

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Julia Lee Performing Arts Academy

CDS Code: 33103300137851

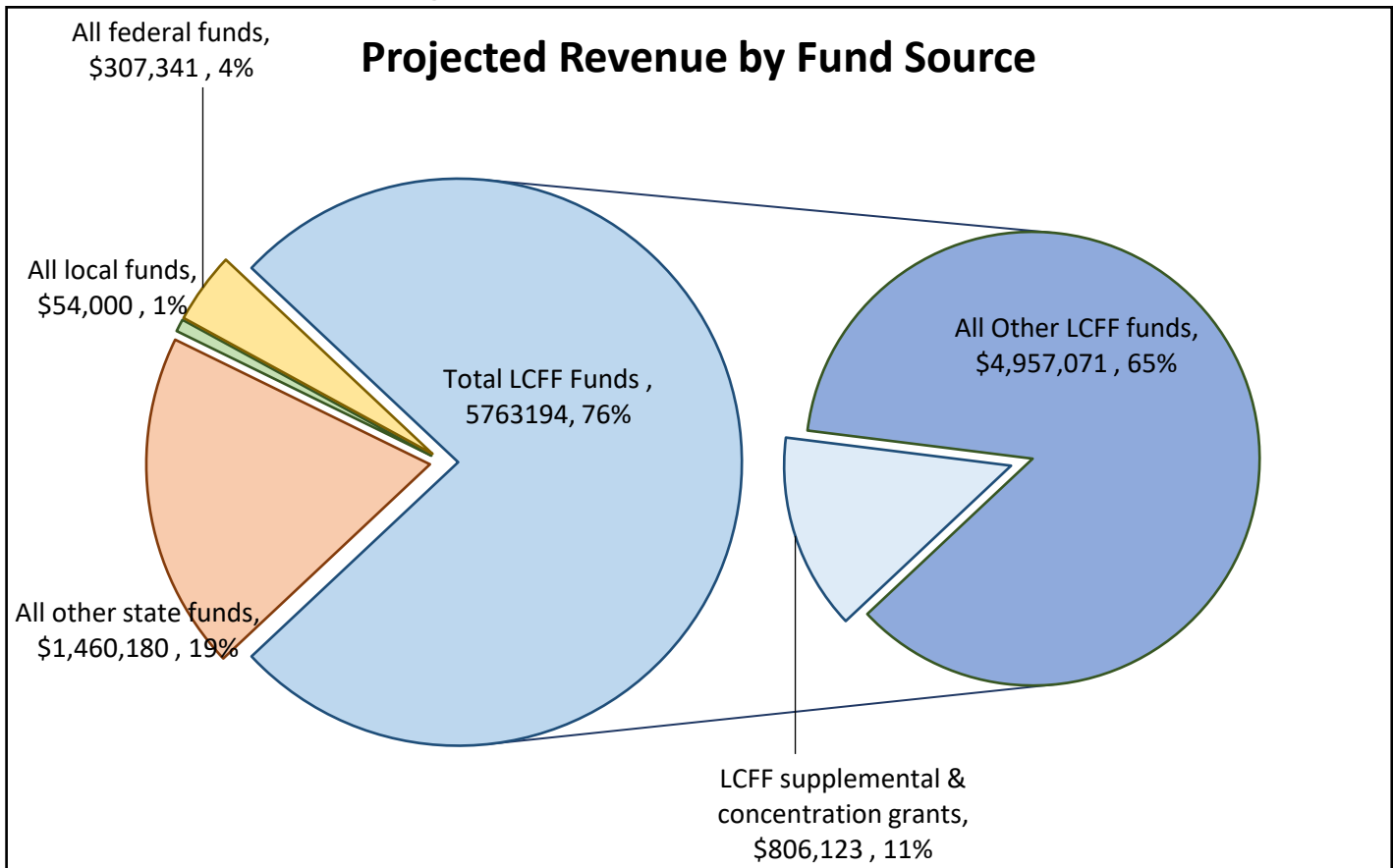
School Year: 2025

LEA contact information: Name:Tanya Lee-Taylor, Executive Director Phone: (951) 595-4500

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 School Year

Projected Revenue by Fund Source

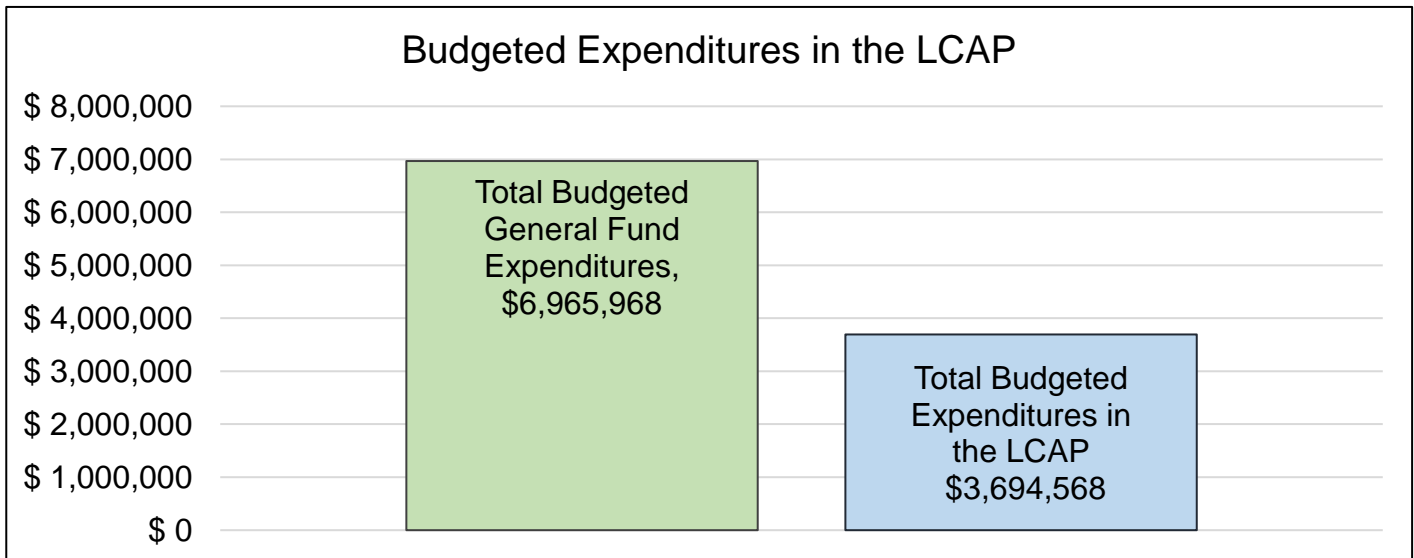


This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julia Lee Performing Arts Academy is \$7,584,715.00, of which \$5,763,194.00 is Local Control Funding Formula (LCFF), \$1,460,180.00 is other state funds, \$54,000.00 is local funds, and \$307,341.00 is federal funds. Of the \$5,763,194.00 in LCFF Funds, \$806,123.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Julia Lee Performing Arts Academy plans to spend for 2,025. 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: Julia Lee Performing Arts Academy plans to spend \$6,965,968.00 for the 2,025 school year. Of that amount, \$3,694,568.00 is tied to actions/services in the LCAP and \$3,271,400.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

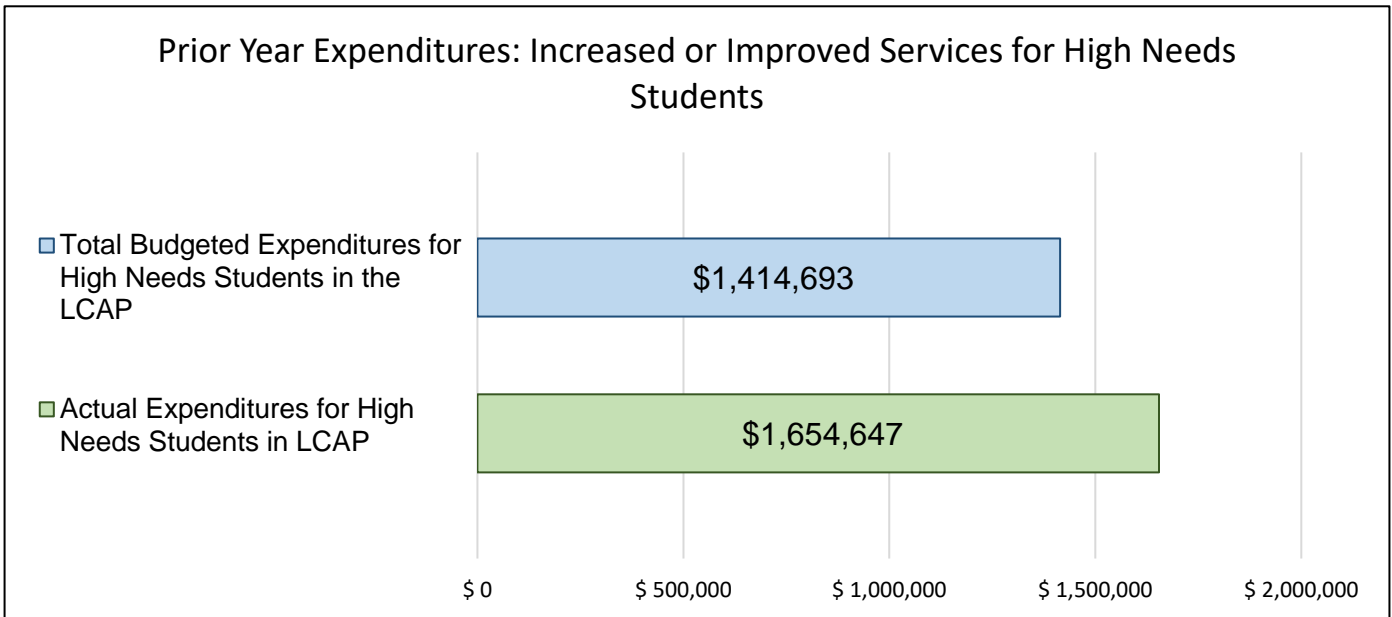
The additional expenses that are not included in the LCAP are expenses related to overhead, like , bank charges, financial management, authorizer oversight fee and others, and also facility charges like rent, utilities, repairs, communications, postage and many others.

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

In 2,025, Julia Lee Performing Arts Academy is projecting it will receive \$806,123.00 based on the enrollment of foster youth, English learner, and low-income students. Julia Lee Performing Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Julia Lee Performing Arts Academy plans to spend \$3,579,568.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024, Julia Lee Performing Arts Academy's LCAP budgeted \$1,414,693.00 for planned actions to increase or improve services for high needs students. Julia Lee Performing Arts Academy actually spent \$1,654,647.00 for actions to increase or improve services for high needs students in 2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2024–25 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------|---|
| Julia Lee Performing Arts Academy | Rachel Thomas, Principal | RThomas@jlpaaschool.org , 951-595-4500 |

Goals and Actions

Goal

| Goal # 1 | Description:Students will show improved academic achievement annually |
|----------|---|
| 1 | Achievement Gap- iReady/ Footsteps to Brilliance |
| 2 | NWEA- MAP: The Growth Assessment |
| 3 | Standards based- EL Curriculum |
| 4 | Certificated EL teacher |
| 5 | Increased Teacher support for the SWD/appropriately placed teachers |
| 6 | Special Education Assessments |
| 7 | Academic Technology with an emphasis on Unduplicated students |
| 8 | Additional General Education- Paraeducators FTE 1.0 |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2024–25 |
|---|----------|----------------|----------------|--|--|
| Footsteps to Brilliance | | | | Footsteps to Brilliance results Language 73% at grade level Logic & Reasoning 83% at grade level Phonics Phonological Awareness 75% at grade level Reading Comprehension 60% at grade level | 20% growth in ELA for all student grade level |
| | | | | | |
| Priority 4:NWEA-MAP:incremental data (Fall, Winter, Spring) | | | | 2023-2024 Students met the following growth targets 39.74% = Math 38.7% = Reading 37.5%= Language Usage | 60% of all students will meet their Grade level Target in all the areas of Math,Reading and Language Usage |

| | | | | | |
|---|--|--|--|--|--|
| Priority 2: ELPAC Summative and Reclassification Data Increase annually by 5% | | | | Earned 5's & eligible for RFEF: K 0% 1 0% 2 0% 3 0% 4 20% 5 80% 6 17% 7 14% 8 0% | We set a target for 30% of Students to be reclassified |
| Priorty 1: Teachers appropriately assigned based on credential | | | | As of October 2023, JLPAA had 86% were appropriately assigned based on their credentia | At least 85% of the teachers will be fully credentialed and appropriately assigned. Goal Met |
| Priority 1: Access to standards aligned instructional material & facilities in good repair | | | | 98% Facilities | Goal Met |

Goal Analysis

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

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

The Julia Lee Performing Arts Academy (JLPAA) witnessed minimal variance between its planned actions and the actual implementation of strategies aimed at enhancing student learning. The introduction of Footsteps to Brilliance, NWEA MAP Growth assessments, a standards-based English Language (EL) curriculum, certified EL teachers, heightened support for students with disabilities, and extra general education assistance remained consistent with initial intentions. Footsteps to Brilliance was seamlessly integrated into the curriculum, offering engaging literacy resources across diverse learning environments. NWEA MAP Growth assessments effectively gauged student progress, guiding personalized instruction. The adoption of a standards-based EL curriculum ensured alignment with academic benchmarks, while certified EL teachers delivered targeted language support. Enhanced support for students with disabilities and additional general education aid bolstered inclusivity and academic success. Overall, JLPAA's commitment to aligning planned actions with actual implementation underscores its dedication to fostering holistic student development.

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.

Julia Lee Performing Arts Academy adhered to its budgetary constraints, remaining within 10% of the allocated funds outlined in the Local Control Accountability Plan (LCAP). Discrepancies between Budgeted Expenditures and Estimated Actual Expenditures were minimal, demonstrating prudent financial management. While Planned Percentages of Improved Services closely mirrored Estimated Actual Percentages, minor variations were attributed to unforeseen factors or adjustments in program implementation. Despite these variances, the academy effectively balanced fiscal responsibility with the delivery of enhanced services, ensuring alignment with the overarching goals of the LCAP.

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

During the three-year LCAP cycle, Julia Lee Performing Arts Academy (JLPAA) 's actions towards Goal 1, focusing on academic technology with an emphasis on unduplicated students, proved highly effective. Academic technology has bridged this gap by providing equal access to digital learning tools and resources, ensuring all students have the opportunity to succeed. Additional general educators provided crucial support to credentialed teachers, significantly enhancing student achievement. The presence of additional general educators bolstered classroom support, augmenting the efforts of credentialed teachers and leading to notable improvements in student achievement. Their collaborative approach facilitated more personalized instruction and targeted interventions, ultimately contributing to enhanced learning outcomes, which we hope to see when the new state testing comes out.

Special education assessments effectively mitigated academic losses resulting from COVID, while targeted teacher support for students with disabilities addressed individual needs stemming from learning setbacks. Recognizing the necessity, JLPAA bolstered its English Learner department with additional personnel, facilitating tailored support. The augmentation of personnel in the English Learner department enabled tailored support, resulting in the reclassification of over 5% of English learners with the dedicated assistance of EL teachers. This indicates the effectiveness of the additional resources in providing targeted language support and fostering language proficiency among English learners.

Implementing a new standard-based curriculum tailored to English language students and utilizing NWEA for targeted assessments further strengthened academic outcomes, as listed above. Overall, these comprehensive measures demonstrated significant progress towards the goal, ensuring equitable access to quality education and fostering academic success for all students, particularly those facing unique challenges.

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

After thorough reflections on prior practices and consultations with stakeholders, including teachers, several adjustments have been made to the planned goals, metrics, desired outcomes, and actions for the upcoming year. Recognizing the need for more targeted early literacy support, the decision was made to transition from Footsteps to Brilliance to IXL, a grade-level-specific tool for early literacy. Additionally, the school will increase the frequency of interim assessments to gauge students' understanding in real-time, reducing reliance on NWEA assessments. To further bolster K-2 grade reading literacy, a new initiative, Reading Intensive, has been introduced. These modifications are integral components of the new LCAP plan, aiming to enhance early literacy outcomes and provide more timely and targeted support to students.

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

Goal

| | |
|----------------|---|
| Goal #2 | All students will have access to a comprehensive system of supports that promote sound academic and social emotional learning.. Priorotiy: 1, 5, 7 and 8 |
| 1 | Mental Health/Social Emotional Learning |
| 2 | Curriculum: Core and VAPA |
| 3 | Additional: Visual Arts |
| 4 | Student Engagement: Daily Attendance |
| 5 | Counseling Services for Students |
| 6 | ATSI- Targeted student groups: English Learner; Students with Disabilities and African American students |
| | |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2024–25 |
|---|----------------|-----------------------|-----------------------|--|---|
| Priority 8: Number of the SEL/Mental Health Sessions offered and attended by teachers | [Respond here] | [Insert outcome here] | [Insert outcome here] | SEL/ Mental Health Sessions/ Activites attended was 2 | 8 Sessions of Professional Development Per School Year. Goal: Not Met; In Progress |
| Priority 1: Standards aligned Core Curriculum & VAPA | [Respond here] | [Insert outcome here] | [Insert outcome here] | 100% of all students accessed the standards aligned curriculum | All students will Standards Based Core Curriculum & VAPA program Goal: Met |
| Priority 7: Adding visual arts as a means of support for mental health | [Respond here] | [Insert outcome here] | [Insert outcome here] | All students continue to have access to a visual art program | Students will participate in 6 art activities per school year |

Goal Analysis

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

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

In implementing Goal 2, focused on visual arts, mental health and emotional learning, and student engagement, Julia Lee Performing Arts Academy (JLPAA) maintained consistency between planned actions and actual implementation. No substantive differences were observed in the execution of initiatives related to visual arts, mental health support, and student engagement strategies. JLPAA's commitment to ongoing improvement was evident through its proactive approach, addressing needs in the moment as they arose. Student engagement remained a central focus, with concerted efforts to communicate the importance of attendance to parents, fostering a collaborative environment between home and school. By aligning planned actions with actual implementation and prioritizing dynamic responses to evolving needs, JLPAA fosters a supportive learning environment that prioritizes student well-being and engagement in the arts and academics.

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

In the pursuit of Goal 2, there were no significant differences noted in Julia Lee Performing Arts Academy's (JLPAA) outcomes. Material variances between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, were minimal. This alignment underscores JLPAA's effective fiscal management and strategic planning, ensuring resources were allocated as intended to enhance visual arts, mental health and emotional learning, and student engagement initiatives. By maintaining consistency between planned projections and actual outcomes, JLPAA demonstrates its commitment to delivering quality services and programs to support student well-being and artistic development.

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

Goal 2 of implementing effective mental health strategies during field day for all students encompasses various initiatives aimed at promoting holistic well-being, physical and mental health, and student success through positive body perceptions and skills to understand and relate to our bodies. By integrating exercise and healthy food options, schools foster physical wellness, which is closely linked to mental health. Partnering with educational entities like SELPA and Riverside County Office of Education provides valuable training opportunities for staff, enhancing their capacity to support students' social-emotional needs. Moreover, collaborations with organizations like Care Solace, CABSE, CCSA, NABSE, and other educational partners offer additional resources for mental health support. The success of the arts program

underscores its role in nurturing students' creativity and emotional expression, contributing positively to their mental health. Engagement efforts by attendance clerks facilitate communication with families, fostering a supportive school community. Furthermore, the Positive Behavior Coach program equips multiple teachers and staff with skills to address mental health concerns proactively, reducing the need for individual counselors. As a result of these collective efforts, Julia Lee Performing Arts is no longer designated as an ATSI school, reflecting its effectiveness in addressing mental health goals. This comprehensive approach to mental health promotion demonstrates the importance of integrating various strategies and partnerships within educational settings to create a supportive environment conducive to student well-being and success.

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

Julia Lee is committed to advancing initiatives related to Goal 2, focusing on effective mental health strategies for student well-being. While continuing with various actions, including exercise, healthy food options, and staff training partnerships, Julia Lee will no longer pursue Action #6, as the Julia Lee Performing Arts Academy is no longer designated as an ATSI school. However, elements of Action #6 will be integrated into the student engagement efforts under this goal. This decision underscores Julia Lee's dedication to adapting strategies based on evolving needs and priorities, ensuring a comprehensive approach to promoting student mental health and overall success. The Julia Lee Performing Arts Academy (JLPAA) will integrate its afterschool program, "Rising Stars," into Goal 2 to further enhance academic support and enrichment opportunities for students. This addition aims to ensure the success of afterschool programs in fostering academic growth and providing enriching experiences. JLPAA will continue its collaboration with California State University to offer intensive algebra sessions for all middle school students during the summer, reinforcing mathematical skills and preparing students for academic success. Additionally, the academy remains committed to providing extended learning opportunities tailored to the needs of students with disabilities, promoting inclusivity and equitable access to educational resources. These initiatives reflect JLPAA's dedication to holistic student development and its ongoing commitment to collaboration with community partners to achieve academic excellence. JLPAA will have an implementation of comprehensive mental health initiatives that address various aspects of emotional and psychological wellness. JLPAA will promote mental health by integrating mindfulness practices, stress management techniques, and social-emotional learning into the curriculum, equipping students with essential coping skills from an early age. Establishing accessible counseling services staffed by trained professionals allows students to seek help confidentially and receive timely support when facing personal challenges or crises. By cultivating a culture of empathy, understanding, and open communication, JLPAA will not only mitigate mental health stigma but also create a safe space where individuals feel valued, respected, and empowered to thrive academically and emotionally.

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

Goal

| | |
|----------------|---|
| Goal #3 | Educational partners will advocate and participate in the JLPAA charter school community. (CA State Priorities 3,5, 6, & 8) |
| 1 | Family Engagement |
| 2 | English Language Advisory Committee |
| 3 | Parent Education Workshop |
| 4 | Educational Partners: School Climate Survey- Parents |
| 5 | Educational Partners: School Climate- Students |
| 6 | what is goal number 6 - is is mentioned in the metric below? |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2024–25 |
|---|----------------|-----------------------|-----------------------|--|-----------------------------|
| Priority 3 & 6: Family Engagement” Parent/Guardian attending 70% of All meetings: CHYA, LCAP, student groups services | | [Insert outcome here] | [Insert outcome here] | 55 parents participate in highly capable kids. On average 20 families participated in each of the principal’s cafe, 99.9% student participation of CHYA, and parents suggested extra security which led to the hiring of more security | |
| Priority 3: JLPAA will hold 2 ELAC meetings by June annually | [Respond here] | [Insert outcome here] | [Insert outcome here] | Two ELAC meetings were held | [Respond here] |
| Priority 8: JLPAA will hold 2 parent workshops by June annually | | [Insert outcome here] | [Insert outcome here] | JLPAA had 50 parents participate in Raising Highly Capable Kids which consist of two 13 week workshops | [Respond here] |
| Priority 6: JLPAA administer a school climate survey by June annually | | | | The parent survey will be released on June 30th annually- It is created in spanish and in english and will be submitted by 6/30/2024 to all parents. | |

Priority 5&6: School climate -suspension rates- middle school dropouts - expulsion rate

JLPAA has a -9% suspension rate - dropout rate is 0% - expulsion rate is 0%

Goal Analysis

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

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

The Julia Lee Performing Arts Academy (JLPAA) experienced minimal deviation from its planned strategies. We successfully implemented initiatives in collaboration with educational partners and the community. Notably, JLPAA observed heightened parent involvement, evidenced through increased attendance participation in afterschool activities like the Principal's Café, student performances, English learning advisory, and engagement in community events such as the city Christmas parade. Additionally, JLPAA remains committed to fostering parental input by encouraging completion of school climate surveys. Students will also contribute feedback through a survey, ensuring their perspectives are included in ongoing evaluations. These efforts underscore JLPAA's dedication to nurturing a supportive school environment and enhancing collaboration between stakeholders for continued success.

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

In the pursuit of Goal 3, there were no significant differences noted in Julia Lee Performing Arts Academy's (JLPAA) outcomes. Material variances between Budgeted Expenditures and Estimated Actual Expenditures, as well as Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, were minimal. This alignment underscores JLPAA's effective fiscal management and strategic planning, ensuring resources were allocated as intended to enhance visual arts, mental health and emotional learning, and student engagement initiatives. By maintaining consistency between planned projections and actual outcomes, JLPAA demonstrates its commitment to delivering quality services and programs to support student well-being and artistic development.

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

Goal 3 of the Julia Lee Performing Arts Academy (JLPAA) has proven effective due to its meticulous planning and successful implementation of strategies in collaboration with educational partners and the community. The minimal variance from planned actions indicates the robustness of the academy's approach. Heightened parent involvement, demonstrated through increased attendance at events like the Principal's Café and student performances, showcases the effectiveness of JLPAA's outreach efforts. Moreover, the academy's commitment to soliciting and incorporating parental and student feedback through school climate surveys reflects its dedication to continuous improvement and inclusivity. By maintaining these successful initiatives, JLPAA ensures ongoing collaboration between stakeholders, nurturing a supportive school environment conducive to student success. This demonstrated effectiveness underscores the academy's confidence in its strategies and affirms its commitment to pursuing these goals for continued excellence.

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

After thorough reflections on prior practices and consultations with stakeholders, including teachers and students JLPAA will combine the climate surveys as well as layer on focus group conversations with students to make necessary change as needed,

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

Instructions

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

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

Goals and Actions

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome: Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------|---|
| Juia Lee Performing Arts Academy | Rachel Thomas, Principal | RThomas@jlpaaschool.org / 951-595-4500 |

Plan Summary 2024/2025

General Information

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

The Julia Lee Performing Arts Academy (JLPAA) is a public charter school situated in Lake Elsinore, CA, currently in its 7th year of operation. Approved by the Riverside County Office of Education, JLPAA serves the communities of Lake Elsinore, Wildomar, Temecula, Murrieta, Menifee, Perris, and surrounding areas of the Inland Empire. It offers a unique educational program for students from Transitional Kindergarten through Grade 8, integrating performing arts and college preparatory academics to develop the whole child academically, artistically, and socially. The academy aims to cultivate independence, cooperation, responsibility, creativity, and a lifelong passion for learning and the arts in its students, preparing them for further educational pursuits and active participation in society.

Since its inception, JLPAA has added one grade level annually, with the recent addition of 8th grade. The academy received a five-year charter renewal in July 2020, extending its current charter term until the 2025-2026 school year. In the 2022-2023 school year, JLPAA introduced the "Rising Stars" After School Extended Learning Program, which achieved notable successes. The program engaged 100 students in a school competition, with seven students advancing to the California Invention Convention. Two students progressed to the 2024 Raytheon Technologies Invention Convention in Michigan, where JLPAA students secured 1st place and 2nd place nationally in 3rd-grade and 4th-grade category, with their invention recommended for a U.S. Patent. The first place winner also won best prototype and the second place winner won business sector award in education. The program concluded the year with 120 enrolled students and over 70 pre-enrolled for the upcoming academic year.

CSU Algebra Initiative - 30K award, 2 credentialed teachers to serves grades 8th-12th to improve math achievement for five weeks in the summer of 2024. This 4 hour program is a pre-algebra to trigonometry initiative designed for students to receive necessary remediation and prepare them for the upcoming school year with the necessary math skills to be successful.

JLPAA plans to serve 477 students in the fall of 2024/2025. The current student demographics are as follows: 55 (12.9%) English Learners, 3 (0.005%) foster youth, and 2 (0.005%) homeless families in the 2024-2025 academic year. Additionally, 57 (13%) students received special

education services, and 256 students (57.5%) were eligible for Free/Reduced Lunch. The school's commitment to providing nutritious meals, including breakfast, lunch, and snacks, to all students, including "Rising Stars" participants, underscores its dedication to student well-being and holistic development.

Reflections: Annual Performance

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

Julia Lee Performing Arts Academy has demonstrated notable improvements in various areas as reflected in the California School Dashboard. Mathematics proficiency has increased by 6.7%, accompanied by a significant 39.3% increase in English Learner progress. Additionally, there has been a commendable 9.1% reduction in chronic absenteeism and a 0.5% decline in suspension rates. However, there was a slight decrease of 4.2% in English Language Arts proficiency, prompting proactive measures such as implementing intensive after-school reading programs to address this gap. Moreover, JLPAA has achieved standards met in key local indicators including Basics: Teachers, Instructional Materials, and Facilities, indicating a high level of provision and support. Similarly, the academy has excelled in fostering parent and family engagement, which is evident through successful participation in local climate surveys. These accomplishments underscore JLPAA's commitment to academic excellence, holistic student development, and ongoing efforts to address areas of improvement for continued progress.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and 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 |
|--|---|
| <p>Resilient Kids; Raising Highly Capable Kids.</p> <p>https://www.reziliientkidz.com/raising-highly-capable-kids/</p> <p>The California State University: Summer Algebra Institute</p> <p>https://www.calstate.edu/impact-of-the-csu/community/Pages/summer-algebra-institute.aspx</p> | <p>Raising Highly Capable Kids (RHCK) is a 13-week evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children.</p> <p>The CSU Summer Algebra Institute (SAI) is a four-to five-week in-person math enrichment program for rising 8th – 12th grade students. Participants will learn skills and techniques to improve their knowledge of mathematics and quantitative reasoning. The SAI program aligns with CSU’s ambitious Graduation Initiative 2025 goals that aim to increase graduation rates for all CSU students while eliminating equity gaps.</p> <p>One primary goal of the program is to positively improve college readiness, particularly in mathematics and quantitative reasoning ability. Credentialed math instructors will teach the course content with EdReady curriculum, an adaptive online application for math readiness that designs a personalized learning path to fill students’ knowledge gaps. In addition, students will participate in team learning activities, STEAM projects, “college knowledge” workshops and in-person CSU campus tours.</p> |
| <p>Parent Community</p> | <p>At Julia Lee Performing Arts Academy (JLPAA), parent community involvement is actively encouraged through various initiatives. JLPAA engages educational partners by hosting "Principal’s Café" meetings quarterly, providing a platform for open dialogue and collaboration. Additionally, EL (English Learner) parents participate in the school’s ELAC (English Learner Advisory Committee) meetings three times a year, influencing decisions and shaping school policies. Parent feedback, including requests for counseling services, is taken seriously, leading to the hiring of a part-time counselor, later expanded to a full-time, licensed position. The counselor delivers class presentations focusing on preventative measures and solutions for student issues. Regular meetings, including Principal’s Café sessions and LCAP (Local Control and Accountability Plan) groups, facilitate ongoing communication with parents at each grade level, addressing specific concerns and ideas. Annual parent surveys further gather input to inform school goals and actions, ensuring that parent voices are heard and incorporated into JLPAA’s development and improvement efforts.</p> |
| <p>CCSA, CAAASA, CABSE, CSDC,</p> | <p>Educational partners are identified when attending conferences by administrators.</p> |

Insert or delete rows, as necessary.

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

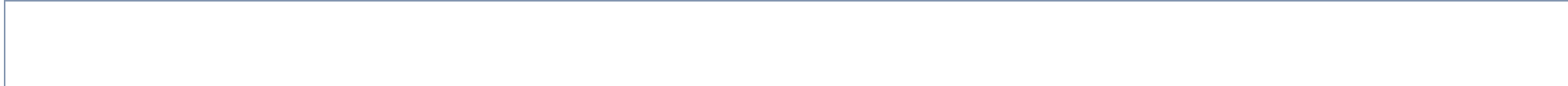
JLPAA fosters collaboration with educational partners through quarterly "Principal’s Café" sessions. The parents participate in ELAC (English Learner Advisory Committee) meetings held three times per school year. These meetings have empowered parents to influence several school

decisions. Responding to parental requests for counseling services, JLPAA hired a part-time counselor, later expanding to a full-time, licensed position. This counselor provides direct student support and conducts class presentations addressing daily challenges. Regular parent meetings, Principal’s Café sessions, and LCAP groups facilitate ongoing communication, addressing grade-level-specific concerns and ideas. Annual parent surveys further gather input to inform school goals and actions, reflecting JLPAA's commitment to incorporating parent feedback into its development strategies.

JLPAA fosters inclusive decision-making by engaging staff, teachers, and all educational members through various avenues. Monthly board meetings, community gatherings, and weekly staff and teacher meetings provide platforms for input and collaboration. Staff contribute ideas during both whole group and department-level meetings, ensuring diverse perspectives are considered. Additionally, four key committees—Curriculum, VAPA, Health & Safety, and Human Resources—facilitate ongoing dialogue and shared decision-making. These committees convene regularly and as needed to address emerging needs. Teachers dedicate the final weeks of June to committee work, focusing on specific aspects of school culture. This commitment to shared leadership underscores JLPAA's collaborative approach to decision-making and reflects its values in practice. During the 2023-2024 school year JLPAA has added a Positive Behavior Intervention Support (PBIS) Committee to the list of committees that the teachers and paraprofessionals can serve on as a method of process improvement at JLPAA.

The board members’ advice is sought out and collected during board meetings where ongoing updates are provided and needs are communicated. JLPAA seeks continuous feedback to finalize LCAP goals and actions.

Another example of feedback provided by the board of directors and parents during the school year was a request to have a longer kindergarten program. The 2023-2024 kindergarten program was full day (8:00 am-1:30 pm). While Transitional Kindergarten continues to offer a morning and afternoon session. Parents’ responses revealed the need to extend the day for the kindergarten to students to add additional minutes of VAPA to their day without hindering their academic content time. Kindergarten school day for the 2022/23 year was extended to 1:30 pm and 45 minutes were added for VAPA time. The school’s LCAP was presented to the community and the board of directors during the regularly scheduled meeting.



Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|---------|---|--------------|
| Goal #1 | Each year, students will demonstrate enhanced academic performance. | Broad Goal |

State Priorities addressed by this goal.

- 1:Basic (Conditions of Learning)
- 2: State Standards (Conditions of Learning)
- 4: Pupil Achievement (Pupil Outcomes)
- 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

JLPAA employs a standards-based curriculum and contemporary instructional approaches to educate students. JLPAA aims for all students to meet or surpass state-set standards.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|--|--|-----------------------|-----------------------|---|--|
| 1.1 Grades TK - 2 NWEA Test Improvements from Fall admin. to Spring Admin] | Anticipated growth based on baseline scores in spring and finishing scores in Spring | Fall 2024 Administration Grades TK-2 NWEA Fall Administration: Read / Math K 136.65 / 139.56 1 155.93 / 160.05 2 172.35 / 175.05 | [Insert outcome here] | [Insert outcome here] | Spring 2025 Administration Grades TK-2 NWEA Spring Administration. 80% of students achieving at the following: Read / Math K 153.09 / 157.11 1 171.40 / 176.4 2 185.57 / 189.42 | [Insert current difference from baseline here] |

| | | | | | | |
|--|---|--|------------------------------|------------------------------|--|--|
| <p>Grades 3-8 CAASPP improvements for ELA and Math Grade Wise Average Test Score</p> <p>100% Participation</p> | <p>State-established scaled scores 1-4.</p> | <p>Previous Grade level Summative CAASPP results will serve as the baseline for all students in grades 4-8. Students entering from grades 2-3 will have no baseline score from CAASPP - only NWEA Data. Using this data, they will</p> <p>100% Participation</p> <p>Fall 2024 Interim Assessment #1 (to Align with Q1 Scope and Sequence) Each student score 2 or greater for FiAB and relevant skills</p> | <p>[Insert outcome here]</p> | <p>[Insert outcome here]</p> | <p>Students in grades 3-8 will use their 23/24 summative data to set their 24/25. Each student will see a 20% increase in both math and ELA scores. For those 5th and 8th grades who complete the CAST test during the 24/25 school year, their will be >65% pass rate</p> <p>100% Participation CAASPP Spring 2025 Summative Assessment 50% of students will score 25% increase from</p> | <p>[Insert current difference from baseline here]</p> |
|--|---|--|------------------------------|------------------------------|--|--|

| | | | | | | |
|-----|--|---|-----------------------|-----------------------|--|---|
| | | | | | previous school year math score ELA and Math Summative Assessment | |
| 1.2 | Summative ELPAC 100% Participation | 100% Participation ELPAC - 100% Participation with students scoring in the 2023-2024 ELPAC domains: Reading Writing Speaking Listening | | | ELPAC 100% Participation with areas of increasing appropriately for the following domains based on 2023-2024 Scores Reading +7.5% Writing +7.5% Speaking +7.5% Listening 7/5% | |
| 1.3 | Access to standards aligned instructional material & facilities in good repair | 100% Materials and Facilities in good repair | [Insert outcome here] | [Insert outcome here] | 23-24 Williams Visit was 100% Materials Facilities 98%. Expected to not have any more Williams visits | [Insert current difference from baseline here] |
| 1.4 | Access to reading intervention for all students | Two teachers will participate in reading intensive certificate programs to ensure equity | | | Trained certificated teachers will train all teachers on techniques to enhance reading for all students | |

Insert or delete rows, as necessary.

Goal Analysis for 2024/2025

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

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

The Julia Lee Performing Arts Academy (JLPAA) witnessed minimal variance between its planned actions and the actual implementation of strategies aimed at enhancing student learning. The introduction of Footsteps to Brilliance, NWEA MAP Growth assessments, a standards-based English Language (EL) curriculum, certified EL teachers, heightened support for students with disabilities, and extra general education assistance remained consistent with initial intentions. Footsteps to Brilliance was seamlessly integrated into the curriculum, offering engaging literacy resources across diverse learning environments. NWEA MAP Growth assessments effectively gauged student progress, guiding personalized instruction. The adoption of a standards-based EL curriculum ensured alignment with academic benchmarks, while certified EL teachers delivered targeted language support. Enhanced support for students with disabilities and additional general education aid bolstered inclusivity and academic success. Overall, JLPAA's commitment to aligning planned actions with actual implementation underscores its dedication to fostering holistic student development.

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.

Julia Lee Performing Arts Academy adhered to its budgetary constraints, remaining within 10% of the allocated funds outlined in the Local Control Accountability Plan (LCAP). Discrepancies between Budgeted Expenditures and Estimated Actual Expenditures were minimal, demonstrating prudent financial management. While Planned Percentages of Improved Services closely mirrored Estimated Actual Percentages, minor variations were attributed to unforeseen factors or adjustments in program implementation. Despite these variances, the academy effectively balanced fiscal responsibility with the delivery of enhanced services, ensuring alignment with the overarching goals of the LCAP.

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

In the school year 2023 – 2024 we saw great effectiveness with the use of Footsteps2Brilliance student's improvements and grades TK through 5th grade. They thrived with the use of the application in language, logic and reasoning, phonics, biological awareness, and reading comprehension. Overall, between TK and 5th grade students gained proficiency between 60% and 73%. This school year our students spent more than 281 hours on literacy, reading 7685 books, playing 45,193 games and practicing writing assignments of 4747 in the application to gain these kinds of improvements and these levels of proficiency. At the same time students were introduced to more than 5,000,679 words

gaining valuable knowledge and being introduced to a large set of word combinations. All these efforts by students allow teachers to have great insight on areas of deficiencies that students have from their development and their journey towards proficiency in ELA.

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

No changes were made to planned goals for the 23/24 school year. For 2024/2025 Grades 3-8 will only be using CAASPP Interim Assessment Blocks as formative assessments to guide instruction and prepare students for upcoming summative CAASPP assessments. Designated EL support will still be offered to those students who qualify through ELPAC criteria. NWEA MAP testing will be used for grades K-2 to measure and monitor growth throughout the year.

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

Actions

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

| | | | | |
|-----|--|--|----------|-----|
| 1.1 | <p>Achievement Gap- Footsteps to Brilliance Reading Literacy and IXL; Specific to Grade Level.</p> <p>Three out of 18 Core Teachers will participate in professional development with California State University Reading Intensive Certificate program.</p> <p>Reading Intervention Coach</p> | <p>To address the achievement gap in reading literacy among students, JLPAA will implement a comprehensive plan focusing on two key initiatives: Footsteps to Brilliance and IXL, tailored to specific grade levels. JLPAA will integrate Footsteps to Brilliance, an interactive literacy program designed to engage students from pre-K to 3rd grade in reading activities. Through this platform, students can access a wide range of digital books, games, and activities aligned with their grade level standards. Teachers will utilize data analytics provided by Footsteps to Brilliance to track students' progress and tailor instruction accordingly. JLPAA will also incorporate IXL, an adaptive learning platform that offers personalized practice in various subjects including language arts. By assigning specific reading tasks on IXL, students can work at their own pace, targeting areas where they need improvement. Teachers will monitor students' performance through IXL's tracking system and provide additional support as needed. To enhance the effectiveness of these initiatives, three out of the 18 teachers will participate in a professional development program with California State University focusing on reading instruction. This program will equip teachers with advanced strategies and techniques to address the diverse needs of students and effectively close the achievement gap in reading literacy that will be shared with all teachers. By combining these approaches, the school aims to provide targeted support to students at different grade levels, foster a culture of literacy, and ultimately narrow the achievement gap in reading proficiency.</p> <p>Our reading coach intervention will significantly enhance student academic outcomes by providing targeted support and specialized instruction in reading skills in grades 3rd through 5th. Our reading coach will work closely with teachers and students to improve literacy instruction and outcomes. Our coach will model effective teaching strategies and provide resources that can be integrated into the classroom. This intervention is designed to meet student's unique needs, helping struggling readers catch up and excel. By offering personalized support, reading intervention can boost students' confidence and motivation, leading to improved reading proficiency and overall academic performance.</p> | \$90,000 | Yes |
|-----|--|--|----------|-----|

| | | | | |
|-----|--|--|----------|-----|
| | | | | |
| 1.2 | <p>The Growth Assessment- NWEA- MAP. Interim Assesements</p> | <p>To enhance student growth and academic progress, JLPAA will implement a strategic plan utilizing the Growth Assessment tool NWEA-MAP (Northwest Evaluation Association - Measures of Academic Progress), in conjunction with Interim Assessments. NWEA-MAP offers a comprehensive approach to assessing student learning by providing real-time data on academic achievement and growth. Through adaptive testing, it precisely measures students' skills in math, reading, and language usage. This data will help our teachers to pinpoint each student's instructional level and personalize learning experiences accordingly. In the implementation plan, JLPAA will schedule regular NWEA-MAP assessments at key intervals throughout the academic year to track student growth longitudinally (K-2; 3 times per year) (3-8; one per year). Our teachers will use the detailed reports generated by NWEA-MAP to identify areas of strength and areas needing improvement for individual students and the class as a whole. Complementing NWEA-MAP, interim assessments will serve as checkpoints between the main NWEA-MAP assessments, providing valuable insights into student progress and learning trends. These assessments will be aligned with specific curriculum milestones and standards to ensure that instruction remains targeted and effective. Professional development sessions will be organized to train teachers in interpreting NWEA-MAP data effectively and utilizing interim assessments to inform instructional planning. By empowering teachers with the tools and knowledge to leverage assessment data, JLPAA will create a culture of data-driven decision-making focused on student growth. Through the strategic integration of NWEA-MAP and interim assessments, JLPAA aims to foster continuous improvement, identify areas for intervention, and celebrate student successes. This holistic approach to assessment and data analysis ensures that every student receives the support and resources needed to thrive academically.</p> | \$86,000 | Yes |

| | | | | |
|-----|---|---|-------------|-----|
| 1.3 | Standards Based EL Curriculum;Cengage / National Geographic Certificated EL Teacher and Certificated Teachers Professional Coach in the Classroom | Implementing a Standards-Based English Language (EL) Curriculum with both Certificated EL Teachers and Certificated Teachers will continue to significantly enhance students' academic improvement in language proficiency and overall academic performance. The Standards-Based EL Curriculum will provide a structured framework aligned with state and national language standards. Cengage and National Geograpc curriculum will ensure that students receive targeted instruction in essential language skills such as reading, writing, speaking, and listening, while also integrating content knowledge across various subject areas. By adhering to established standards, students will have clear learning objectives and benchmarks, facilitating focused instruction and assessment. JLPAA's Certificated EL Teacher brings a specialized training and expertise in teaching English language learners. With the teachers deep understanding of language acquisition theories, instructional strategies, and cultural responsiveness, our EL teacher will continue to effectively support EL students in developing English language proficiency. The teacher will provide differentiated instruction tailored to students' language proficiency levels, scaffold learning tasks, and implement language development strategies across the Cengage and National Geographic curriculum. JLPAA's Certificated Teachers, on the other hand, play a crucial role in delivering content instruction while also supporting language development. The collaboration with our Certificated EL Teacher, general education teachers will implement instructional practices that promote language-rich environments and provide meaningful opportunities for language practice within the context of academic content. This collaboration ensures that our EL students receive integrated language and content instruction, facilitating their academic success across all subject areas. | \$1,261,000 | Yes |
|-----|---|---|-------------|-----|

| | | | | |
|-----|---|---|-----------|-----|
| 1.4 | Increased Teacher Support for the SWD / Appropriately Placed Teachers | Increased teacher support for students with disabilities (SWD) and appropriately placed teachers will significantly enhance students' academic outcomes. As JLPAA teachers receive specialized training and resources to support SWD, they will be better equipped to address diverse learning needs, leading to more inclusive and effective classroom environments. This support includes professional development, access to specialized instructional materials, and ongoing collaboration with special education experts. Appropriately placed teachers, who are matched to roles that align with their skills and expertise, contribute to improved academic performance for all students. Our teachers can deliver tailored instruction that meets students' individual needs, fostering a supportive and engaging learning atmosphere. Proper placement ensures that teachers are confident and competent in their subject areas and teaching methods, which enhances student engagement and achievement. | \$439,768 | Yes |
| 1.5 | Special Education Assessments | Special education assessments play a crucial role in shaping the academic success of JLPAA's students with disabilities. The assessments are designed to identify students' unique learning needs, strengths, and challenges. These evaluations enable JLPAA's educators and parents to develop personalized education plans (IEPs) tailored to each student's requirements by providing detailed insights into a student's cognitive, academic, and social-emotional development. The impact of special education assessments on overall academics is significant. First, they ensure that students receive the appropriate accommodations and modifications necessary for their success in the classroom. This individualized support can lead to improved academic performance and greater engagement in learning activities. Furthermore, special education assessments help educators and parents make informed decisions about the most effective instructional strategies and interventions. This targeted approach can enhance the quality of education provided, not only benefiting students with disabilities but also promoting a more inclusive and supportive school environment. | \$75,000 | Yes |

| | | | | |
|-----|---|--|-----------|-----|
| 1.6 | Academic technology/Support with an Emphasis on Unduplicated Students | <p>Academic technology and support with a focus on unduplicated students—those who are English learners, foster youth, and low-income—can significantly enhance their academic outcomes here at JLPAA. By integrating technology into the classroom, JLPAA can provide personalized learning experiences that cater to the diverse needs of our students. Technology tools such as adaptive learning platforms, digital resources, and interactive software allow for differentiated instruction, helping to bridge learning gaps and reinforce concepts at an individualized pace. These tools can offer real-time feedback, engaging multimedia content, and additional practice opportunities that are tailored to each student's proficiency level and learning style.</p> <p>Support systems, including access to tech devices, tech experts, reliable internet, and training for students and staff, ensure that unduplicated students can fully benefit from these technological resources. Additionally, academic support services like tutoring, mentoring, and after-school programs will provide the extra assistance and encouragement needed for our students to succeed.</p> <p>Emphasizing academic technology and support for unduplicated students helps address educational inequities, fosters engagement, and promotes better academic performance. By leveraging these tools and resources, JLPAA will continue to create a more inclusive and effective learning environment that empowers all students to achieve their full potential.</p> | \$125,000 | Yes |
|-----|---|--|-----------|-----|

| | | | | |
|-----|--|---|-----------|-----|
| 1.7 | Additional General Education Paraeducators | <p>Additional general education paraeducators continue to significantly contribute to academic success by providing crucial support to both teachers and students at JLPAA. Our paraeducators assist in a variety of instructional tasks, allowing teachers to focus more on delivering personalized and effective instruction. Our paraeducators help manage classroom activities, provide one-on-one or small group assistance, and reinforce learning concepts, ensuring that all students, especially those who may struggle, receive the attention and support they need. This additional support can help maintain a positive and productive classroom environment, reducing disruptions and allowing for more efficient teaching and learning. For our students, having additional paraeducators means increased access to individualized attention and assistance with understanding and completing assignments. This will lead to improved comprehension, higher engagement, and better academic outcomes. Moreover, our paraeducators will help identify and address learning gaps early on, providing timely interventions that prevent students from falling behind. Their presence in the classroom also enables a more inclusive educational experience, ensuring that all students, regardless of their abilities or backgrounds, have the opportunity to succeed.</p> | \$506,000 | Yes |
|-----|--|---|-----------|-----|

Insert or delete rows, as necessary.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|---------|---|-------------------|
| Goal #2 | A full range of resources that assist both academic and social-emotional learning will be available to all students. | Broad Goal |

State Priorities addressed by this goal.

1: Basic (Conditions of Learning) 7: Course Access (Conditions of Learning)

5: Pupil Engagement (Engagement) 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal provides a comprehensive support system that promotes sound academic and social-emotional learning to ensure holistic development and success for our students. This approach recognizes that academic achievement and emotional well-being are interconnected and equally important for a student's overall growth. By addressing both areas, JLPAA continues to create a nurturing environment that supports diverse learning needs, enhances student engagement, reduces behavioral issues, and prepares students for future challenges. This goal reflects the school's commitment to fostering resilient, well-rounded individuals who are equipped with the skills and mindset necessary for lifelong success.

Measuring and Reporting Results

2023-2024 Percentage of Students that Met Projected Growth

| | Math | Reading | Language Usage |
|---|------|---------|----------------|
| K | 43% | 44% | n/a |
| 1 | 30% | 44% | n/a |
| 2 | 53% | 35% | 53% |
| 3 | 45% | 43% | 34% |
| 4 | 18% | 24% | 34% |

| | | | |
|---|-----|-----|-----|
| 5 | 33% | 59% | 60% |
| 6 | 34% | 18% | 21% |
| 7 | 56% | 41% | 44% |
| 8 | 59% | 43% | 63% |

Ethnicity (All Enrolled Students)



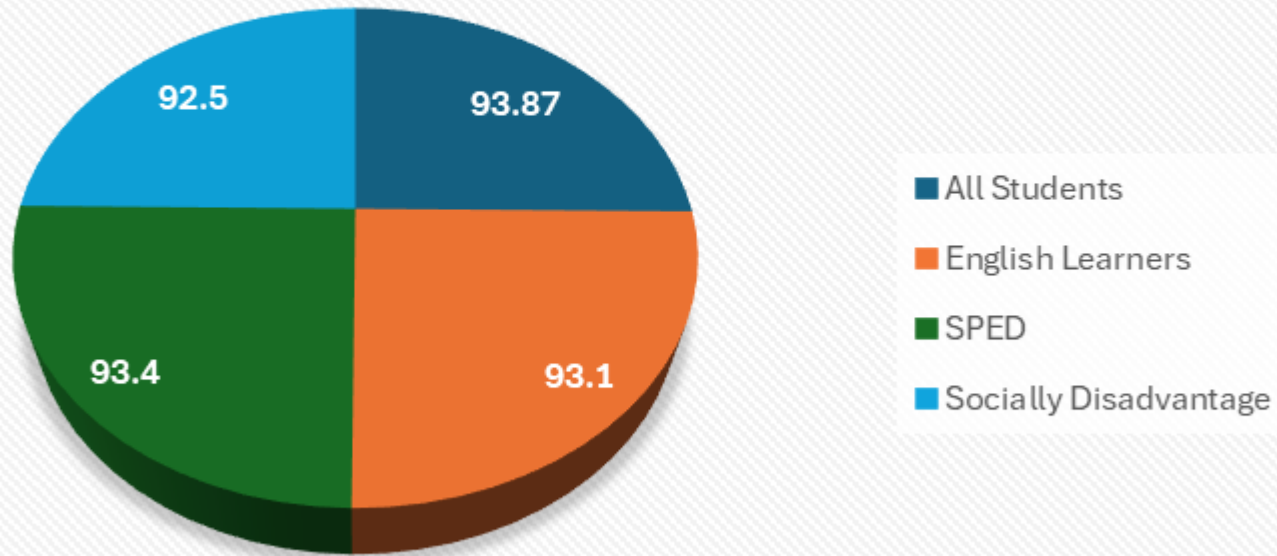
- 00.48% — American Indian or Alaska Native
- 13.73% — Black or African American
- 04.58% — Two or More Races
- 00.72% — Filipino
- 68.43% — Hispanic or Latino
- 00.48% — Native Hawaiian or Other Pacific Islander
- 11.33% — White

Ethnicity (All Registered Students for the SBAC ELA/Math)



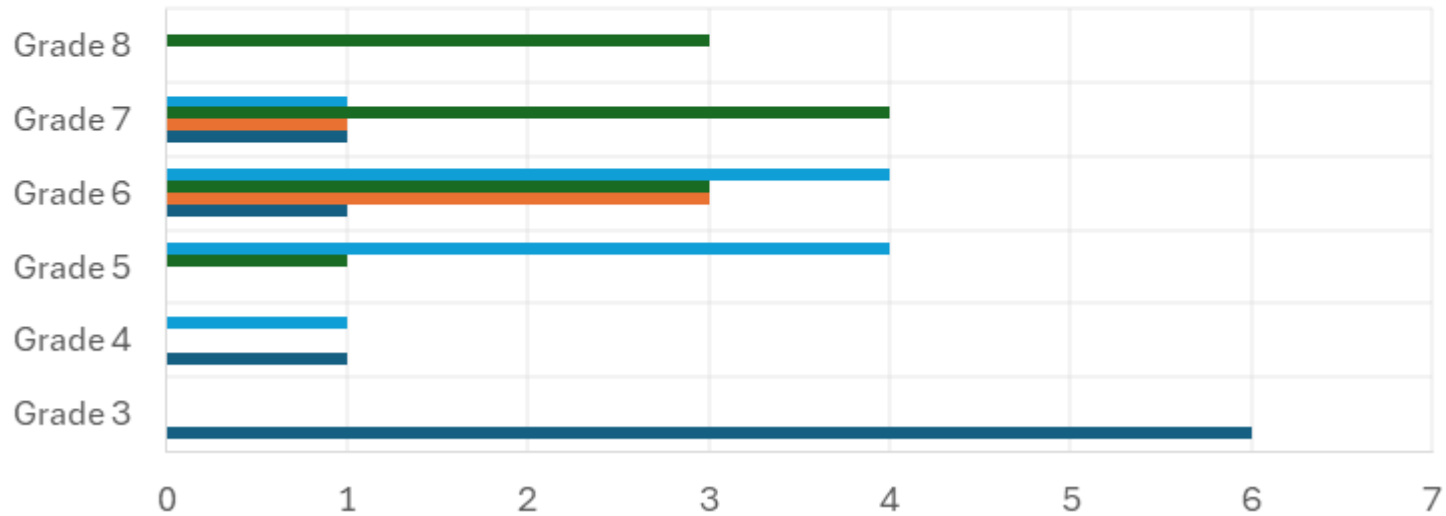
- 00.38% — American Indian or Alaska Native
- 15.27% — Black or African American
- 04.96% — Two or More Races
- 01.15% — Filipino
- 66.41% — Hispanic or Latino
- 00.76% — Native Hawaiian or Other Pacific Islander
- 11.07% — White

Attendance Rates 2023-2024



EL STUDENT SCORE RANGE 2023-2024

■ Level 4 ■ Level 3 ■ Level 2 ■ Level 1



| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|-----------------------|-----------------------|---|--|
| 2.1 | SEL/ Mental Health sessions attended by teachers and support staff | 1 Session of professional development took place FY 2023-24 | [Insert outcome here] | [Insert outcome here] | Teachers will attend MTSS and PBIS sessions utilizing SELPA and resources offered by RCOE | [Insert current difference from baseline here] |
| 2.2 | Standards aligned with core curriculum/ VAPA | All students will take 1 dance and choir class. 100% of all students have access to the standards aligned curriculum, new textbooks etc. were purchased to address the needs of EL, Unduplicated, SPED | | | All students will have continued access to standard based core curriculum & VAPA program | |
| 2.3 | Adding visual arts as a means of support for mental health | All students were given access to a visual art program. | | | Students will participate in 6 art related activities per school year | |
| 2.4 | Increase student attendance for low-income students; EL, SWD & Black Students | Increases ATSI review: SPED students- 98.3% EL students- 95.9 % Black students- 98.4% Low Income- 94.5% All students- 94.56% | | | Increase all student attendance to 98% | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Insert or delete rows, as necessary.

Goal Analysis for 2024/2025

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

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

Having an attendance clerk helped to improve the overall attendance for FY 23/24. JLPAA will have an independent study teacher to help increase the overall attendance for all students.

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

JLPAA implemented a professional development coach for teachers, ESY, and a summer math program adding additional expenses to utilize through LCFF revenue and a grant for improved services. Spending an additional est. of \$75,000 for these programs.

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

At JLPAA, a comprehensive array of resources caters to both academic and social-emotional learning needs, ensuring accessibility for all students. The institution's goals have yielded tangible success, evidenced by enhanced attendance rates, bolstered mental health provisions, and enriched visual arts engagement. The sustained achievements are underscored by consistently high attendance levels and active participation in various activities throughout the school community.

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.

JLPAA implemented several enhancements, including the recruitment of a professional coach and the expansion of after-school, Extended School Year (ESY), and a summer algebra program. Moreover, adjustments were made to metric/priority #2, aiming to elevate overall student attendance to 98%, further reinforced by the introduction of independent study support.

| |
|--|
| |
|--|

| |
|--|
| |
|--|

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 | Mental Health / Social Emotional Learning | <p>At Julia Lee Performing Arts Academy (JLPAA), we prioritize the mental health and social-emotional learning (SEL) of our students through a multifaceted approach that includes physical education, field days, and partnerships with community groups.</p> <p>Physical Education and Field Days: Our physical education program and organized field days are designed not only to promote physical health but also to enhance students' social and emotional well-being. Engaging in physical activities helps reduce stress, improve mood, and build resilience. These activities encourage teamwork, cooperation, and the development of interpersonal skills, which are essential components of SEL and each student's academic success.</p> <p>Partnerships with Community Groups: Collaborating with local community organizations, such as Care Solace, allows us to provide students with additional resources and support systems. These partnerships can offer workshops, mentorship programs, and extracurricular activities that further enrich our students' social and emotional learning experiences. Access to community resources ensures that students have a broader network of support, promoting a sense of belonging and connectedness.</p> <p>Desert Mountain SELPA and RCOE Resources: We also leverage resources from the DM Special Education Local Plan Area (SELPA) and the Riverside County Office of Education (RCOE) to provide targeted support for students with specific needs. These resources include specialized programs, professional development for staff, and access to expert guidance on best practices in mental health and SEL.</p> <p>By integrating physical education, community partnerships, and specialized resources, JLPAA ensures that all students have access to comprehensive support systems that foster both academic success and emotional well-being.</p> | \$70,000 | Yes |

| | | | | |
|-----|---|--|-----------|-----|
| 2.2 | Visual Arts / Teachers/ Professional Development | <p>At JLPAA, we believe that incorporating visual and performing arts into our curriculum plays a crucial role in fostering the holistic development of our students, leading to greater educational success.</p> <p>Visual Arts: Through our visual arts program, students engage in creative expression, which enhances their cognitive abilities, critical thinking, and problem-solving skills. Access to diverse materials and mediums allows students to explore their creativity and develop a deep appreciation for art. This hands-on learning approach nurtures their imaginative capabilities and contributes to a well-rounded education.</p> <p>Teachers and Professional Development: We prioritize continuous professional development for our teachers, ensuring they are equipped with the latest strategies and techniques in arts education. This empowers our educators to integrate arts effectively into their teaching, creating an enriched learning environment that benefits all students.</p> <p>Performances and Productions: Regular performances and productions provide students with opportunities to showcase their talents and build confidence. Participation in these events helps students develop public speaking skills, teamwork, and discipline. The experience of working towards a common goal in a performance setting reinforces collaboration and perseverance.</p> <p>Integration and Film: By integrating visual and performing arts across the curriculum, we create interdisciplinary learning experiences that connect artistic concepts with core academic subjects. This integration helps students see the relevance of their studies in a broader context. Additionally, exposure to film and media arts broadens their understanding of storytelling and visual communication.</p> <p>Whole Child Development: Incorporating visual and performing arts supports the whole child by addressing their emotional, social, and intellectual needs. Artistic activities promote self-expression, empathy, and emotional intelligence. These skills are essential for personal growth and academic achievement, helping students to thrive in all aspects of their lives. The inclusion of visual and performing arts at</p> | \$320,000 | Yes |
|-----|---|--|-----------|-----|

| | | | | |
|-----|--------------------------------------|---|-----------|-----|
| | | JLPAA ensures that students receive a comprehensive education that prepares them for success both inside and outside the classroom. | | |
| 2.3 | Student Engagement: Daily Attendance | JLPAA is making a deliberate effort to increase the attendance rate of all students, with a special focus on supporting low-income students. To achieve this, we have implemented targeted measures including the appointment of an independent study teacher and an attendance clerk. The independent study teacher provides flexible learning options for students who may face challenges attending regular classes, ensuring they remain engaged and on track academically. The attendance clerk monitors attendance patterns, identifies at-risk students, and works closely with families to address barriers to regular attendance. With these dedicated roles, JLPAA aims to achieve an ambitious attendance goal of 98%, fostering a more inclusive and supportive educational environment for all students. | \$175,000 | Yes |
| 2.4 | PBIS Coordinator | A Positive Behavior Interventions and Supports (PBIS) coordinator at JLPAA will play a crucial role in enhancing student outcomes both behaviorally and academically. By implementing a school-wide PBIS framework, the coordinator will help establish consistent behavioral expectations and positive reinforcement strategies. This approach creates a supportive and structured environment that encourages good behavior and reduces disciplinary issues. Staff will receive professional development to effectively apply PBIS principles, equipping them with the skills to foster positive relationships and manage classrooms more effectively. As a result, students will benefit from a more positive school climate, which supports their academic engagement and achievement, leading to improved overall outcomes. At JLPAA, the utilization of the 5 pillars will structure monthly activities, complemented by regular school-wide meetings either on a monthly or weekly basis. These gatherings serve to reinforce language accuracy and consistency, ensuring alignment with the overarching principles upheld by the institution. | \$85,000 | Yes |

| | | | | |
|-----|--|---|-----------|-----|
| 2.5 | Extended Learning/ After-School/ Intersession/ California State University (CSU) | <p>Extended learning opportunities, such as after-school enrichment classes and homework help, provide significant benefits for students at JuJLPAA. These programs offer additional academic support and creative activities beyond the regular school day, helping students to reinforce and expand their learning. Enrichment classes expose students to new subjects and skills, fostering a love for learning and encouraging intellectual curiosity. Homework help sessions ensure that students have the resources and guidance needed to complete their assignments successfully, reducing stress and improving academic performance. These extended learning opportunities create a supportive environment that caters to diverse learning needs and promotes overall student success.</p> <p>Participation in national competitions, such as the National Invention Convention in Southern California and the event at the Henry Ford Museum, further enriches the educational experience for JLPAA students. These competitions provide a platform for students to apply their knowledge and creativity in real-world contexts, enhancing their problem-solving and critical-thinking skills. Competing at such prestigious events also builds students' confidence and inspires them to pursue their passions with greater dedication. The exposure to innovative ideas and interaction with peers from different backgrounds broadens their perspectives and motivates them to achieve higher academic and personal goals. These experiences underscore the value of extended learning programs in nurturing well-rounded, motivated, and successful students.</p> <p>The CSU Summer Algebra Institute (SAI) is a four-to five-week in-person math enrichment program for rising 8th – 12th grade students. Participants will learn skills and techniques to improve their knowledge of mathematics and quantitative reasoning. The SAI program aligns with CSU's ambitious Graduation Initiative 2025 goals that aim to increase graduation rates for all CSU students while eliminating equity gaps.</p> <p>One primary goal of the program is to positively improve college readiness, particularly in mathematics and quantitative reasoning ability. Credentialed math instructors will teach the course content with</p> | \$390,000 | Yes |
|-----|--|---|-----------|-----|

| | | | | |
|--|--|---|--|--|
| | | EdReady curriculum, an adaptive online application for math readiness that designs a personalized learning path to fill students' knowledge gaps. In addition, students will participate in team learning activities, STEAM projects, "college knowledge" workshops and in-person CSU campus tours. | | |
|--|--|---|--|--|

Insert or delete rows, as necessary.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|---------|--|-------------------|
| Goal #3 | Educational partners will advocate and participate in the JLPAA charter school community. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

By supporting and engaging with the JLPAA charter school community, educational partners build a stronger support system for students and families, promoting a cooperative and rich learning environment. The Delta D.E.A.R.S reads aloud to our pupils to improve literacy, and Resilient Kids offers helpful parenting programs to help parents raise resilient and highly capable kids. These collaborations enhance students' overall development and uphold the school's goal of fostering their intellectual and social-emotional development.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|------------------------------|--|-----------------------|-----------------------|--|--|
| 3.1 | Family Engagement | 70% of parents will participate in activities or meetings throughout the school year | [Insert outcome here] | [Insert outcome here] | 70% of parents will participate in activities or meetings throughout the school year | [Insert current difference from baseline here] |
| 3.2 | Engaged ELAC Parent Meetings | JLPAA will conduct to ELAC meetings annually with at least 50% participation | [Insert outcome here] | [Insert outcome here] | 100% Participation of parents/ guardian in the annual meetings | [Insert current difference from baseline here] |
| 3.3 | Parent Educational Workshops | 2 workshops held per year for parents to attend on education/resources | [Insert outcome here] | [Insert outcome here] | 20% Participation form parents | [Insert current difference from baseline here] |
| 3.4 | School Climate | Continue to keep at 0% -Suspension Rates -Middle School Dropout -Expulsion Rate | | | 0% Suspension Rates -Middle School Dropout -Expulsion Rate | |

Insert or delete rows, as necessary.

Goal Analysis for 2024/2025

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

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

JLPAA has successfully increased family engagement through its proactive implementation of round table meetings dedicated to discussing various workshops for parents and student services. By fostering a collaborative environment, these meetings have encouraged greater involvement from families, resulting in notable participation growth. Notably, compared to previous fall meetings, two additional families actively participated in the English Learners (EL) meetings, underscoring the program's effectiveness in reaching and engaging diverse

community members. Moreover, the JLPAA's initiatives have seen an uptick in family participation in festivals and other community opportunities, further solidifying its commitment to nurturing school-home solid partnerships. These efforts not only enhance communication and support between educators and families but also enrich the educational experience for students by providing holistic support and resources that contribute to their overall success.

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

There are no material differences at this time

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

At JLPAA, effective family engagement and community involvement through initiatives such as library access, partnerships with organizations like DELTA sorority, collaborations with public and environmental health agencies, participation in the Riverside County Science Fair, Cal State field trips, festivals, and parent workshops continue to be instrumental in enriching the educational experience of students. These activities not only enhance academic learning but also foster a sense of belonging and connectedness within the school community. By encouraging families to utilize library resources, schools promote literacy and lifelong learning habits. Collaborations with community stakeholders like DELTA sorority and health agencies provide students with valuable real-world experiences and expose them to diverse perspectives and career opportunities in science and public health. Participation in events such as science fairs and field trips to universities expands students' horizons and encourages them to pursue higher education. Additionally, festivals and parent workshops create opportunities for families to actively participate in their children's education, strengthen relationships between home and school, and contribute to a supportive environment where students can thrive socially, emotionally, and academically.

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

No Changes have been made to the planets goals from prior practice.

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 | Family Engagement | JLPAA holds several meetings throughout the year to keep families informed about upcoming events and to provide a platform for their feedback. These meetings ensure that parents are actively involved in their children's education and school community. Families participate in various activities such as parades, workshops on raising highly capable kids, and festivals, fostering a strong sense of community and engagement. Parents also volunteer on field trips and assist in classrooms, which directly supports students' academic achievements by creating a collaborative and supportive learning environment. This active involvement from families not only enriches the school experience but also contributes to the overall success and well-being of the students. Parents will continue to be an amazing partner with our invention convention team. | \$10,000 | No |
| 3.2 | English Language Advisory Committee | The English Language Advisory Committee (ELAC) at JLPAA plays a crucial role in supporting the needs of English language learners (ELLs) and their families. This committee brings together parents, teachers, and administrators to collaboratively address the unique challenges faced by ELL students. ELAC provides valuable input on programs, services, and resources that enhance language acquisition and academic success. By offering a platform for parents to share their insights and concerns, ELAC fosters a stronger home-school connection, ensuring that ELL students receive comprehensive support both in and out of the classroom. The committee's efforts help create a more inclusive and equitable educational environment, ultimately promoting the academic and social-emotional growth of all students. | \$36,800 | Yes |

| | | | | |
|-----|----------------------------|--|----------|----|
| 3.3 | Parent Education Workshops | <p>Julia Lee Performing Arts Academy (JLPAA) offers a variety of parent workshops to enhance understanding and engagement in critical educational areas.</p> <p>Math Workshops: This session equips parents with strategies to support their children's math learning at home, demystifying complex concepts and providing tools for effective practice for our summer program. (Serving grades 6-8)</p> <p>Invention Convention: Workshops for the Invention Convention guide parents on how to foster creativity and innovation in their children, helping them to navigate project requirements and encourage problem-solving skills.</p> <p>Resilient Kids: These workshops offer parents insights into raising resilient children, focusing on techniques to build emotional strength, adaptability, and confidence. (13 week course)</p> <p>ELAC (English Language Advisory Committee): ELAC workshops educate parents on how to effectively support English language learners, ensuring they are aware of available resources and best practices for language development and academic success.</p> <p>Through these workshops, JLPAA empowers parents with the knowledge and skills needed to actively participate in their children's education, fostering a collaborative and supportive school community.</p> | \$15,000 | No |
|-----|----------------------------|--|----------|----|

| | | | | |
|-----|---|---|--|--|
| 3.4 | School Climate Focus Groups for Parent and Students | <p>School Climate Focus Survey Groups for parents and students are essential for gathering valuable feedback to enhance the overall learning environment at JLPAA. These survey groups will provide a structured platform for parents and students to voice their opinions, concerns, and suggestions about various aspects of the school climate, including safety, inclusiveness, and academic support. By actively seeking input from these key stakeholders, the school can identify strengths and areas for improvement, ensuring that the educational experience is responsive to the needs of the community it serves.</p> <p>Engaging parents and students in these survey groups also fosters a sense of ownership and partnership in the educational process. When families and students feel that their feedback is heard and valued, they are more likely to be invested in the success of the school. This collaborative approach helps build trust and transparency between the school administration and the community, leading to more effective and meaningful changes. Ultimately, incorporating feedback from School Climate Focus Survey Groups ensures that JLPAA can create a supportive, positive, and thriving school environment that promotes academic excellence and social-emotional well-being for all students.</p> | | |
|-----|---|---|--|--|

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$806,123 | \$47,465 |

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 |
|---|-----------------------------|-------------------------|---|
| 11.84% | 0% | \$0 | 11.84% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action #(s) | 1. Identified Need(s) | 2. How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | 3. Metric(s) to Monitor Effectiveness |
|----------------------|---|---|--|
| Goal 1, Action 1 | Our classroom teacher feedback indicated that the teachers need additional instructional support to provide additional direct academic instruction for students who are at risk of making adequate academic progress in ELA, Social Studies, Math and Science classes. | To address this LEA-wide need, our HR department which includes the Tier 1 Instructional Committee will conduct targeted recruitment of qualified individuals that can help implement differentiated instruction techniques. The identified paraprofessionals will employ specialized instruction to meet the diverse needs of students. The goal of this action is that it will lead to an increase in the percentage of foster youth, English learners and low-income students meeting grade level standards on NWEA MAP and on the CAASPP. This action is implemented LEA-Wide because JLPAA has a large number of EL and low-income students. This action would have a major effect on the student population as many of them are represented in these 3 populations of students. | HR department compiles data on their recruitment efforts for the paraprofessionals: # of contacts, # of interviews, # of job fairs the department members attended and # of new hires for the paraprofessional positions available that will support the students. |
| Goal 1: Action 2 | An analysis of the NWEA school-wide data , indicated a need to provide targeted academic support for our students who were low achieving in the areas of ELA and Mathematics. The data demonstrated that our foster youth, English learners and low-income students were most in need of that targeted instruction particularly in ELA. | To address this need, the school will provide a small group after school tutoring three days during the week, focused on phonemic awareness, sight word recognition, and writing in direct instruction in the areas of ELA and Mathematics word problems,through guided practice opportunities. Explicit reading instruction supports students in making significant growth in their areas of deficits. The school expects this additional direct instruction to improve the percentage of unduplicated pupils meeting their individualized NWEA Spring Growth targets in Math, Reading, and Language. This instruction is in addition to the Designated EL instruction delivered to the EL students. | To monitor effectiveness the NWEA data reports are disaggregated by the individual students and growth targets are analyzed for each of the unduplicated students. |

| | | | |
|----------------------------|---|--|--|
| <p>Goal 1 Action 7</p> | <p>Our Unduplicated students continued to need additional support in all areas, particularly in ELA. While our EL students received designated ELD from teachers specially trained in delivering instruction in English. JLPAA has sought to offer specialized instruction for our low-income, foster youth and additional instruction by teachers especially trained in the area of ELA.</p> | <p>Three teachers have been identified as Reading Intensive teachers to address the needs of the Unduplicated students, in addition to their classroom duties. The teachers identified are the Kindergarten and first grade teachers as they are the initial cadre of professionals to instruct early learners. JLPAA addresses this need by using a grant to cover the tuition of these teachers who will have an additional authorization in Reading in addition to their Multiple Subject Teaching Credential. The goal is to conduct a pre-emptive stance on what has been an issue.</p> | <p>The teachers will submit their transcripts at the end of the enrolled semester with at least one course successfully completed with a grade of B or better.</p> |
|----------------------------|---|--|--|

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

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.

N/A

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:13 | [Provide ratio here] |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:19 | [Provide ratio here] |

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and

any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional

assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

24-25 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 2,872,809 | \$ 729,277 | \$ - | \$ 92,482 | 3,694,568 | \$ 3,460,568 | \$ 234,000 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|---|------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1 | Achievement Gap | All | \$ 100,000 | \$ - | \$ - | \$ - | \$ 100,000 |
| 1 | 2 | NWEA - MAP GROWTH | All | \$ 86,000 | \$ - | \$ - | \$ - | \$ 86,000 |
| 1 | 3 | Standards Based EL Curriculum | English Learners | \$ 1,261,000 | \$ - | \$ - | \$ - | \$ 1,261,000 |
| 1 | 4 | Certificated EL Teacher | English Learners | \$ 98,517 | \$ 248,769 | \$ - | \$ 92,482 | \$ 439,768 |
| 1 | 5 | Increased Teacher Support | All | \$ - | \$ 75,000 | \$ - | \$ - | \$ 75,000 |
| 1 | 6 | Special Education Assessment | All | \$ 125,000 | \$ - | \$ - | \$ - | \$ 125,000 |
| 1 | 7 | Academic Technology | All | \$ 506,000 | \$ - | \$ - | \$ - | \$ 506,000 |
| 2 | 1 | Mental Health/Social Emotional Learning | All | \$ 70,000 | \$ - | \$ - | \$ - | \$ 70,000 |
| 2 | 2 | Visual and Performing Arts | All | \$ 211,539 | \$ 108,461 | \$ - | \$ - | \$ 320,000 |
| 2 | 3 | Student Engagement: Daily Attendance | All | \$ 175,000 | \$ - | \$ - | \$ - | \$ 175,000 |
| 2 | 4 | PBIS | All | \$ 85,000 | \$ - | \$ - | \$ - | \$ 85,000 |
| 2 | 5 | Extended School | All | \$ 92,953 | \$ 297,047 | \$ - | \$ - | \$ 390,000 |
| 3 | 1 | Family Engagement | All | \$ 10,000 | \$ - | \$ - | \$ - | \$ 10,000 |
| 3 | 2 | English Language Advisory Committee | All | \$ 36,800 | \$ - | \$ - | \$ - | \$ 36,800 |
| 3 | 3 | Parent Education Workshops | All | \$ 15,000 | \$ - | \$ - | \$ - | \$ 15,000 |
| 3 | 4 | School Climate | All | \$ - | \$ - | \$ - | \$ - | \$ - |

24-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 5,763,194 | \$ 806,123 | 13.99% | 0.00% | 13.99% | \$ 2,757,809 | 0.00% | 47.85% | Total: | \$ 2,757,809 |
| | | | | | | | | LEA-wide Total: | \$ 1,398,292 |
| | | | | | | | | Limited Total: | \$ 1,359,517 |
| | | | | | | | | Schoolwide Total: | \$ - |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|---|---|----------|-------------------------------|------------|--|---|
| 1 | 2 | NWEA - MAP GROWTH | Yes | LEA-wide | All | Elementary | \$ 86,000 | 0.00% |
| 1 | 3 | Standards Based EL Curriculum | Yes | Limited | English Learners | Elementary | \$ 1,261,000 | 0.00% |
| 1 | 4 | Certificated EL Teacher | Yes | Limited | English Learners | Elementary | \$ 98,517 | 0.00% |
| 1 | 5 | Increased Teacher Support | Yes | LEA-wide | All | Elementary | \$ - | 0.00% |
| 1 | 6 | Special Education Assessment | Yes | LEA-wide | All | Elementary | \$ 125,000 | 0.00% |
| 1 | 7 | Academic Technology | Yes | LEA-wide | All | Elementary | \$ 506,000 | 0.00% |
| 2 | 1 | Mental Health/Social Emotional Learning | Yes | LEA-wide | All | Elementary | \$ 70,000 | 0.00% |
| 2 | 2 | Visual and Performing Arts | Yes | LEA-wide | All | Elementary | \$ 211,539 | 0.00% |
| 2 | 3 | Student Engagement: Daily Attendance | Yes | LEA-wide | All | Elementary | \$ 175,000 | 0.00% |
| 2 | 4 | PBIS | Yes | LEA-wide | All | Elementary | \$ 85,000 | 0.00% |
| 2 | 5 | Extended School | Yes | LEA-wide | All | Elementary | \$ 92,953 | 0.00% |
| 3 | 1 | Family Engagement | Yes | LEA-wide | All | Elementary | \$ 10,000 | 0.00% |
| 3 | 2 | English Language Advisory Committee | Yes | LEA-wide | All | Elementary | \$ 36,800 | 0.00% |
| 3 | 4 | School Climate | Yes | LEA-wide | All | Elementary | \$ - | 0.00% |

23-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 1,414,693.00 | \$ 1,654,647.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1 | Achievement Gap | No | \$ - | \$ 4,486 |
| 1 | 2 | NWEA - MAP GROWTH | Yes | \$ 51,127 | \$ 60,702 |
| 1 | 3 | Standards Based EL Curriculum | Yes | \$ 23,144 | \$ 40,465 |
| 1 | 4 | Certificated EL Teacher | Yes | \$ 82,388 | \$ 103,862 |
| 1 | 5 | Increased Teacher Support | Yes | \$ 372,000 | \$ 373,499 |
| 1 | 6 | Special Education Assessment | Yes | \$ 75,000 | \$ 70,000 |
| 1 | 7 | Academic Technology | Yes | \$ 25,000 | \$ 43,825 |
| 1 | 8 | Paraeducators | Yes | \$ 301,889 | \$ 282,132 |
| 2 | 1 | Mental Health/Social Emotional Learning | Yes | \$ 19,166 | \$ 22,700 |
| 2 | 2 | Performing Arts: Soundtrap | Yes | \$ 178,141 | \$ 271,828 |
| 2 | 3 | Visual Arts | Yes | \$ 32,686 | \$ 65,660 |
| 2 | 4 | Student Engagement: Daily Attendance | Yes | \$ 76,688 | \$ 73,731 |
| 2 | 5 | Counseling | Yes | \$ 90,000 | \$ 75,294 |
| 2 | 6 | ATSI | Yes | \$ 25,000 | \$ 96,570 |
| 3 | 1 | Family Engagement | No | \$ 25,664 | \$ 25,800 |
| 3 | 2 | English Language Advisory Committee | Yes | \$ 36,800 | \$ 44,093 |
| 3 | 3 | Parent Education Workshops | No | \$ - | \$ - |
| 3 | 4 | School Climate Survey-Parents | No | \$ - | \$ - |
| 3 | 5 | School Climate Survey | No | \$ - | \$ - |

23-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 781,096 | \$ 857,118 | \$ 1,058,054 | \$ (200,936) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|--|--|---|---|---|
| 1 | 2 | NWEA - MAP GROWTH | Yes | \$ 51,127 | \$ 52,864.00 | 0.00% | 0.00% |
| 1 | 3 | Standards Based EL Curriculum | Yes | \$ 23,144 | \$ - | 0.00% | 0.00% |
| 1 | 4 | Certificated EL Teacher | Yes | \$ 82,388 | \$ 70,312.00 | 0.00% | 0.00% |
| 1 | 5 | Increased Teacher Support | Yes | \$ 172,000 | \$ 243,293.00 | 0.00% | 0.00% |
| 1 | 6 | Special Education Assessment | Yes | \$ - | \$ - | 0.00% | 0.00% |
| 1 | 7 | Academic Technology | Yes | \$ 25,000 | \$ 43,825.00 | 0.00% | 0.00% |
| 1 | 8 | Paraeducators | Yes | \$ 154,144 | \$ 282,132.00 | 0.00% | 0.00% |
| 2 | 1 | Mental Health/Social Emotional Learning | Yes | \$ - | \$ 9,200.00 | 0.00% | 0.00% |
| 2 | 2 | Performing Arts: Soundtrap | Yes | \$ 178,141 | \$ 138,097.00 | 0.00% | 0.00% |
| 2 | 3 | Visual Arts | Yes | \$ 32,686 | \$ 8,773.00 | 0.00% | 0.00% |
| 2 | 4 | Student Engagement: Daily Attendance | Yes | \$ 76,688 | \$ 73,731.00 | 0.00% | 0.00% |
| 2 | 5 | Counseling | Yes | \$ - | \$ 78,485.00 | 0.00% | 0.00% |
| 2 | 6 | ATSI | Yes | \$ 25,000 | \$ 15,000.00 | 0.00% | 0.00% |
| 3 | 2 | English Language Advisory Committee | Yes | \$ 36,800 | \$ 42,342.00 | 0.00% | 0.00% |

23-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 4,445,970 | \$ 781,096 | 0.00% | 17.57% | \$ 1,058,054 | 0.00% | 23.80% | \$0.00 - No Carryover | 0.00% - No Carryover |