LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valor Academy Elementary

CDS Code: 19647330133694

School Year: 2024-25

LEA Contact Information: Angelina Calderon | acalderon@brightstarschools.org | (323) 954-9957

School districts receive funding from different sources: state funds under the Local Conmprove services for high needs studentstrol Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
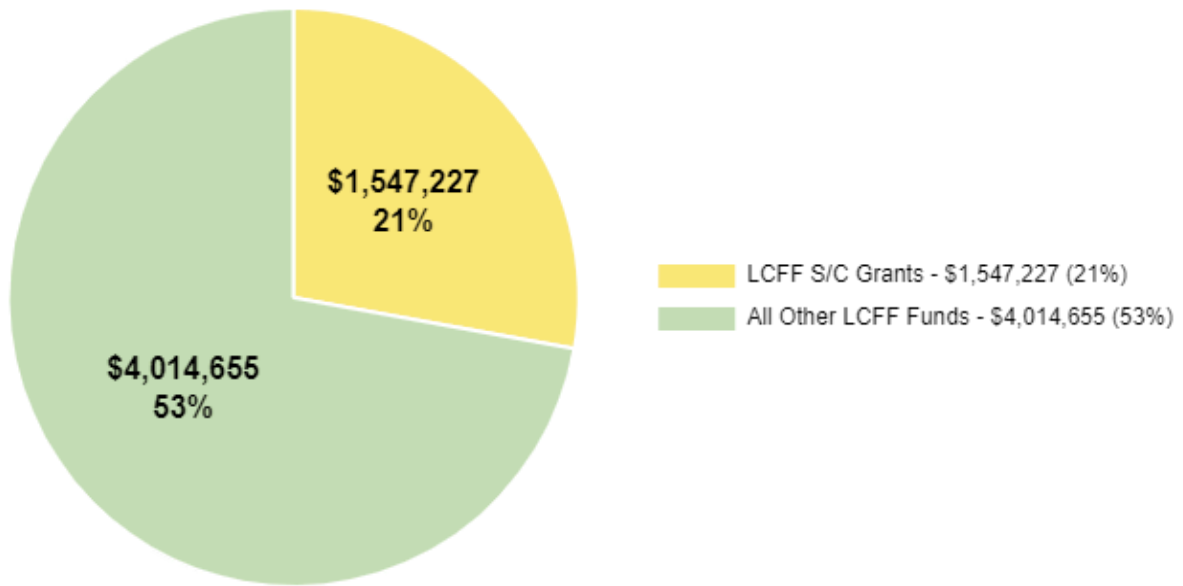
Budget Overview for the 2024-25 School Year
Projected Revenue by Fund Source
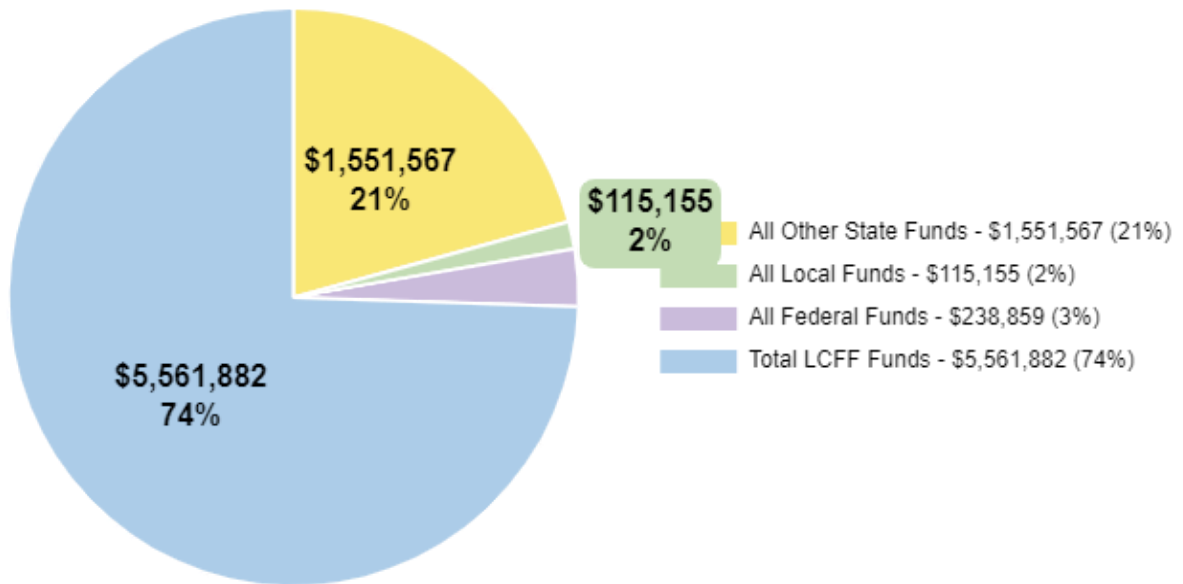
Source	Funds	Percentage
All Other State Funds	$1,551,567	21%
All Local Funds	$115,155	2%
All Federal Funds	$238,859	3%
Total LCFF Funds	$5,561,882	74%

Breakdown of Total LCFF Funds

LCFF S/C Grants - $1,547,227 (21%)
All Other LCFF Funds - $4,014,655 (53%)

Source	Funds	Percentage
LCFF S/C Grants	$1,547,227	21%
All Other LCFF Funds	$4,014,655	54%

These charts show the total general purpose revenue Valor Academy Elementary expects to receive in the coming year from all sources.

The total revenue projected for Valor Academy Elementary is $7,467,463, of which $5,561,882 is Local Control Funding Formula (LCFF), $1,551,567 is other state funds, $115,155 is local funds, and $238,859 is federal funds. Of the $5,561,882 in LCFF Funds, $1,547,227 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

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

Valor Academy Elementary plans to spend $7,379,278 for the 2024-25 school year. Of that amount, $7,379,278 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Per our Charter Authorizer, it is recommended we meet an internal net income reserve each year. We have set that target at 1% of annual expenses

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

In 2024-25, Valor Academy Elementary is projecting it will receive $1,547,227 based on the enrollment of foster youth, English learner, and low-income students. Valor Academy Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Valor Academy Elementary plans to spend $1,932,674 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
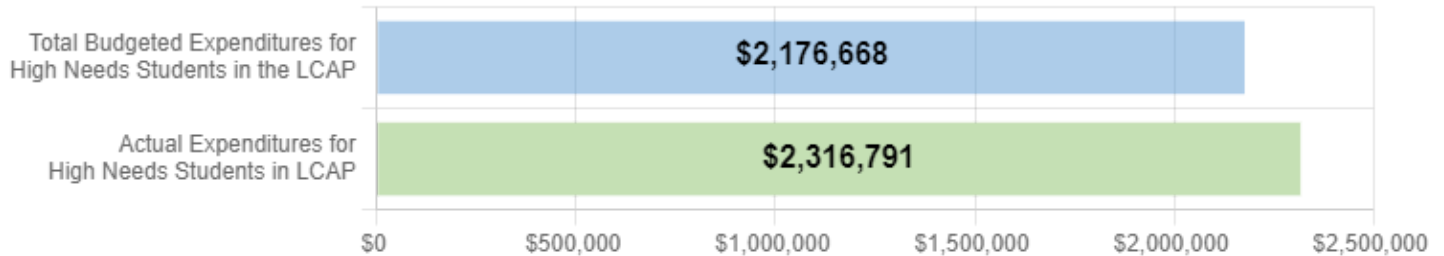
This chart compares what Valor Academy Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valor Academy Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2023-24, Valor Academy Elementary's LCAP budgeted $2,176,668 for planned actions to increase or improve services for high needs students. Valor Academy Elementary actually spent $2,316,791 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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
Valor Academy Elementary	Angelina Calderon Vice President of Public Affairs	acalderon@brightstarschools.org (323) 954-9957

Goals and Actions

Goal

Goal #	Description
Goal 1	All students demonstrate increased academic growth as measured by state test scores, and improved English proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	iReady Math % of students meeting annual typical growth on iReady Math diagnostic	Year: 2021-22 Source: iReady Diagnostic All Students: 62% Hispanic/Latinx: 61% EL: 64% SWD: 69%	2021-22 was the first year iReady assessments were administered, therefore, baseline is the only data currently available	Year: 2022-23 Source: iReady Diagnostic All Students: 55% Hispanic/Latino 54% EL: 53% SWD: 65%	Year: 2023-24 Source: iReady Diagnostic All Students: 61% Hispanic/Latino 60% EL: 59% SWD: 61%	67% school wide and for all numerically significant student groups
2	iReady Reading % of students meeting annual typical growth on iReady Reading diagnostic	Year: 2021-22 Source: iReady Diagnostic All Students: 58% Hispanic/Latinx:57% EL: 59% SWD: 59%	2021-22 was the first year iReady assessments were administered, therefore, baseline is the only data currently available	Year: 2022-23 Source: iReady Diagnostic All Students: 54% Hispanic/Latino EL: 46% SWD: 69%	Year: 2023-24 Source: iReady Diagnostic All Students: 55% Hispanic/Latino:55% EL: 52% SWD: 54%	63% school wide and for all numerically significant student groups 54%
3	ELA CAASPP % of students	Year: 2018-19 Source:	Year: 2020-21 Source:	Year: 2021-22 Source:	Year: 2022-23 Source:	All Students, All Racial

	meeting or exceeding standard on CAASPP ELA	CAASPP Website All Students: 26.31% SWD: In order to protect student privacy, data is suppressed SED: 29.03% Hispanic/Latinx: 17.24% EL: 18.75%	CAASPP Website All Students: 22.45% SWD: 15.38% SED: 21.38% Hispanic/Latinx 18.66% EL: 4.08%	CAASPP Website All Students: 33.34% SWD: 17.64% SED: 31.94% Hispanic/Latino 32.52% EL: 15.09%	CAASPP Website All Students: 34.38% SWD: 0% SED: 30.08% Hispanic/Latino: 32.76% EL: 16.98%	Subgroups, SED: 47.06% SWD: 31.36% EL: 39.5%
4	Math CAASPP % of students meeting or exceeding standard on CAASPP Math	Year: 2018-19 Source: CAASPP Website All Students: 23.68% SWD: In order to protect student privacy, data is suppressed SED: 25.81% Hispanic/Latinx 24.14% EL: 12.50%	Year: 2020-21 Source: CAASPP Website All Students: 14.28% SWD: 7.69% SED: 12.98% Hispanic/Latinx 12.69% EL: 2.04%	Year: 2021-22 Source: CAASPP Website All Students: 23.70% SWD: 17.65% SED: 20.17% Hispanic/Latino 21.95% EL: 20.75%	Year: 2022-23 Source: CAASPP Website All Students: 33.60% SWD: 30.77% SED: 29.20% Hispanic/Latino: 32.76% EL: 18.87%	All Students, All Racial Subgroups, SED: 33.38% SWD: 27.33% EL: 22.2%
5	EL Progress % of English Learners who make progress towards English Language proficiency ELPI data was unavailable from 2020-2021. In the interim we used % of students performing at level 4 on the Summative ELPAC as a measure for EL Progress.	Year: 2018-19 Source: CA Dashboard 21.6% of English Learners made towards English Language proficiency	Year: 2020-21 Source: CAASPP ELPAC Website Level 1: 6.59% Level 2: 31.14% Level 3: 50.30% Level 4: 11.98%	Year: 2021-22 Source: CA Dashboard 34.5% making progress towards English language proficiency	Year: 2022-23 Source: CA Dashboard 39.2% making progress towards English language proficiency	50.3% of English Learners who make progress towards English Language proficiency
6	EL Reclassification	Year: 2019-20 Source:	Year: 2020-21 Source:	EL Reclassification	Year: 2022-23 Source:	10%

% of students redesignated from EL to FEP status	DataQuest 2.8%	DataQuest 8.7%	was not released by the time of LCAP creation for the 2021-22 school year, due to delays at the CDE	DataQuest 13.8%	

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.

There were no substantive differences between planned actions and actual implementation of the actions.

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.

Investment in additional instructional staff. This will allow us to provide essential support for students, maintain lower student-teacher ratios, ultimately leading to a more positive learning environment for all Increased post-pandemic demand for emotional and behavioral support necessitates additional special education staff and investment in outsourced services (social work, counseling, etc.) to ensure individualized attention and student success. Increased, strategic use of one-time funding to invest in evidence-based interventions specifically designed to support our high-needs students

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

The school has increased academic outcomes for students during this LCAP cycle. In 21-22 the school had a DFS of -46.6 in ELA and by 22-23 had improved it to -31.2. Similarly, in 21-22 the school had a DFS in Math of -48 and in 22-23 it was -31.1. This growth is backed up by students growth as reported on the iReady growth report (which was made possible with the LCAP action Software - Academic Achievement. iReady reports indicate that in 21-22 and 22-23 the school had 52% of students meeting typical growth targets in reading. The schools' English learner progress rate also improved from 21-22 to 22-23, with a 4.7 percentage point increase. The school attributes this progress to the LCAP actions; general education teachers and intervention for high needs students. That said the school believes that more can be done to provide intervention to high needs students. The school had partnered with Study Smart Tutors for afterschool tutoring, however the program was not able to be implemented with fidelity due to inconsistent staffing from the agency. The action supplemental instructional support was also somewhat effective. The school had intended to implement weekly classroom walkthroughs as a leadership team to provide feedback on instructional practices but due to the high amount of leadership team members who were on various paid leaves the school was not able to implement this strategy. Additionally, the SSPT process was put on pause due to decreased admin capacity (completed SSPT 2 but not the final SSPT 3 meetings).

Given the performance of students with disabilities, and the school's ATSI status the school will reconsider how the action Special Education Services and Personnel will be implemented. Additionally, the school plans to continue intervention for high needs students but will adjust the process. In the upcoming year instructional interventionists will push into classrooms and pull students out for individualized tutoring throughout the school year. The school will also revise the supplemental instructional support processes to ensure that teachers receive aligned, frequent and normed admin classroom walkthroughs based on the instructional core. Also general education teachers will use CAASPP Blueprints to ensure students are exposed to all high priority standards. Additionally, general education teachers will lead designated ELD instruction and embed ELD and GLAD strategies throughout all lessons. In order to understand if high need students are making more than one year's worth of gains in reading and math the school is updating the iReady Growth metrics in the LCAP to assess the % of students who are meeting their stretch growth targets versus solely tracking typical growth.

Goal

Goal #	Description
Goal 2	School promotes a school culture which is positive, engaging, calm and supportive for both student social and emotional development, and actively engages and involves families in their students' learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Expulsion rate	Year: 2019-20 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2020-21 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2021-22 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2022-23 Source: DataQuest 0% school wide and for all numerically significant student groups	0% school wide and for all numerically significant student groups
2	Suspension rate	Year: 2019-20 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2020-21 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2021-22 Source: DataQuest All Students: 0.3% Hispanic/Latino 0.3% EL: data suppressed to protect student privacy SWD: data supressed to protect student	Year: 2022-23 Source: DataQuest All Students: 0% Hispanic/Latino 0% EL: data suppressed to protect student privacy SWD: data suppressed to protect student privacy SED:	0% school wide and for all numerically significant student groups

				privacy SED: data supressed to protect student privacy	data suppressed to protect student privacy	
3	Chronic absenteeism rate	Year: 2018-19 Source: DataQuest All Students: 11.0% Hispanic/Latinx 11.6% EL: 10.4% SWD: 21.4% SED: 12.1%	Year: 2020-21 Source: DataQuest All Students: 9.2% Hispanic/Latinx 8.3% EL: 8.6% SWD: 13.5% SED: 9.9%	Year: 2021-22 Source: DataQuest All Students: 27.5% Hispanic/Latino 28.2% EL: 23.4% SWD: 33.3% SED: 29.1%	Year: 2022-23 Source: DataQuest All Students: 25.7% Hispanic/Latino 25.9% EL: 24.9% SWD: 38.2% SED: 27.2%	5% school wide and for all numerically significant student groups
4	Average daily attendance rate	Source: Internal Data Tracking 95.53%	Year: 2020-2021 Source: Internal Data Tracking 96.57%	Year: 2021-22 Source: Internal Data Tracking 92.03%	Year: 2022-23 Source: CALPADs 92.5%	95%
5	School Belonging % of students that respond favorably to the statement "my teachers care about me," on the Timepoint 2 administration of the SELweb Climate Survey	Year: 2020-21 Source: xSEL Labs School Climate Report K - 3rd Grade: 82% (A Lot) 4th Grade: 72% (Agree/Strongly Agree	Year: 2021-22 Source: xSEL Labs School Climate Report K - 3rd Grade: 71% (A Lot) 4th Grade: 79% (Agree/Strongly Agree)	Year: 2022-23 Source: xSEL Labs School Climate Report K - 3rd Grade: 69% (A Lot) 4th Grade: 71% (True/Extremely True)	Year: Fall 2023-2024 Source: XSEL Web Survey Platform All Students: 70% Hispanic/Latino: 76% EL: 75% SWD: 70% SED: 76%	75%
6	Parent Rating % of parents who rate the school positively	Year: 2020-21 Source: Internal Data Tracking 94%	Year: 2021-22 Source: Internal Data Tracking 97%	Year: 2022-23 Source: Internal Data Tracking 96%	Year: 2023-24 Source: Internal Data Tracking 96%	85%
7	Parent Survey % of parents who return surveys addressing family efficacy, school fit, school climate, and school safety	Year: 2020-21 Source: Internal Data Tracking 89%	Year: 2021-22 Source: Internal Data Tracking 96%	Year: 2022-23 Source: Internal Data Tracking 100%	Year: 2023-24 Source: Internal Data Tracking 100%	80%
8	Back to School Night	Year: 2020-21 Source:	Year: 2021-22 Source:	Year: 2022-23 Source:	Year: 2023-24 Source:	50%

	% parent attendance at Back to School Night	Internal Data Tracking 100%	Internal Data Tracking 35%	Internal Data Tracking 75%	Internal Data Tracking 75%	
9	"One Parent Education % parent attendance at One Parent Education Seminar"	"Year: 2020-21 Source: Internal Data Tracking 60%"	"Year: 2021-22 Source: Internal Data Tracking 38%"	"Year: 2022-23 Source: Internal Data Tracking 46%"	"Year: 2023-24 Source: Internal Data Tracking	50%
10	"Conferences % parent attendance at parent teacher conferences"	"Year: 2020-21 Source: Internal Data Tracking 98%"	"Year: 2021-22 Source: Internal Data Tracking 96%"	"Year: 2022-23 Source: Internal Data Tracking 87%"	"Year: 2023-24 Source: Internal Data Tracking 82%"	95%
11	"School Event Attendance % of parents who attend a school event"	"Year: 2020-21 Source: Internal Data Tracking 100%"	"Year: 2021-22 Source: Internal Data Tracking 99%"	"Year: 2022-23 Source: Internal Data Tracking 96%"	"Year: 2023-24 Source: Internal Data Tracking 96%	90%
12	"Counselor Meeting % of families who have one yearly counselor meeting"	"Year: 2020-21 Source: Internal Data Tracking 70%"	"Year: 2021-22 Source: Internal Data Tracking 62%"	"Year: 2022-23 Source: Internal Data Tracking 73%"	"Year: 2023-24 Source: Internal Data Tracking 79%	70%
13	"UDP School Event Attendance % of parents of unduplicated pupils (UDPs) who attended a school event"	"Year: 2022-23 Source: Internal Data Tracking 75%"	This is a new metric for the 2023-24 LCAP, therefore, there is only one year of data available	"Year: 2022-23 Source: Internal Data Tracking 75%"	"Year: 2023-24 Source: Internal Data Tracking 98.50%	90%

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.

There were no substantive differences between planned actions and actual implementation of the actions.

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.

Our investment in enrichment programming has grown due to receiving a significant grant from the California Expanded Learning Opportunities Program (ELO-P). This grant specifically targets funding for after-school and summer programs that enhance student learning beyond the core curriculum. The increase in spending on student activities reflects our commitment to fostering a well-rounded educational experience. These activities provide students with opportunities to develop their social, emotional, and leadership skills outside the classroom, complementing their in-class learning.

The school sends out Parent and Family Surveys to assess areas of strength and improvement. Our families know we value their opinion which is why 100% of parents returned surveys addressing family efficacy, school fit, school climate, and school safety. We know that our families are confident in their relationships with staff because our Family survey reflects that 94% of parents rate the school positively. One of the school's biggest strengths is the welcoming environment the school has built with families. 96% of families attend at least one school event including, but not limited to: Coffee with the Principal, Conferences, Parent Education Seminars, Back to School Night, and Family Nights. Additionally, 83% of families attended a yearly counselor meeting. Through events that highlight the cultures of students, implementation of Council in Schools, and connection via phone and ParentSquare our staff and families have learned more about each other and the school has increased two-way communication between families and staff. These positive outcomes speak to the actions invested in family engagement. With the following family engagement actions - personnel, supplies and materials, software the school has implemented policies and programs to support families in understanding and exercising their legal rights. The effectiveness of these actions are reflected in the strong family engagement results. To assess students' perceptions of school safety and connectedness, the school continued using the software - school culture action (using Panorama Education Group survey) to administer student surveys during each semester of the school year. All Bright Star Elementary teachers and staff were trained using No Nonsense Nurture, Responsive Classroom, RULER that included foundational culture building and classroom management strategies including Community Circles, Interactive Modeling, Logical Consequences and Classroom Charters. School hosted an annual Campus Culture Visit where it invited district and BSS school site leadership to report out on their student survey results and action plan for growth. We know these actions were effective because 76% of students reported a sense of belonging to the school and 87% of students felt that their teachers cared about them. There is slight variation by student groups, with students with disabilities responding with only 70% agreeing that they felt like they belonged. English learners and Low Income students responded similarly (within one percentage point) of the school average.

The LEA will also improve the engagement of the families of English Learners by leaning on the support of the Family Engagement Personnel, engaging teachers and school leaders in professional development to support all students and their families, and reaching out to parents through family engagement software (ParentSquare messages), and phone calls to support attendance at events that will assist them in supporting their child's learning at home. The school will use the action supplies and materials to provide interactive workshops about immigrant rights, charter school advocacy and Inclusive Education (our program for Special Education services). The school will also host family events for parents and families (Back to School Night, VAES Pride Assemblies, VAPA Day, Culture Fair, Math Night, Literacy Night). Lastly, family workshops will be hosted both in person and virtually to make engagement opportunities more accessible. The school will use software - school culture (xSELweb platform) to push in social emotional learning lessons with school counselors. The software will be used to assess students feelings regarding school culture and SEL growth. The school will use the student and family services

personnel to host school-wide attendance interventions and they will also coordinate attendance and positive behavior incentives (Paw Points, Dean's List). Lastly, the metric regarding the % of families who have attended one school event will be updated to the % of families who have attended two school events. Additionally, all family engagement measures will be broken down demographically, to assess if there is a various in engagement by identity markers.

Goal

Goal #	Description
Goal 3	School facilities are in good repair, instructional staff are properly credentialed, and students are receiving standards aligned instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	"Standard Aligned Materials % of students who have access to standards aligned materials at home and in school as appropriate for a given lesson"	"Year: 2020-21 Source: Internal Data Tracking 100%"	"Year: 2021-22 Source: Internal Data Tracking 100%"	"Year: 2022-23 Source: Internal Data Tracking 100%"	"Year: 2023-24 Source: Internal Data Tracking 100%"	100%
2	"State Standard Alignment % of school's instructional materials that are aligned to state standards"	"Year: 2020-21 Source: Internal Data Tracking 100%"	"Year: 2021-22 Source: Internal Data Tracking 100%"	"Year: 2022-23 Source: Internal Data Tracking 100%"	"Year: 2023-24 Source: Internal Data Tracking 100%"	100%
3	"Teacher Credentialing and Assignment # of teachers without credentials and misassignments (considered ""ineffective"" under ESSA) or	"Year: 2019-20 Source: SARC 1"	"Year: 2020-21 Source: SARC 1"	"Year: 2021-22 Source: SARC 3.2	Year: 2023-24 Source: Internal Data 0	0

	credentialed teachers assigned out-of-field (considered ""out-of-field"" under ESSA)"					
4	EL Misassignments Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)"	Year: 2019-20 Source: SARC 0%	Year: 2020-21 Source: SARC 0%	Year: 2021-22 Source: SARC 0%	SARC data on this metric for was not released by the time of LCAP creation for the 2022-23 school year, due to delays at the CDE. Latest publicly available data is 21-22.	0%
5	"SARC Rating % school facility good repair status rated as good or excellent on the SARC"	"Year: 2019-20 Source: SARC 100%"	"Year: 2020-21 Source: SARC 100%"	"Year: 2021-22 Source: SARC 100%"	"Year: 2022-23 Source: SARC 87.7%	80%
6	"Operations Walkthrough Average score on the operations walkthrough"	"Year: 2020-21 Source: Internal Data Tracking 3.3"	"Year: 2021-22 Source: Internal Data Tracking 3.2"	"Year: 2022-23 Source: Internal Data Tracking 3.7"	"Year: 2023-24 Source: Internal Data Tracking 3.3	3
7	"Broad Course of Study Standard met/not met for students to have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and	"Year: 2018-19 Source: CA Dashboard Standard Met"	"Year: 2020-21 Source: Internal Data Tracking Standard Met"	"Year: 2021-22 Source: CA Dashboard Standard Met"	"Year: 2022-23 Source: CA Dashboard Standard Met"	Standard Met

	individuals with exceptional needs on the CA Dashboard."					
8	"EL Access to Standards Aligned Instruction % of English Learners who participate in CCSS and ELD standard aligned instruction"	"Year: 2020-21 Source: Internal Data Tracking 100%"	"Year: 2021-22 Source: Internal Data Tracking 100%"	"Year: 2022-23 Source: Internal Data Tracking 100%"	"Year: 2023-24 Source: Internal Data Tracking 100%	100%"

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.

There were no substantive differences between planned actions and actual implementation of the actions

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.

We're investing in both our facilities (contracted repairs & upgrades) and operational staff (deans & support personnel) to ensure a well-maintained and efficient learning environment.

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

Facilities limitations for the school have presented challenges. Facilities challenges can be seen in the SARC Rating of the school decreasing from 100% in 20-21 to 87% in 22-23. As was stated in the 22-23 LCAP reflection the "Operational Personnel and Services Personnel" actions have been imperative in maintaining safety on campus during this LCAP cycle. The school also identifies difficulties in teacher recruitment due to the teacher shortage, and that because of this, the school has recruited educators from out of state, some of whom experience challenges in transferring their credentials, which has impacted the school's ability to place properly credentialed and assigned teachers. Since the baseline year, the school has maintained 100% of students having access to standard aligned materials, 100% alignment of instructional materials to state standards, 100% of English Learners participate in CCSS and ELD standard aligned instruction, and met the standard for Broad Course of Study. These can be attributed to the effectiveness of the following actions: Operational Materials, Operational Personnel and Services, Software - Operations, Operational Services. These actions allow our operations team to ensure the school provides adequate materials to our students.

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.

The following metrics have been updated for the next 3 year cycle. (1) Removed the operations walkthrough metrics and will just include the % of school facilities reports rated as good or excellent in the SARC. (2) We have aligned the language for teacher credentials to the SARC. The metrics assessing teacher credentials are stated as follows for the upcoming LCAP cycle a.# of teachers without credentials and misassignments (considered "ineffective" under ESSA) b.# of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) (3) School will continue to assess curriculum needs and there may be additional curricula added in the next LCAP cycle.

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

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome:

- 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.

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
Valor Academy Elementary	Angelina Calderon Vice President of Public Affairs	acalderon@brightstarschools.org (323) 954-9957

Plan Summary 2024-25

General Information

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

Since opening our first school in 2003, Bright Star Schools has been building a high-quality transitional-kindergarten (TK) through 12th grade model for our families in each of our three communities. In nine, tuition-free public schools in three communities -- West Adams, Koreatown, and in the San Fernando Valley -- our 3,000+ students experience rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom. The students at Valor Academy Elementary are predominantly from the San Fernando Valley community. While the community is culturally rich the neighborhood does not have access to the breadth of resources many more affluent communities do. Additionally, many of our school's families have recently come to the United States, and in many cases

English is not the primary language spoken at home. Approximately, 43% of our students are English learners, 92% of our students qualify for free and reduced priced meals, and 17% of our students are students with disabilities. These factors make the school's job of creating an educational program that is centered around the specific needs of the community and filled with experiences and rich educational programming built to ensure student success. At Bright Star Schools, we are guided by our core values and our highest ideals for our students, staff, and schools.The following are Bright Star Schools' Mission, Vision and Core Values. Vision: Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world. Mission: At Bright Star Schools, our mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life. Core Values: Integridad - means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard. Ubuntu - means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be. Kohyang - means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities. Growth - means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development

Reflections: Annual Performance

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

On the most recent publicly available CA Dashboard data (22-23) the school had a chronic absenteeism rate of 25.7% which declined 1.9% from 21-22. This resulted in an orange score on the California Dashboard. Similarly, the English Learner progress measure on the CA Dashboard was yellow, due to a rate of 39.2%, which was an increase of 4.7% from 21-22. The school was given a blue on their incidents of suspension, as they had a rate of 0% of students suspended at least 1 day which decreased .3% from 21-22. The school received a yellow score in Math with a -32.1 DFS improving by 15.9 points from 21-22. Similarly, the school received a yellow score in English Language Arts with a - 31.2 DFS which increased by 15.4 points. When reviewing student subgroup data the following was observed. Our EL student group had -40.6 DSF in ELA and -29.9 in Math. Similarly, students who are socio-economically disadvantaged were -36.6 DFS in ELA and -36.8 in Math. Lastly, the other significant student group in 22-23 was Hispanic students who were -33.2 DFS in ELA and -33.2 in Math. Students with disabilities scored -98.7 in ELA and - 64.7 in math. The performance of students with disabilities in 22-23 resulted in the school being identified for ATSI. See technical assistance reflection for additional actions school has taken to improve outcomes for students with disabilities and exit from ATSI.

Reflections: Technical Assistance

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

Once notified of the school's status Bright Star Schools' central office team reached out to Los Angeles County of Education's accountability department to better understand what the ATSI status meant, the requirements associated and what was needed to exit. The central office then presented this information to the school principal so that the team was all working under the same understanding. The school then began updating its school plan (SPSA) to address the outcomes for students with disabilities given the new ATSI designation. In the process of updating the SPSA plan, the school revisited student outcome data and reviewed where the school budget was either in alignment with resourcing high need areas and/or where it was out of alignment. Once updated the school presented the new school plan to their school site council for review and approval. In spring, 24' the school principal also began meeting with the central network's Chief Business Officer to update with schools 2024-25 budget, one of their areas of focus was to update the budget to more effectively resource for the needs of students with disabilities. In

July, 24' the school in partnership with the Bright Star Schools central office will re-examine the school's 2023-24 outcome data, with a specific focus on students with disabilities. Depending on the specific outcomes and the school will then continue re-examine the school budget to address any resource inequities.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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
1. Teachers	1. Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings 2. Given the opportunity to provide feedback on 24-25 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings 3. Approved LCAP goals at the School Site Council/English Learner Advisory Committee meeting in spring 4. Participated in fall listening sessions with network leadership to share schools successes and opportunities for growth 5. The Principals shared and collected feedback from the drafted LCAP goals and actions with the school's Lead teachers twice in the spring.
2. Administrators	1. Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings 2. Given the opportunity to provide feedback on 24-25 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings 3. Approved LCAP goals at the School Site Council/English Learner Advisory Committee meeting in spring 4. Participated in fall listening sessions with network leadership to share schools successes and opportunities for growth
3. School Personnel	1. Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings 2. Given the opportunity to provide feedback on 24-25 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings 3. Approved LCAP goals at the School Site Council/English Learner Advisory Committee meeting in spring 4. Participated in fall listening sessions with network leadership to share schools successes and opportunities for growth 5. Principal shared and collected feedback on the LCAP goals and actions during a school staff meeting in the spring
4. Parents	1. Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings 2. Given the opportunity to provide feedback on 24-25 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings 3. Approved LCAP goals at the School Site Council/English Learner Advisory Committee meeting in spring 4. Participated in fall listening sessions with network leadership to share schools successes and opportunities for growth 5. Principal shared and collected feedback on LCAP goals and actions during a Community School Parent Meeting in the spring 6. Principal shared and collected feedback on LCAP goals and actions with the school's parent ambassadors

5. Principals	1. Drafted LCAP targets and conducted feedback sessions with the School Site Council/English Learner Advisory Committee, staff and families. 2. Drafted LCAP actions proposing what the school should start, stop and continue doing in order to meet articulated LCAP targets. Presented these suggestions to the School Site/English Learner Advisory Committee Council for feedback. 3. Finalized LCAP targets based on school constituent feedback. 4. Works in consultation with Bright Star Schools' Chief Business Officer to update the school budget in alignment with school LCAP goals and actions.
6. Students	1. Participated in fall listening sessions with network leadership to share schools successes and opportunities for growth 2. Provided feedback via a student survey (xSEL-labs) on their feelings of school culture, belonging and safety 3. Principal shared and collected feedback on LCAP goals and actions with the Student Council (cub council) in the spring
7. District Authorizer (LAUSD)	1. Provides feedback annually on completed LCAP

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

The following LCAP metrics to evaluate were updated based on feedback from administrators, principals, district authorizer, and parents. 1. Shifted Goal 1 iReady metric from measuring typical growth to stretch growth given students need to make gains in reading and math beyond one years worth of growth 2. Shifted Goal 1 CAASPP metric from percent proficient to distant from standard to align with the CA dashboard 3. Shifted Goal 2 metric from % of families who attend 1 school event to percent of families that attend 2 school events to better assess engagement 4. Added student survey metric regarding feelings of school safety given families increased concerns about school safety more broadly to Goal 2. 5. Revised 24-25 LCAP narratives to include learnings from LAUSD feedback on 23-24 LCAP

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	All students demonstrate increased academic growth as measured by state test scores in Math and ELA, improved English proficiency, and iReady	Broad Goal

State Priorities addressed by this goal.

4 - Student Achievement, 8 - Pupil Outcomes

An explanation of why the LEA has developed this goal.

Increasing academic outcomes for our students will always be the core focus of the school. Therefore, establishing a goal measuring student's academic outcomes is critical. Additionally, according to 22-23 CAASPP data the school has a distance from standard of -31.4 in ELA and -32.1 in Math. Lastly, based on 22-23 CA dashboard indicators the school was designated as an ATSI school due to low outcomes for students with disabilities. In order to exit ATSI status the school will ensure that students with disabilities have effective and sufficient resourcing and support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	iReady Math % of students meeting annual stretch growth on iReady Math diagnostic	Year: 2022-2023 Source: iReady Diagnostic All Students: 22% Black/AA: Data unavailable Hispanic/Latino: 22% Asian: 28% EL: 19% SWD(IE): Data unavailable SED: Data unavailable			" All Students: 27% Black/AA: Data unavailable Hispanic/Latino: 27% Asian: 32% EL: 22% SWD(IE): Data unavailable "	
2	iReady Reading % of students meeting annual stretch growth on iReady Reading diagnostic	Year: 2022-2023 Source: iReady Diagnostic All Students: 30% Black/AA: Data unavailable Hispanic/Latino: 31% Asian: 24% EL: 22% SWD: Data unavailable SED: Data unavailable			" All Students: 35% Black/AA: Data unavailable Hispanic/Latino: 36% Asian: 29% EL: 27% SWD: Data unavailable SED: Data unavailable	
3	ELA CAASPP DFS of students on CAASPP ELA	Year: 2022-23 Source: CA Dashboard All Students: -31.2 Black/AA: Data unavailable Hispanic/Latino: -33.2 Asian: Data unavailable SWD: -98.7 SED: -36.6 EL: -40.6			All Students: -26 Black/AA: Data unavailable Hispanic/Latino: -29 Asian: Data unavailable SWD: -94 SED: -31 EL: -36	
4	Math CAASPP DFS of students on	Year: 2022-23 Source: CA Dashboard All			All Students: -27 Black/AA: Data	

	CAASPP MATH	Students: -32.1 Black/AA: Data Unavailable Hispanic/Latino: -33.2 Asian: Data Unavailable SWD: -64.7 SED: -36.8 EL: -29.9			Unavailable Hispanic/Latino: -28 Asian: Data Unavailable SWD: -59 SED: -31 EL: -24	
5	EL Progress % of English Learners who make progress towards English Language proficiency	Year: 2022-2023 Source: CA Dashboard 39.2% making progress towards English language proficiency			52%	
6	EL Reclassification % of students redesignated from EL to FEP status	Year: 2022-2023 Source: DataQuest 13.8%			19%	

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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	General Education Teachers	Employment of general education teachers at the school	$1,880,726.00	No
Action #2	Special Education Services and Personnel	Services to support Inclusive Education students, including but not limited to: School Psychologists, Inclusive Education Teachers and direct special education services	$1,242,650.00	No
Action #3	Curriculum	Curriculum used to support academic achievement	$38,250.00	No
Action #4	English Learner Curriculum and Personnel	English Learner personnel and curriculum used to support English Learners	$206,362.00	Yes
Action #5	Instructional Materials	Instructional materials, including but not limited to: books, novels, manipulatives, musical instruments, library supplies, and general student supplies	$63,575.00	No
Action #6	Intervention for High Needs Students	School administrator who coordinates intervention programming,	$203,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focusing specifically on Inclusive Education students and English Learners		
Action #7	Software - Academic Achievement	Software used to support academic achievement	$59,137.00	No
Action #8	Supplemental Instructional Support	Personnel and non personnel items, including but not limited to: professional development, administrators, teaching assistants, grade level chairs, content leads and mentors. These personnel and services support teachers in providing targeted instruction for students with unique needs such as foster youth, low-income students, and English learners.	$1,077,429.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	School promotes a school culture which is positive, engaging, calm and supportive for both student social and emotional development, and actively engages and involves families in their students' learning.	Broad Goal

State Priorities addressed by this goal.

5 - Student Engagement, 6 - School Climate, 3 - Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

This goal was intended to capture the schools commitment to providing a nurturing, joyful, and safe learning environment for all students. Within this goal the school measures school climate, incidents of suspension and chronic absenteeism. We know that a student having fun, and feeling valued and safe will allow them to learn and excel. The school sees parents as partners and advocates for their students. As such this goal measures the degree to which the school is able to engage families in a variety of school related activities. The goal also assesses how families feel about the school their student attends.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Expulsion rate	Year: 2022-2023 Source: DataQuest 0% school wide and for all numerically significant student groups			0%	
2	Suspension rate	Year: 2022-2023 Source: DataQuest All Students: 0% Black/AA: 0% Hispanic/Latino: 0% Asian: 0% EL: 0% SED: 0% SWD: 0.0%			All Students: 0% Black/AA: 0% Hispanic/Latino: 0% Asian: 0% EL: 0% SED: 0% SWD: 0.0%	
3	Chronic absenteeism rate	Year: 2022-2023 Source: DataQuest All Students: 25.7% Black/AA: Data unavailable Hispanic/Latino: 25.9% Asian: Data unavailable Filipino: 13.3% EL: 24.9% SWD: 38.2% SED: 27.2%			All Students: 20% Black/AA: Data unavailable Hispanic/Latino: 21% Asian: Data unavailable Filipino: 9% EL: 20% SWD: 34% SED: 23%	
4	Student Rating % of students who feel safe at school	Year: Spring 2023-2024 Source: XSEL Web Survey Platform All			76%	

		Students: 85% Hispanic/Latino: 83% EL: 75% SWD: 73% SED: 80%				
5	Student Rating % of students who feel like they belong at school	Year: Fall 2023-2024 Source: XSEL Web Survey Platform All Students: 70% Hispanic/Latino: 76% EL: 75% SWD: 70% SED: 76%			75%	
6	Average daily attendance rate	Year: 2022-2023 Source: CALPADs 92.5%			95%	
7	Parent Rating % of parents who rate the school positively	Year: 2022-23 Source: Internal Data Tracking 96%			98%	
8	Parent Survey % of parents who return surveys addressing family efficacy, school fit, school climate, and school safety	Year: 2022-23 Source: Internal Data Tracking 100%			98%	
9	Back to School Night % parent attendance at Back to School Night	Year: 2022-22 Source: Internal Data Tracking 75%			75%	
10	One Parent Education % parent attendance at One Parent Education Seminar	Year: 2022-23 Source: Internal Data Tracking 46%			50%	
11	Conferences % parent attendance at parent teacher conferences	Year: 2022-23 Source: Internal Data Tracking 87%			96%	

12	School Event Attendance % of parents who attend two school events	Year: 2022-23 Source: Internal Data Tracking 75%			80%	
13	Counselor Meeting % of families who have one yearly counselor meeting	Year: 2022-23 Source: Internal Data Tracking 73%			85%	
14	UDP School Event Attendance % of parents of unduplicated pupils (UDPs) who attended two school events	Year: 2022-23 Source: Internal Data Tracking 96.10%			80%	

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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enrichment Programming	Unique experiences provided to the school community including: wellness classes for staff and families, Life Experience Lessons (overnight field trips), and afterschool programming, supplementing the core educational program with additional life and cultural experiences that some of our student may not otherwise be able to access, particularly socio-economically disadvantaged students, foster youth, homeless youth, and English learners.	$170,808.00	Yes
Action #2	Student and Family Services Personnel	School counseling program, restorative justice staff, office support staff and Dean of Student Affairs/Culture, ensuring students have access to adults who can help them navigate academic and	$259,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		social challenges. Foster youth, low income students and English learners specifically benefit from these additional support structures to navigate the school environment, ensuring they have the resources necessary to excel.		
Action #3	Software - School Culture	Software related to school climate, attendance, student behavior, and social emotional learning including but not limited to survey tools.	$1,455.00	No
Action #4	Student Activities	Student activity expenses, including but not limited to celebrations, events, and school programs.	$54,942.00	No
Action #5	Family Engagement Coordinator	Family Engagement Coordinator to support with parent communication, events, advocacy, translation for non-English speaking families, increase family	$15,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		familiarity with key issues related to education, and encourage families to be advocates for their students, particularly for Foster Youth, Homeless Youth, and English Language Learners.		
Action #6	Family Engagement - Software	Software related to family engagement and communication, including but not limited ParentSquare	$1,689.00	No
Action #7	Family Engagement - Supplies and Materials	Supplies and materials associated with increasing family engagement, and producing family engagement events	$23,097.00	No

Goal

Goal #	Description	Type of Goal
Goal 3	School facilities are in good repair, instructional staff are properly credentialed, and students are receiving standards aligned instruction.	Broad Goal

State Priorities addressed by this goal.

1 - Basic, 2 - Implementation of State Standards, 7 - Course Access

An explanation of why the LEA has developed this goal.

We know that in order to have an effective school we must operationally meet specific standards. Our teachers must be credentialed, our school facilities up to date and safe, and all instructional materials aligned to common core standards. If we are not able to meet these basic operational expectations, we will not able to operate an effective educational program.

Measuring and Reporting Results

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

					from Baseline
1	Standard Aligned Materials % of students who have access to standards aligned materials at home and in school as appropriate for a given lesson	Year: 2022-23 Source: Internal Data Tracking 100%			100%	
2	State Standard Alignment % of school's instructional materials that are aligned to state standards	Year: 2022-23 Source: Internal Data Tracking 100%			100%	
3	Teacher Credential Ineffective under ESSA # of teachers without credentials and misassignments (considered ""ineffective"" under ESSA)	Year: 2021-22 Source: SARC 1 SARC data on this metric was not released by the time of LCAP creation for the 2022-23 school year, due to delays at the CDE. 21-22 is the latest publicly available data.			0	
4	SARC Rating % school facility good repair status rated as good or excellent on the SARC	Year: 2022-23 Source: SARC 83%			85%	
5	"Teacher Out of Field under ESSA # of Credentialed Teachers Assigned Out-of-Field ("out-	Year: 23-24 Source: Internal Tracking System 0			0	

	of-field" under ESSA)"					
6	"Teacher Out of Field under ESSA # of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)"	Year: 23-24 Source: Internal Tracking System 0			0	
7	Broad Course of Study Standard met/not met for students to have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs on the CA Dashboard.	Year: 2022-23 Source: CA Dashboard Standard Met			Met	
8	EL Access to Standards Aligned Instruction % of English Learners who participate in CCSS and ELD standard aligned instruction	Year: 2022-23 Source: Internal Data Tracking 100%			100%	

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 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.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Operational Materials	Operational materials including, but not limited to office supplies, custodial supplies, mileage reimbursements, school hiring costs, non-IT contract labor, legal and audit expenses, and postage	$73,775.00	No
Action #2	Operational Personnel and Services	Personnel and professional services to ensure that the school facilities remains a safe and effective learning environment	$1,269,268.00	No
Action #3	Software - Operations	Software to ensure basic	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		operational functionality including but not limited to Microsoft Office and cloud services		
Action #4	Operational Services	Operational services including, but not limited to contract labor, general liability insurance, facilities consulting, legal and audit fees, payroll processing, district oversight fees and management fees	$743,491.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,547,227.00	$120,051.00

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
0.28%	0.00%	$0.00	0.28%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1,Goal 1 Action 3,Goal 1 Action 5,Goal 1 Action 7	After assessing the needs of our English learners, low-income students and foster youth we have learned that there is a significant difference in the achievement of our English Learners and that of our general student population. This underscores the need for high quality curriculum and educational tools, as well as highly qualified teachers to create culturally relevant high quality learning environments for all students but also English Learners. The school's educational tools and teachers need to be able to meet the needs of all students while simultaneously being able to differentiate for English learners and provide culturally relevant content.	Therefore, we have invested in curriculum and personnel which can support all students while also providing more specific support to English learners. The school has also invested in a program aimed to create a pipeline for instructional assistants to become credentialed teachers. This addresses the schools challenges to recruit high quality teachers and also aims to ensure that students experience teachers who have shared cultural and life experiences to themselves. The school can not afford a lack of high quality teachers in classrooms due to the fact that many of our students (regardless of EL status) are performing below grade-level expectations and need strong instructors. Additionally, the school which is its own LEA can not afford an endless variety of curriculum (or to change curriculum frequently) is thoughtful that the curriculum choices are able to address the needs of multiple student groups. Meeting English Learner needs and/or integrating with tools designed for English Learners is a required criteria for curriculum adoption.	The school will assess the quality of instruction and curriculum through the review of iReady scores, CAASPP data, English Learner Progress and Reclassification rates. It will also continue to ensure that 100 % of students who have access to standards aligned materials at home and in school as appropriate for a given lesson and 100% of school's instructional materials that are aligned to state standards. The school will also strive to have the number of # teachers without credentials and misassignments (considered "ineffective" under ESSA) and # of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) be zero.
Goal 2 Action 1,Goal 2 Action	We also know from research that families who are recent immigrants to the US (and are therefore more likely to have students who are English Learners) are less familiar with	The school has also invested significant efforts in personnel who support school-level parent engagement efforts. These individuals are bilingual and provide translation services for	The school will use the following metrics to assess the effectiveness of investing in these actions. Family survey data, family participation rate data in a variety of school based

2,Goal 2 Action 3,Goal 2 Action 4,Goal 2 Action 5,Goal 2 Action 6,Goal 2 Action 7	our educational system. Due to a language barrier these families are also less likely to engage in the school community and may without translation and more deliberate support structures not know how to engage within their students education and/or advocate for their student's educational needs. Additionally, based on our students reported demographics, we know that the vast majority of our student population qualifies for free and reduced price lunch. As a result, of lowered income levels our students have less access to enrichment activities and extracurricular programming than their peers in more affluent schools. Being able to make real life connections to classroom material helps students contextualize information they are learning and supports a deeper understanding of content. With less access to enrichment activities students may retain less and/or build connections between classroom material and their own experiences resulting in less retention and engagement in classroom learnings.	documents, and meetings. They also work collaboratively with school leadership to craft a yearly parent engagement plan -- specifically planning and executing school activities which meet the unique needs of our families. These plans include workshops on literacy, charter schools, immigration services, and community resources. The school also invests in a communication platform that sends messages in families' preferred languages and in multiple mediums (text, email, and robo-call) to ensure that the school is eliminating barriers for parents to interact and stay informed. In order to combat the socio-economic disadvantage some of our students face, the school provides robust enrichment programming in the form of clubs, after-school programming, guest speakers, field trips and school events. By making the school environment filled with experiences that engage students (the majority of whom come from low income households) we believe we will increase school culture and lower chronic absenteeism. Additionally, by giving our students access to additional experiences they will be able to make more real world connections to curriculum and therefore, increase academic scores.	activities including but not limited to the following: parent teacher conferences, back to school night, meeting with a students counselor, and other school based activities. In the upcoming year the school will disengage family engagement data by student demographics to better assess if families of english learners or students who qualify as socio-economically disadvantaged have rates different than those schoolwide. Additionally, the school will monitor attendance rates, and student responses to survey questions assessing feelings of belonging.
Goal 3 Action 1,Goal 3 Action 2,Goal 3 Action 3,Goal 3	Goal 3 LEA-wide actions speak to running a effective, efficient, safe and nurturing school environments. The majority of our students qualify as low income, and live in culturally rich but under-resourced communities. Given that the surrounding school area is under-resourced it can mean that there are higher rates of neighborhood crime which	The following actions allow the school to facilitate a high quality and safe learning environment in a neighborhood where publicly provided resources are less accessible. Having an operational and high quality school facility which can also work as a community resource and connector to services is uniquely important to students qualify as unduplicated (low	In order to monitor the effectiveness of these LEA-wide actions the school review the following metrics: 1. % school facility good repair status rated as good or excellent on the SARC 2. Standard met/not met for students to have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to

Action 4	necessitate additional operational resources needed to ensure the school grounds and play areas are safe for students. Additionally, the school was founded by a charter management organization aimed to provide additional educational options for students whose surrounding schools were not meeting their educational needs. The LEA's purpose is to ensure that students who qualify as low income, foster youth, or English learner have a schooling option which can be more nimble operationally to meet their needs and be a high quality learning environment in their community. In the upcoming LCAP cycle the school will explore becoming a community school by applying for the community school implementation grant, having received the community school planning grant in 22-23.	income, foster youth, or English learners). The following actions allow the school to remain operable and therefore the be a community access point to external resources. Operational materials, personnel, software, and services which guarantee that the school is able to ensure smooth operations. This includes but is not limited to the following: custodial services, facilities consulting, general liability insurance, legal consultation, Microsoft and cloud services. Additionally, this includes district oversight fees and centralized management fees.	unduplicated students and individuals with exceptional needs on the CA Dashboard

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 2,Goal 1 Action 4,Goal 1 Action 6,Goal 1 Action 8	The schools' students with disabilities, and English Learners consistently underperform the average school-wide in ELA and Math on CAASPP. Each of these student populations has unique needs that is different from the general student population and therefore, require individualized and specific resourcing and support.	The special education services and personnel action is designed to address the specific learning needs for our students with disabilities (SWD). This includes costs such as School Psychologists, Inclusive Education Teachers and the provision of direct special education services. All of which are aimed at tailoring instructional support for SWD. Additionally, the action "English	The following metrics will be used to monitor the effectiveness of these actions. 1. ELA and Math CAASPP DFS for English Learners and Students with Disabilities 2. iReady stretch growth in Math and ELA for English Learners and Students with Disabilities 3. Reclassification rate 4. English Learner Progress

| | | Learner Personnel and curriculum" includes the personnel providing direct service to our English Learner population and the instructional resources tailored to improving English language acquisition. In order to address the learning gaps these two student groups have developed overtime as a result of not receiving the necessary support, the action "Intervention of High Needs students" provides resourcing for a staff member to coordinate intervention programming specifically focused on improving ELA and Math outcomes for English Learners and Students with Disabilities. | |

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

Not Applicable.

Additional Concentration Grant Funding

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

The LEA used the additional concentration grant add-on funding it received to re-allocate responsibilities and eliminate other duties amongst staff providing direct services to high-needs students, as well as retain staff providing direct services to high-needs students who are low-income, English learners, and/or foster youth.

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	0	18.76
Staff-to-student ratio of certificated	0	13.13

staff providing direct services to students	

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$4,014,654.00	$1,547,227.00	38.54%	0.00%	38.54%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$5,666,881.00	$1,348,650.00	$0.00	$369,198.00	$7,384,729.00	$4,941,072.00	$2,443,657.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	General Education Teachers	All	No	LEA-Wide		Valor Academy Elementary School	24-25
1	2	Special Education Services and Personnel	Students with Disabilities	No	Limited		Valor Academy Elementary School	24-25
1	3	Curriculum	All	No	LEA-Wide		Valor Academy Elementary School	24-25
1	4	English Learner Curriculum and Personnel	English Learners	Yes	Limited	English Learners	Valor Academy Elementary School	24-25
1	5	Instructional Materials	All	No	LEA-Wide		Valor Academy Elementary School	24-25
1	6	Intervention for High	English learner (EL)	Yes	Limited	English learner (EL)	Valor Academy	24-25

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Needs Students					Elementary School	
1	7	Software - Academic Achievement	All	No	LEA-Wide		Valor Academy Elementary School	24-25
1	8	Supplemental Instructional Support	Foster Youth, English learner (EL), Low Income	Yes	Limited	Foster Youth, English learner (EL), Low Income	Valor Academy Elementary School	24-25
2	1	Enrichment Programming	Low Income, Foster Youth, English Learners	Yes	LEA-Wide	Low Income, Foster Youth, English Learners	Valor Academy Elementary School	24-25
2	2	Student and Family Services Personnel	Foster Youth, English learner (EL), Low Income	Yes	LEA-Wide	Foster Youth, English learner (EL), Low Income	Valor Academy Elementary School	24-25
2	3	Software - School Culture	All	No	LEA-Wide		Valor Academy Elementary School	24-25
2	4	Student Activities	All	No	LEA-Wide		Valor Academy Elementary School	24-25
2	5	Family Engagement Coordinator	English Learners	Yes	LEA-Wide	English Learners	Valor Academy Elementary School	24-25
2	6	Family Engagement - Software	All	No	LEA-Wide		Valor Academy Elementary School	24-25
2	7	Family Engagement - Supplies and Materials	All	No	LEA-Wide		Valor Academy Elementary School	24-25

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	1	Operational Materials	All	No	LEA-Wide		Valor Academy Elementary School	24-25
3	2	Operational Personnel and Services	All	No	LEA-Wide		Valor Academy Elementary School	24-25
3	3	Software - Operations	All	No	LEA-Wide		Valor Academy Elementary School	24-25
3	4	Operational Services	All	No	LEA-Wide		Valor Academy Elementary School	24-25

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$1,758,449	$122,277.00	$1,873,443.00	$0.00	$0.00	$7,283.00	$1,880,726	0.00%
1	2	$974,228	$268,422.00	$663,049	$296,620	$0.00	$282,981	$1,242,650	0.00%
1	3	$0.00	$38,250.00	$22,950.00	$15,300.00	$0.00	$0.00	$38,250.00	0.00%
1	4	$192,593	$13,769.00	$123,368	$82,994.00	$0.00	$0.00	$206,362	0.00%
1	5	$0.00	$63,575.00	$63,575.00	$0.00	$0.00	$0.00	$63,575.00	0.00%
1	6	$197,876	$5,445.00	$88,040.00	$115,281	$0.00	$0.00	$203,321	0.00%
1	7	$0.00	$59,137.00	$59,137.00	$0.00	$0.00	$0.00	$59,137.00	0.00%
1	8	$1,032,053	$45,376.00	$970,602	$27,893.00	$0.00	$78,934.00	$1,077,429	0.00%
2	1	$18,196.00	$152,612	$0.00	$170,808	$0.00	$0.00	$170,808	0.00%
2	2	$259,336	$0.00	$259,336	$0.00	$0.00	$0.00	$259,336	0.00%
2	3	$0.00	$1,455.00	$1,455.00	$0.00	$0.00	$0.00	$1,455.00	0.00%
2	4	$7,728.00	$47,214.00	$47,214.00	$7,728.00	$0.00	$0.00	$54,942.00	0.00%
2	5	$15,418.00	$0.00	$15,418.00	$0.00	$0.00	$0.00	$15,418.00	0.00%
2	6	$0.00	$1,689.00	$1,689.00	$0.00	$0.00	$0.00	$1,689.00	0.00%
2	7	$0.00	$23,097.00	$23,097.00	$0.00	$0.00	$0.00	$23,097.00	0.00%
3	1	$0.00	$73,775.00	$73,775.00	$0.00	$0.00	$0.00	$73,775.00	0.00%
3	2	$485,195	$784,073	$1,269,268	$0.00	$0.00	$0.00	$1,269,268	0.00%
3	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	4	$0.00	$743,491.00	$111,465.00	$632,026.00	$0.00	$0.00	$743,491.00	0.00%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$4,014,654.00	$1,547,227.00	38.54%	0.00%	38.54%	$5,666,881.00	0.00%	141.15%

Totals by Type	Total LCFF Funds
Total:	$5,666,881.00
LEA-wide Total:	$3,821,822.00
Limited Total:	$1,845,059.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	4	English Learner Curriculum and Personnel	Yes	Limited	English Learners	Valor Academy Elementary School	$123,368.00	0.00%
1	6	Intervention for High	Yes	Limited	English learner (EL)	Valor Academy	$88,040.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Needs Students				Elementary School		
1	8	Supplemental Instructional Support	Yes	Limited	Foster Youth, English learner (EL), Low Income	Valor Academy Elementary School	$970,602.00	0.00%
2	1	Enrichment Programming	Yes	LEA-Wide	Low Income, Foster Youth, English Learners	Valor Academy Elementary School	$0.00	0.00%
2	2	Student and Family Services Personnel	Yes	LEA-Wide	Foster Youth, English learner (EL), Low Income	Valor Academy Elementary School	$259,336.00	0.00%
2	5	Family Engagement Coordinator	Yes	LEA-Wide	English Learners	Valor Academy Elementary School	$15,418.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$6,536,421.00	$8,012,843.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	General Education Teachers	No	$1,380,903.00	$1,938,907.00
1	2	Special Education Services and Personnel	No	$831,378.00	$1,134,473.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	3	Curriculum	No	$0.00	$0.00
1	4	English Learner Curriculum and Personnel	Yes	$107,603.00	$127,014.00
1	5	Instructional Materials	No	$52,207.00	$79,443.00
1	6	Intervention for High Needs Students	Yes	$133,786.00	$211,074.00
1	7	Software - Academic Achievement	No	$43,714.00	$53,730.00
1	8	Supplemental Instructional Support	Yes	$1,451,903.00	$1,322,950.00
2	1	Enrichment Programming	Yes	$177,881.00	$250,841.00
2	2	Student and Family Services Personnel	Yes	$281,926.00	$365,572.00
2	3	Software - School Culture	No	$439.00	$1,427.00
2	4	Student Activities	No	$47,789.00	$333,289.00
2	5	Family Engagement- Family Engagement Coordinator	Yes	$23,569.00	$39,340.00
2	6	Family Engagement- Supplies and Materials	No	$20,980.00	$11,743.00
2	7	Family Engagement- Software	No	$1,855.00	$3,100.00
3	1	Facilities and Operations- Operational Materials	No	$137,963.00	$86,259.00
3	2	Facilities and Operations- Operations Personnel and Services	No	$1,108,063.00	$1,317,762.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	Facilities and Operations-Software	No	$0.00	$0.00
3	4	Facilities and Operations-Operational Services	No	$734,462.00	$735,919.00

2023-24 Contributing Actions Annual Update Table

Totals	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)
Totals	$1,431,384.00	$1,248,433.00	$2,316,791.00	($1,068,358.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	4	English Learner Curriculum and Personnel	Yes	$107,603.00	$127,014.00	0.00%	0.00%
1	6	Intervention for High	Yes	$29,089.00	$211,074.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)
		Needs Students					
1	8	Supplemental Instructional Support	Yes	$1,026,322.00	$1,322,950.00	0.00%	0.00%
2	1	Enrichment Programming	Yes	$0.00	$250,841.00	0.00%	0.00%
2	2	Student and Family Services Personnel	Yes	$85,419.00	$365,572.00	0.00%	0.00%
2	5	Family Engagement- Family Engagement Coordinator	Yes	$0.00	$39,340.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)

$3,733,055.00	$0,431,384.00	0.00%	38.34%	$2,316,791.00	0.00%	62.06%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- 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.

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.

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

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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in

producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

    - ▪ The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

- 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).