25 school year. The CTE Food Culinary Arts position ceased in December of 2024.

Action 4.7- CTE Media/Graphic Arts Instructor- This action was fully implemented. The CTE Media/Graphic Arts position helps support student capacity building efforts towards college and career readiness efforts for post-secondary success initiatives.

Action 4.8- Truancy Officer- This action was fully implemented. The Truancy Officer position helps support ongoing school improvement efforts towards ensuring all La Sierra students attend school on a daily basis for student learning and growth over time.

Action 4.9- Attendance Clerk- This action was not implemented during the 24-25 school year. The Attendance Clerk position ceased in July of 2024.

Action 4.10- School Registrar- This action was fully implemented. The School Registrar position helps support the daily provision of educational services and school outreach to all La Sierra educational partners for ongoing school improvement efforts.

Action 4.11- Military Science Teacher- This action was fully implemented. The Military Science position helps support the daily provision of military science instruction and capacity building to La Sierra students in alignment with CA Cadet Corp Regulations and Standards.

There were no particular successes nor challenges with implementation of any Action under this Goal.

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

Action 4.2- CTE Pathways- Funding below expenditures for the 24-25 school year, due to the closure of the Culinary Arts pathway. As a result CTE expenditure costs were able to be covered via CTEIG Funding.

Action 4.4- After School Credit Recovery Program- Funding below expenditures for the 24-25 school year, due to student need not requiring the provision of an additional after school credit recovery section during the 24-25 school year.

Action 4.6- CTE Food Culinary Arts Instructor- Funding below expenditures for the 24-25 school year. The CTE Food Culinary Arts position ceased in December of 2024.

Action 4.7- CTE Media/Graphic Arts Instructor- Funding below expenditures for the 24-25 school year. The CTE Media/Graphic Arts position was able to be multi-funded during the 24-25 school via a separate State Funding allocation.

Action 4.9- Attendance Clerk- Funding was above expenditure for the 24-25 school year. The Attendance Clerk position ceased in July of 2024. A new position, Secretary II was created during the Fall Semester of the 24-25 school year to better support daily school operations and school system building efforts.

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

Action 4.1- Student Transition Specialist- This action was effective, as demonstrated by student growth growth via the 23-24 College and Career Indicator and High School Graduation metric. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.2- CTE Pathways- This action was effective, as demonstrated by student growth growth via the 23-24 College and Career Indicator, High School Graduation metric and CTE Completer's Certificate data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.3- College, Career and Counseling Center- This action was effective, as demonstrated by student growth growth via the 23-24 College and Career Indicator and High School Graduation metric. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.4- After School Credit Recovery Program- This action was not effective during the 24-25 school year, due to not needing to be implemented based off of student need. This action will continue to be implemented for the upcoming 25-26 school year, due to evolving student need requirements as it pertains to taking credit recovery courses for supporting students to graduate successfully from high school within 4 years of study.

Action 4.5- ASVAB Workshop- This action was effective as demonstrated by La Sierra staff during the 24-25 school year and through ongoing student growth demonstrated via the 23-24 College and Career Indicator and High School Graduation data.

Action 4.6- CTE Food Culinary Arts Instructor- This action was not effective during the 24-25 school year, due to the Culinary Arts position being ceased in December of 2024. La Sierra anticipates implementing a new Forestry pathway for grade levels (10-12) for the upcoming 2025-2026 school year.

Action 4.7- CTE Media/Graphic Arts Instructor- This action was effective, as demonstrated by student growth growth via the 23-24 College and Career Indicator, High School Graduation metric and CTE Completer's Certificate data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.8- Truancy Officer- This action was effective, as demonstrated by student growth growth via the 23-24 CDE Dashboard Chronic Absenteeism Indicator, College and Career Indicator and High School Graduation metric. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.9- Attendance Clerk- This action was not effective during the 24-25 school year, due to the Attendance Clerk position being ceased in July of 2024. La Sierra implemented a new Secretary II position during the Fall Semester of the 24-25 school year to better support daily school operations and school system building efforts.

Action 4.10- School Registrar- This action was effective, as demonstrated by student growth growth via the 23-24 CDE Dashboard Chronic Absenteeism Indicator, College and Career Indicator and High School Graduation metric. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 4.11- Military Science Teacher- This action was effective, as demonstrated by student growth growth via the 23-24 CDE Dashboard Chronic Absenteeism Indicator, College and Career Indicator and High School Graduation metric. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

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.

Action 4.1- Student Transition Specialist- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.2- CTE Pathways- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.3- College, Career and Counseling Center- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.4- After School Credit Recovery Program- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.5- ASVAB Workshop- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.6- CTE Food Culinary Arts Instructor- (Update to Action 4.6)- This action will not continue. The Culinary Arts Pathway and Teaching Position ceased in December of 2024. La Sierra anticipates implementing a Forestry pathway for grade levels (10-12) for the upcoming 2025-2026 school year.

Action 4.7- CTE Media/Graphic Arts Instructor- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.8- Truancy Officer- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.9- Attendance Clerk- (Update to Action 4.9)- This action will not continue. The Attendance Clerk position ceased in July of 2024. The Secretary II position was executed during the Fall Semester of the 24-25 school year towards better supporting the implementation of La Sierra's school systems for the successful enactment of daily school operations for ongoing school improvement efforts over time.

Action 4.10- School Registrar- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 4.11- Military Science Teacher- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Metrics 4.7 and 4.8 have been added, as they are a required measurement of progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Transition Specialist	The Student Transition Specialist assists students in determining post-secondary plans which include transitioning to a post-secondary path to college, vocational program, military service or work force. The STS also	$116,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		helps students navigate to meet A-G requirements in order to be prepared for college admission. Removed from this, the STS also assists students in the completion of credit recovery plans for student capacity building efforts for successful high school graduation. The STS also works with school administration in the implementation of student study teams for all 7-12 grade level spans for student improvement efforts. Title I- $58,356.50 dollars.		
4.2	CTE Pathways	The offering of CTE courses in Media/Graphic Arts and Forestry. Students who successfully complete the CTE requirements via these two pathways attain a CTE Completer's Certificate that can be utilized for post-secondary student capacity building efforts for professional advancement. This Action addresses the 2023 Dashboard "Reds" related to the College and Career "Very Low" status result for the following student groups: Socioeconomically Disadvantaged, and the All Student group.	$35,000.00	Yes
4.3	College, Career and Counseling Center	The College and Career Center provides a variety of resources for students to explore and gain knowledge regarding post-secondary options. The center also provides services for students and parents such as College/University application assistance, ASVAB analysis, FAFSA seminars and work force resources for La Sierra students and families. The (CCC) center will also be utilized for parent presentations to La Sierra middle school students and families regarding CTE and college and career pathways for student investigation and career exploration.	$2,000.00	Yes
4.4	After School Credit Recovery Program	Provide an after school credit recovery program for credit deficient students to earn additional credits after the school day to help designated students stay on track towards successful completion of high school within the traditional four-year span.	$3,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	ASVAB Workshop	The implementation of ASVAB Workshops. The CCC Center will conduct multiple ASVAB workshops to prepare students for the ASVAB assessment and to analyze the results with students upon completion of the exam. In addition, the CCC center will work directly with our local Military Service recruiters with the administration of the ASVAB exam and exploring options for Military Service upon graduation from La Sierra Military Academy.	$300.00	No
4.6	Forestry Pathway Program Materials and Supplies	The purchase of materials and supplies for students in grade levels 10-12, enrolled in the Forestry Pathway program. Students who complete the pathway program receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	$17,000.00	Yes
4.7	CTE Media/Graphic Arts Instructor	The CTE instructor provides daily CTE instruction to students in grades 9-12 on all components of Media and Graphic Arts. Students who complete the pathway receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	$61,863.00	Yes
4.8	Truancy Officer	The Truancy Officer works with all La Sierra Educational partners towards the daily progress monitoring of attendance for all La Sierra 7-12 grade level spans. The Truancy Officer will carry out and implement interventions to help support and reduce student chronic absenteeism for student capacity building efforts for college and career entry.	$118,896.00	Yes
4.9	Secretary II	The Secretary II is responsible for managing the school's student information and financial systems for the successful implementation of daily school operations. The Secretary II works closely with the La Sierra school administrative staff towards the continual improvement of the school's tiered systems of support towards further ensuring that every student continues to be on path towards future college and career standing.	$99,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.10	School Registrar	The School Registrar operates as La Sierra's secretary for educational partner affairs. The school registrar enrolls and manages student enrollment records, the managing of student grading information and transcript documentation for student outreach towards post-secondary pathways of placement upon graduation from La Sierra Military Academy. The School Registrar also assists school administrative and instructional staff with the scheduling of parent meetings for ongoing school improvement efforts.	$105,061.00	Yes
4.11	Military Science Teacher	The La Sierra Military Academy Science Teacher provides daily military science instruction in all segments of military programming for grade levels 9-12. As a military program, the LSMA Military Science instructor also ensures that all LSMA military policies and procedures are in alignment with California Cadet Corps. The LSMA Military Science teacher prepares students upon graduation from the military academy to be successfully prepared for possible entry into one of the country's armed services branches if they choose to do so.	$111,989.00	Yes
4.12	Academic Digital Licenses	The purchase of Houghton-Mifflin Science digital licenses for grade levels 7-12 for daily teacher instruction and student learning purposes. (LCFF-$500, $4500- Other State Funds). The purchase of National Geographic Social Studies digital licenses for grade levels 7-12 for daily teacher instruction and student learning purposes. (LCFF- $500, $3500- Other State Funds). The purchase of Cengage Media/Graphic Arts digital licenses for grade levels 9-12 for daily teacher instruction and student learning purposes. (Other State Funds- $3500). The purchase of Houghton-Mifflin Geography digital licenses for grade levels 9-12 for daily teacher instruction and student learning purposes. (Federal Funds- $2850).	$15,350.00	No

Action #	Title	Description	Total Funds	Contributing
4.13	After School Enrichment	Provide after school Science tutoring to LSMA students in grades 7-12 who require additional Science instruction and intervention support. (Other State Funds- $2000). Provide after school Social Studies tutoring to LSMA students in grades 7-12 who require additional Social Studies instruction and intervention support. (Other State Funds- $1000). Provide LSMA teaching staff the advent of holding PLC meetings after school to review student data and plan Standards Based instruction and assessment units to further raise student achievement across all 7-12 grade level spans. (LCFF- $3000, $3000- Other State Funds). Provide stipends to LSMA staff who participate in coaching an extra-curricular club or sport on behalf of La Sierra students for the 2025-2026 school year. (LCFF- $9000, $9000- Other State Funds).	$27,000.00	Yes
4.14	Certificated & Classified Supplemental Time	The provision of supplemental time for Certificated and Classified staff who participate in after school events towards raising student achievement across all academic and social sectors for ongoing school improvement measures towards student college and career readiness efforts. (LCFF- $3000, $3000- Other State Funds).	$6,000.00	No
4.15	Edgenuity Curriculum & Expanded Learning.	The purchase of the Edgenuity Program for grade levels 7-12 for daily teacher instruction and student learning purposes. (Other State Funds- $48000). The implementation of a Summer School Program for grade levels 7-12, for ongoing school improvement efforts towards raising student achievement across all academic and social sectors of student development over time. (LCFF- $1000, $49000- Other State Funds).	$98,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The analysis of La Sierra's 23-24 CDE Dashboard data, demonstrate that La Sierra still needs to make significant improvements toward addressing and reducing student suspension rates. Removed from this, analysis of CDE Dashboard data indicate that La Sierra has significant equity gaps with relation to student achievement specifically in high school mathematics courses for student college and career capacity building efforts. The La Sierra Military Academy Independent Study program provides individualized learning opportunities for at-promise students to complete their educational studies towards successfully graduating from La Sierra Military Academy within four years of high school study. Educational Partner meetings have further substantiated that redressing these areas through the advent of further refinement via the school's tiered structures of support will be of critical importance towards supporting at-promise students towards greater academic and social success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CDE Dashboard Suspensions Indicator	21-22 Suspension Rate Indicator- 23.1% of students were suspended at least one time.	23-24 Suspension Rate Indicator- 18.9% of students were suspended at least one time.		La Sierra will decrease student suspension rates by 2% during the 2025-2026 school year.	5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Suspension Rate Indicator- 23.9% of students were suspended at least one time.				
5.2	CAASPP Math Assessment	21-22 CAASPP Math Data- 174.6 points below standard. 22-23 CAASPP Math Data- 196.1 points below standard.	23-24 CAASPP Math Data- 153.1 points below standard.		24-25 CAASPP Math Goal- 143.1 points below standard. Goal to have Math increase by 10 points in comparison to the 23-24 CAASPP Math Data. Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP Math Assessments during the 2025-2026 school year.	43% increase
5.3	High School Graduation Rate	21-22 High School Graduation Rate- 87.5% of La Sierra students graduated from high school. 22-23 High School Graduation Rate- 97.4% of La Sierra students graduated from high school.	23-24 High School Graduation Rate- 100% of La Sierra students graduated from high school.		The La Sierra Military Academy Independent Study Program will have a 100% percent high school graduation rate during the 2025-2026 school year.	2.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Attendance Rate (Local Data)	Annual Attendance Rate at Period 2 Reporting 94.36% (2023-24)	94.61% (2024-25)		95%	0.25% increase
5.5	High School COHORT Dropout Rate	2.6% (2022-23)	0% (2023-24)		< 1%	2.6% decline
5.6	Middle School Dropout	Number of Students Dropping Out (Year) 2 students (2023-24)	0 students (2024-25)		< 1%	2 less students dropped out
5.7	Pupil Expulsion Rate	Percent of All Students Expelled In a Given Year 0% (2023-24)	0% (2024-25)		0%	No difference
5.8	Facilities Inspection	Facility Condition Rating per the Facilities Inspection Tool (FIT) Report	Facilities received an overall rating of "Good." (2024-25)		Maintain an overall rating of "Good"	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Facilities received an overall rating of "Good." (2023-24)				
5.9	Sense of School Safety and Connectedness	Percentage of Survey Respondents Indicating They Feel School is a Safe Place Students - Staff - Parents - Percentage of Survey Respondents Indicating They Feel the School Provides a Welcoming and Caring Environment. Students - Staff - Parents -	Baseline will be established with results of 2025-26 Survey.		Percentage of Survey Respondents Indicating They Feel School is a Safe Place Students - > 75% Staff - > 90% Parents - > 85% Percentage of Survey Respondents Indicating They Feel the School Provides a Welcoming and Caring Environment. Students - > 80% Staff - > 90% Parents - > 85%	N/A

Goal Analysis [2024-25]

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

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

Action 5.1- Learning Director- This action was fully implemented. The Learning Director position helps support student capacity building efforts towards successful high school graduation and college and career readiness efforts.

Action 5.2- High School Mathematics Teacher- This action was fully implemented. The High School Mathematics position helps support ongoing school improvement efforts towards raising student proficiency and growth in Math towards successful high school graduation and college and career readiness efforts.

Action 5.3- Independent Study Teacher- This action was fully implemented. The Independent Study position helps support student capacity building efforts towards successful high school graduation and college and career readiness efforts.

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

Action 5.1- Learning Director- For the upcoming 2025-2026 school year, for (Action 5.1)- 10% of Equity Multiplier funding will be allocated towards the Learning Director's yearly salary.

Action 5.3- Independent Study Teacher- For the upcoming 2025-2026 school year, for (Action 5.3)- 50% of Equity Multiplier funding will be allocated towards the Independent Study teacher's yearly salary.

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

Action 5.1- Learning Director- This action was effective, as demonstrated by student reduction in suspensions via the 23-24 CDE Dashboard Suspension Rate and student growth expansion via the 23-24 CAASPP Math, ELA and High School Graduation Rate school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 5.2- High School Mathematics Teacher- This action was effective, as demonstrated by student growth growth via the 23-24 CAASPP Math, High School Graduation and Suspension Rate school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

Action 5.3- Independent Study Teacher- This action was effective, as demonstrated by student growth growth via the 23-24 CAASPP Math, ELA, High School Graduation and Suspension Rate school data. This action supports ongoing school improvement efforts for areas marked as "Red" via CA School Dashboard metrics.

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.

Action 5.1- Learning Director- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 5.2- High School Mathematics Teacher- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Action 5.3- Independent Study Teacher- This action will continue with no changes towards ongoing student capacity building efforts for the upcoming 25-26 school year.

Metrics 5.4 through 5.9 have been added, as they are a required measurement of progress.

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	Learning Director	The Learning Director will assist the site principal in the execution of all daily school operations. The Learning Director will help oversee the implementation of all student tiered systems school wide for ongoing school improvement efforts in all academic, social, fiscal and facility sectors. The Learning Director will help provide professional support to all certificated and classified La Sierra staff for ongoing school efforts for raising student achievement across all academic learning domains. The Learning Director will oversee student discipline affairs as it pertains to implementing restorative principles for improving student culture and familial relations. This Action addresses the 2023 Dashboard "Reds" related to Suspension rates for the following student groups: Hispanic, Socioeconomically Disadvantaged, English Learners, Students with Disabilities and the All Student group.	$19,368.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	High School Mathematics Teacher	The High School Mathematics teacher will provide quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in the content areas of Algebra I, Geometry and Trigonometry for student capacity building efforts towards future college and career entry.	$165,228.00	No
5.3	Independent Study Teacher	The La Sierra Independent Study teacher provides independent study instruction to students in grade levels 7-12 for at-promise student capacity building efforts towards successfully graduating from La Sierra in four years of high school study and entry into a college/career pathway of standing.	$96,686.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$493,770	$40,308

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
23.502%	4.236%	$86,896.06	27.738%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** STAR Renaissance Reading Program **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA. School Wide District ELA Assessment for student progress monitoring.	The STAR Reading Assessment provides a grade level analysis of a student's academic proficiency as it pertains to English Language Arts in preparation for the CAASPP ELA exam. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** ELA Materials & Supplies **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA. Purchase of print McGraw Hill Student Consumable Workbooks. **Scope:** LEA-wide	The purchase of the McGraw Hill curriculum materials supports student capacity building efforts with regards to addressing and improving student learning outcomes as it pertains to English Language Arts school improvement efforts. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 1.1- The workbooks will be utilized in preparation for the ELA CAASPP Assessment.
1.3	**Action:** Professional Learning **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA. Professional Training for ELA Middle School & High School Teachers **Scope:** LEA-wide	The advent of professional learning in ELA will further prepare the site's ELA teachers with addressing and improving student learning outcomes as it pertains towards elevating student academic performance in English Language Arts over time. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 1.1- CAASPP ELA & STAR Renaissance Reading Exams
2.1	**Action:** STAR Renaissance Math Program **Need:** Unduplicated pupils, are preforming significantly below grade level standard and	The STAR Math Assessment provides a grade level analysis of a student's academic proficiency as it pertains to Mathematics in preparation for the CAASPP Mathematics exam. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is	Metric 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below state average performance in Mathematics. School Wide District Math Assessment for student progress monitoring. **Scope:** LEA-wide	being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.2	**Action:** Math Materials & Supplies **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in Mathematics. Purchase of print Houghton Mifflin Student Consumable Workbooks. **Scope:** LEA-wide	The purchase of the Houghton Mifflin curriculum materials supports student capacity building efforts with regards to addressing and improving student learning outcomes as it pertains to school improvement efforts in mathematics. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 2.1- The workbooks will be utilized in preparation for the Math CAASPP Assessment.
2.3	**Action:** Professional Learning **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in Mathematics. Professional Training for Math Middle School & High School Teachers. **Scope:** LEA-wide	The advent of professional learning in mathematics will further prepare the site's Math teachers with addressing and improving student learning outcomes as it pertains towards elevating student academic performance in Mathematics over time. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 2.1- CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** STAR Renaissance Reading Program **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA. School Wide District Reading Assessment for student progress monitoring. **Scope:** LEA-wide	The STAR Reading Assessment provides a grade level analysis of a student's academic proficiency as it pertains to English Language Arts in preparation for the ELPAC and CAASPP ELA exams. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 3.3
4.1	**Action:** Student Transition Specialist **Need:** Unduplicated pupils (specifically our low-income and English Learners) are preforming significantly below standard in College and Career readiness metrics. The continuance of the Student Transition Specialist position ensures that our site's at-promise youth, receive tiered educational services that further ensures La Sierra's at-promise students are becoming college and career ready. **Scope:** LEA-wide	The continuance of the Student Transition Specialist position at La Sierra Military Academy will provide at-promise students with greater opportunities to become college and career ready via the advent of college and career planning and readiness efforts. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metrics 4.1- 4.3
4.2	**Action:** CTE Pathways **Need:**	The continuance of CTE pathways at La Sierra Military Academy will provide at-promise students with greater opportunities to become college and career ready via the advent of learning an applicable job readiness skill through the	Metrics 4.1 & 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils are preforming significantly below standard in College and Career readiness metrics. The establishing of CTE pathways will enable students to be college and career ready. **Scope:** LEA-wide	completion of a CTE pathway sequence of courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
4.3	**Action:** College, Career and Counseling Center **Need:** Unduplicated pupils have historically preformed significantly below standard in meeting A-G requirement metrics. The College and Career Center provides the site's at-promise youth, counseling and enrichment services towards ensuring that students are building capacity towards college and career readiness upon graduation from La Sierra Military Academy. **Scope:** LEA-wide	The implementation of the College and Career Center ensures that the site's at-promise youth receive the necessary enrichment and instruction towards ensuring that students graduate from La Sierra Military Academy in four years and enter a post-secondary college and career pathway of professional development. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 4.3
4.4	**Action:** After School Credit Recovery Program **Need:** Unduplicated pupils have historically preformed significantly below standard in the high school graduation metric. The establishing of an after school credit recovery program will ensure that students continue on	The implementation of the after school credit recovery program ensures that the site's at-promise students who are credit deficient, receive additional enrichment opportunities towards successfully earning credits towards graduating from high school in four years. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services.	Metrics 4.1- 4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the path towards earning high school credits to graduate in four years from high school. **Scope:** LEA-wide	Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
4.6	**Action:** Forestry Pathway Program Materials and Supplies **Need:** Unduplicated pupils are preforming significantly below standard in College and Career readiness metrics. The Forestry pathway program will further ensure that students are college and career ready, upon graduation from La Sierra Military Academy. **Scope:** LEA-wide	The implementation of the CTE Forestry Pathway program ensures that at-promise students receive ample opportunity to engage in a college and career pathway that will provide job readiness skills via a Completer's certificate upon completion of the Forestry pathway courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metrics 4.1 & 4.4
4.7	**Action:** CTE Media/Graphic Arts Instructor **Need:** Unduplicated pupils are preforming significantly below standard in College and Career readiness metrics. The continuing of the CTE Media and Graphic Arts pathway will further ensure that students are college and career ready, upon graduation from La Sierra Military Academy. **Scope:**	The implementation of the CTE Media and Graphic Arts position ensures that at-promise students receive ample opportunity to engage in a college and career pathway that will provide job readiness skills via a Completer's certificate upon completion of the CTE Media and Graphic Arts pathway courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metrics 4.1 & 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.8	**Action:** Truancy Officer **Need:** Unduplicated pupils have historically maintained low attendance with relation to the site's Chronic Absenteeism metric. The Truancy Officer will ensure that the site's at-promise students are maintaining positive daily attendance towards sustaining effective student learning outcomes for student college and career readiness over time. **Scope:** LEA-wide	The implementation of the Truancy Officer position ensures that the site's at-promise youth and families receive intervention and tiered support regarding the importance of daily attendance, towards ensuring that each La Sierra student receives an equitable and caring educational framework. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metrics 4.2 & 4.5
4.9	**Action:** Secretary II **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA, Mathematics, Science and College/Career indicator metrics. The Secretary II ensures that all school operations as it pertains to student information systems and school finances are implemented with fidelity on a daily basis for ongoing school improvement efforts towards ensuring that all La Sierra students receive a top quality education for future college and career standing.	The implementation of the Secretary II position ensures that all school systems for La Sierra are implemented with efficacy towards ongoing school improvement efforts towards raising student achievement across all 7-12 grade level spans. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metrics 4.1-4.5- CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.10	**Action:** School Registrar **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA, Mathematics, Science and College/Career indicator metrics. The school registrar ensures that all student records with relation to student demographic information, grades and transcripts are successfully maintained and documented in the school's student information system. The school registrar assists site administration in the scheduling and maintaining of parent and community based meetings towards ensuring that the school site is addressing all educational partner questions and inquiries for ongoing school improvement efforts. **Scope:** LEA-wide	The implementation of the School Registrar position ensures that all La Sierra school record keeping as it pertains to student academic and familial information is documented with precision in the school's student information system. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metrics 4.1-4.5- CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.
4.11	**Action:** Military Science Teacher **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA, Mathematics, Science and College/Career	The implementation of the Military Science position ensures that La Sierra students receive a 21st century education in all military science learning domains as it pertains to California Cadet Corps student capacity building frameworks of instruction. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being	Metrics 4.1-4.5- CDE Chronic Absenteeism Indicator, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicator metrics. The Military Science teacher provides ROTC instruction for La Sierra Military Academy towards building student capacity under California Cadet Corps guidelines. The Military Science teacher provides instruction towards ensuring that all military science components for ROTC curriculum and assessment protocols are implemented with fidelity for ongoing school improvement efforts. **Scope:** LEA-wide	implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
4.13	**Action:** After School Enrichment **Need:** Unduplicated pupils, are preforming significantly below grade level standard and below state average performance in ELA, Mathematics, Science and College/Career indicator metrics. Even though these students improved academic outcomes, they still perform at significantly lower levels than the state average. **Scope:** LEA-wide	Providing opportunities for students to engage in and receive extra academic support will not only provide positive academic results in the Science and Social Students, it will also boost student confidence to do well in other subjects. Furthermore, providing teachers with opportunities to jointly analyze student academic data results and plan lessons based on findings will strengthen and focus their instruction on areas of student need and on delivery of more effective content standards instruction. By providing staff the opportunity to coach students in sports or oversee student club activities will not only strengthen the student to staff relationship, will also increase student school engagement and sense of connectedness to school and peers. Many more students other than Unduplicated Pupils have shown a need for these services and therefore to most effectively and efficiently address the needs of students, this action is being implemented LEA-wide.	4.1, 4.2, 4.5, and 4.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.15	**Action:** Edgenuity Curriculum & Expanded Learning. **Need:** Unduplicated pupils have historically preformed significantly below standard in the high school graduation metric. The purchase of the Edgenuity Program, ensures that students are able to take and complete Original and Credit Recovery classes to continue on the path towards earning high school credits to graduate in four years from high school. Unduplicated pupils have historically preformed significantly below standard in the A-G Requirement Completion, high school graduation metric and in ELA, Mathematics, Science and College/Career indicator metrics. The implementation of the Summer School program ensures that students are able to take credit recovery and enrichment courses to continue on the path towards earning high school credits to graduate in four years from high school. **Scope:** LEA-wide	The implementation of the Edgenuity Program, ensures that the site's at-promise students who are credit-deficient receive the educational programming and resources towards successfully earning credits towards graduating from high school in four years. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population at La Sierra Military Academy. The implementation of the Summer School Program, ensures that the site's at-promise students who are credit-deficient receive the educational programming necessary towards successfully earning credits towards graduating from high school in four years. The program implementation also ensures that enrichment opportunities are provided with fidelity to middle and high school students towards ongoing school improvement efforts towards raising college and career efforts for post-secondary student success initiatives. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the	Metrics 4.1- 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		entire student population at La Sierra Military Academy.	

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

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

N/A

Additional Concentration Grant Funding

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

The Concentration Add-on funding will be utilized to provide student support through the employment of a site Truancy Officer (Action 4.8). The implementation of the Truancy Officer position ensures that the site's Unduplicated youth and families receive intervention and tiered support regarding the importance of daily attendance, towards ensuring that each La Sierra student receives an equitable and caring educational framework. Removed from this, funding will also be used to provide student support through the employment of a School Secretary II position, (Action 4.9). The School Secretary II position ensures that all school systems with relation to student interface and financial systems are implemented with fidelity towards supporting La Sierra students for college and career capacity building efforts over time. Funding will also be allocated to provide school support through the employment of a School Registrar position, (Action 4.10). The School Registrar manages student enrollment records and provides school administrative support in the scheduling of parent and community meetings towards raising student achievement across all academic and social sectors for continual school improvement efforts. The last segment where Concentration Add-on funding will be distributed, is in the continuance of a Military Science teacher position, (Action 4.11). The Military Science teacher provides daily military science instruction to students in grade levels (9-12) for student capacity building efforts in alignment with California Cadet Corps guidelines for student college and career readiness and solvency.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,101,014	493,770	23.502%	4.236%	27.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$590,304.50	$493,840.00	$300.00	$66,206.50	$1,150,651.00	$999,293.00	$151,358.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	STAR Renaissance Reading Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$1,186.00	$500.00	$686.00			$1,186.00	
1	1.2	ELA Materials & Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$3,000.00	$500.00	$2,500.00			$3,000.00	
1	1.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year.	$4,000.00	$0.00	$2,750.00	$1,250.00			$4,000.00	
1	1.4	After School ELA Tutoring	All	No			All Schools	2025-2026 school year	$2,000.00	$0.00		$2,000.00			$2,000.00	
1	1.5	ELA Digital Licenses	All	No			All Schools	2025-2026 school year.	$0.00	$14,000.00	$1,000.00	$13,000.00			$14,000.00	
2	2.1	STAR Renaissance Math Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$1,186.00	$500.00	$686.00			$1,186.00	
2	2.2	Math Materials & Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$3,000.00	$500.00	$2,500.00			$3,000.00	
2	2.3	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$4,000.00	$0.00	$2,750.00	$1,250.00			$4,000.00	
2	2.4	After School Math Tutoring	All	No			All Schools	2025-2026 school year	$2,000.00	$0.00		$2,000.00			$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Math Digital Licenses	All	No			All Schools	2025-2026 school year.	$0.00	$6,000.00	$1,000.00	$5,000.00			$6,000.00	
3	3.1	STAR Renaissance Reading Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$1,186.00	$500.00	$686.00			$1,186.00	
3	3.2	ELD Materials & Supplies	All English Learners	No			All Schools	2025-2026 school year	$0.00	$3,000.00	$500.00		$2,500.00		$3,000.00	
3	3.3	Professional Learning Implementation	All English Learners	No			All Schools	2025-2026 school year	$2,500.00	$0.00			$2,500.00		$2,500.00	
3	3.4	ELD Digital Licenses	All English Learners	No			All Schools	2025-2026 school year	$0.00	$4,000.00	$1,000.00	$3,000.00			$4,000.00	
4	4.1	Student Transition Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$116,713.00	$0.00	$58,356.50		$58,356.50		$116,713.00	
4	4.2	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$35,000.00	$1,000.00	$34,000.00			$35,000.00	
4	4.3	College, Career and Counseling Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$2,000.00	$500.00	$1,500.00			$2,000.00	
4	4.4	After School Credit Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$3,300.00	$0.00	$3,300.00				$3,300.00	
4	4.5	ASVAB Workshop	All	No			All Schools Grades 9-12	2025-2026 school year	$0.00	$300.00			$300.00		$300.00	
4	4.6	Forestry Pathway Program Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$0.00	$17,000.00	$1,000.00	$16,000.00			$17,000.00	
4	4.7	CTE Media/Graphic Arts Instructor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$61,863.00	$0.00	$61,863.00				$61,863.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.8	Truancy Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$118,896.00	$0.00	$118,896.00				$118,896.00	
4	4.9	Secretary II	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$99,839.00	$0.00	$99,839.00				$99,839.00	
4	4.10	School Registrar	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$105,061.00	$0.00	$105,061.00				$105,061.00	
4	4.11	Military Science Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	$111,989.00	$0.00	$111,989.00				$111,989.00	
4	4.12	Academic Digital Licenses	All	No			All Schools	2025-2026 school year.	$2,850.00	$12,500.00	$1,000.00	$11,500.00		$2,850.00	$15,350.00	
4	4.13	After School Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year.	$27,000.00	$0.00	$12,000.00	$15,000.00			$27,000.00	
4	4.14	Certificated & Classified Supplemental Time	All	No			All Schools	2025-2026 school year.	$6,000.00	$0.00	$3,000.00	$3,000.00			$6,000.00	
4	4.15	Edgenuity Curriculum & Expanded Learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year.	$50,000.00	$48,000.00	$1,000.00	$97,000.00			$98,000.00	
5	5.1	Learning Director	All	No			All Schools Grades 7-12	2025-2026 school year	$19,368.00	$0.00		$19,368.00			$19,368.00	
5	5.2	High School Mathematics Teacher	All	No			All Schools Grades 9-12	2025-2026 school year	$165,228.00	$0.00		$165,228.00			$165,228.00	
5	5.3	Independent Study Teacher	All	No			All Schools Grades 7-12	2025-2026 school year	$96,686.00	$0.00		$96,686.00			$96,686.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,101,014	493,770	23.502%	4.236%	27.738%	$582,804.50	0.000%	27.739 %	**Total:**	$582,804.50
								LEA-wide Total:	$582,804.50
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	STAR Renaissance Reading Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.2	ELA Materials & Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
1	1.3	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,750.00	
2	2.1	STAR Renaissance Math Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
2	2.2	Math Materials & Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
2	2.3	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,750.00	
3	3.1	STAR Renaissance Reading Program	Yes	LEA-wide	English Learners Foster Youth	All Schools	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.1	Student Transition Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,356.50	
4	4.2	CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.3	College, Career and Counseling Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
4	4.4	After School Credit Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,300.00	
4	4.6	Forestry Pathway Program Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.7	CTE Media/Graphic Arts Instructor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,863.00	
4	4.8	Truancy Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,896.00	
4	4.9	Secretary II	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,839.00	
4	4.10	School Registrar	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,061.00	
4	4.11	Military Science Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,989.00	
4	4.13	After School Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
4	4.15	Edgenuity Curriculum & Expanded Learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,216,751.45	$1,069,851.71

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	STAR Renaissance Reading Program	Yes	3,000	1,727
1	1.2	ELA Materials & Supplies	Yes	$6,000.00	0
1	1.3	Professional Learning	Yes	$5,000.00	0
1	1.4	After School ELA Tutoring	No	$4,000.00	0
2	2.1	STAR Renaissance Math Program	Yes	$3,000.00	1727
2	2.2	Math Materials & Supplies	Yes	$6,000.00	10,164.17
2	2.3	Professional Learning	Yes	$5,000.00	1275
2	2.4	After School Math Tutoring	No	$4,000.00	0
3	3.1	STAR Renaissance Reading Program	Yes	$3,000.00	0
3	3.2	ELD Materials & Supplies	No	$4,000.00	14,148.79
3	3.3	Professional Learning Implementation	No	$3,500.00	637.50

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)
4	4.1	Student Transition Specialist	No	$112,843.36	110,202
4	4.2	CTE Pathways	Yes	$35,859.90	9,447.98
4	4.3	College, Career and Counseling Center	Yes	$2,000.00	2,879.81
4	4.4	After School Credit Recovery Program	Yes	$5,000.00	0
4	4.5	ASVAB Workshop	No	$300.00	0
4	4.6	CTE Food Culinary Arts Instructor	Yes	$122,004.24	17,803.46
4	4.7	CTE Media/Graphic Arts Instructor	Yes	$60,392.83	59,921
4	4.8	Truancy Officer	Yes	$116,007.75	114,564
4	4.9	Attendance Clerk	Yes	$94,218.78	81,123
4	4.10	School Registrar	Yes	$98,912.71	101,099
4	4.11	Military Science Teacher	Yes	$102,849.13	104880
5	5.1	Learning Director	No	$174,423.42	188705
5	5.2	High School Mathematics Teacher	No	$152,154.33	155822

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)
5	5.3	Independent Study Teacher	No	$93,285.00	93725

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
493,763	$560,133.83	$406,866.94	$153,266.89	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	STAR Renaissance Reading Program	Yes	$3,000.00	1727		
1	1.2	ELA Materials & Supplies	Yes	$6,000.00	0		
1	1.3	Professional Learning	Yes	$5,000.00	0		
2	2.1	STAR Renaissance Math Program	Yes	$3,000.00	0		
2	2.2	Math Materials & Supplies	Yes	$6,000.00	1727		
2	2.3	Professional Learning	Yes	$5,000.00	0		
3	3.1	STAR Renaissance Reading Program	Yes	$3,000.00	0		
4	4.2	CTE Pathways	Yes	$35,859.90	0		
4	4.3	College, Career and Counseling Center	Yes	$2,000.00	1746.94		
4	4.4	After School Credit Recovery Program	Yes	$5,000.00	0		
4	4.6	CTE Food Culinary Arts Instructor	Yes	$61,002.12	0		
4	4.7	CTE Media/Graphic Arts Instructor	Yes	$60,392.83	0		
4	4.8	Truancy Officer	Yes	$116,007.75	114,564		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.9	Attendance Clerk	Yes	$47,109.39	81,123		
4	4.10	School Registrar	Yes	$98,912.71	101,099		
4	4.11	Military Science Teacher	Yes	$102,849.13	104,880		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,051,235	493,763	0.00	24.071%	$406,866.94	0.000%	19.835%	$86,896.06	4.236%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

  o **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.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  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.

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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:

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

    o Professional development for teachers.

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

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:

    o 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).

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

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

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

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

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

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

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

  - **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).

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

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

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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