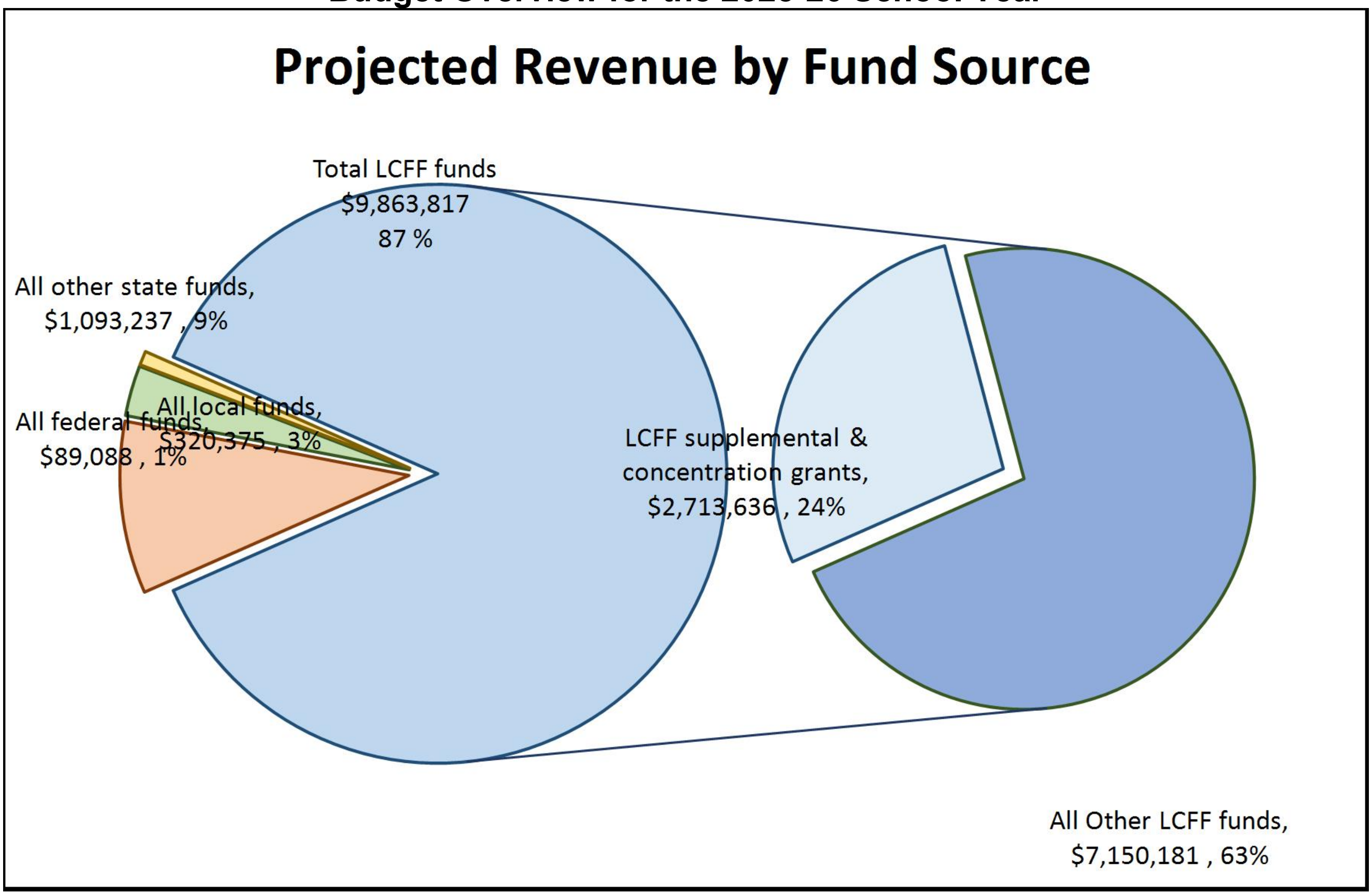
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lennox Math, Science & Technology Academy
CDS Code: 19647090100602
School Year: 2025-26
LEA contact information:
Armando Mena, Executive Director Mario Villanueva, Principal Veronica Jimenez, Director of Student Services Cynthia Lomeli, Director of Curriculum & Instruction amena@lennoxacademy.org
310-680-5600

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

Budget Overview for the 2025-26 School Year

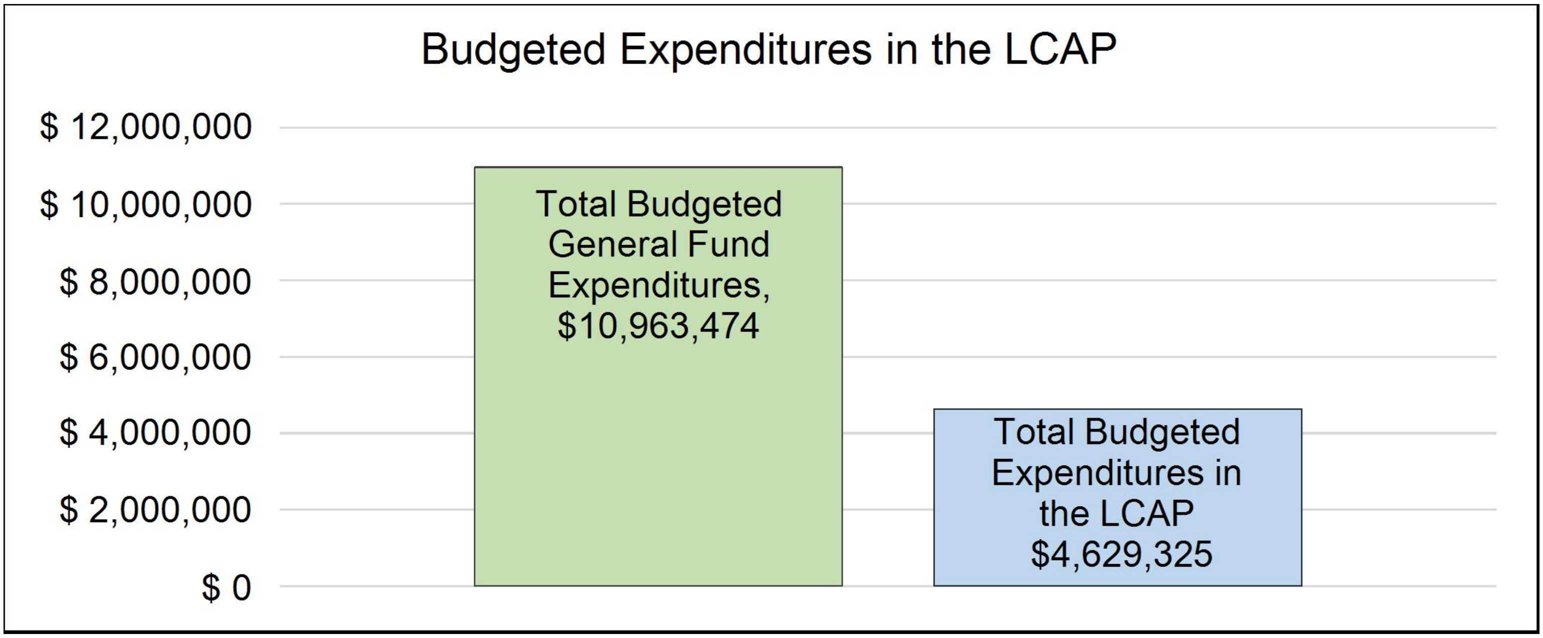


This chart shows the total general purpose revenue Lennox Math, Science & Technology Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lennox Math, Science & Technology Academy is $11,366,517, of which $9,863,817 is Local Control Funding Formula (LCFF), $1,093,237 is other state funds, $320,375 is local funds, and $89,088 is federal funds. Of the $9,863,817 in LCFF Funds, $2,713,636 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lennox Math, Science & Technology Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lennox Math, Science & Technology Academy plans to spend $10,963,474 for the 2025-26 school year. Of that amount, $4,629,325 is tied to actions/services in the LCAP and $6,334,149 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

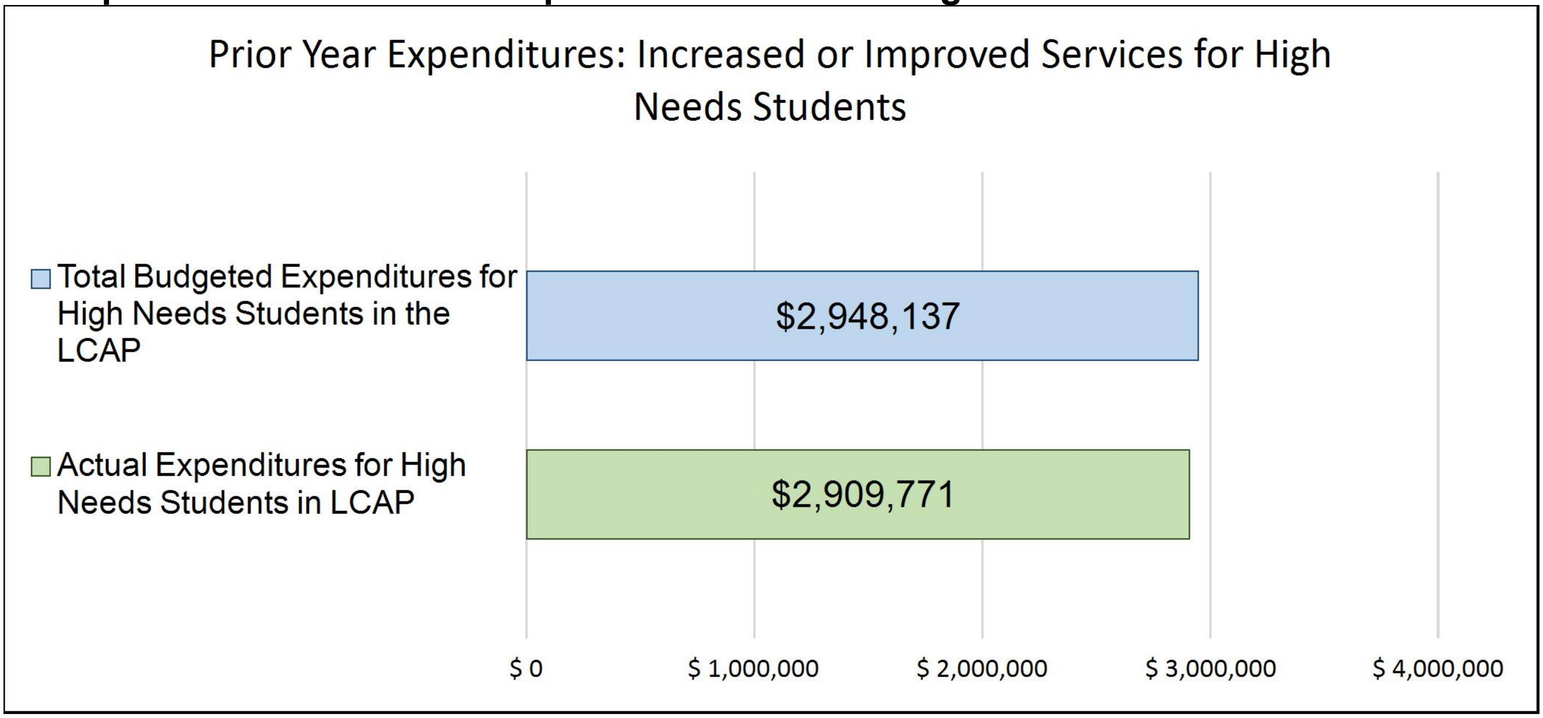
Staffing of general education program and related benefits, core academic program textbooks and instructional materials, Special Education and instructional services, professional services, rent and facility costs and other general operational costs.

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

In 2025-26, Lennox Math, Science & Technology Academy is projecting it will receive $2,713,636 based on the enrollment of foster youth, English learner, and low-income students. Lennox Math, Science & Technology Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Lennox Math, Science & Technology Academy plans to spend $3,079,200 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Lennox Math, Science & Technology Academy's LCAP budgeted $2,948,137 for planned actions to increase or improve services for high needs students. Lennox Math, Science & Technology Academy actually spent $2,909,771 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $38,366 had the following impact on Lennox Math, Science & Technology Academy's ability to increase or improve services for high needs students:

Staffing was a challenge this year and as a result there was a difference of about $38,000 of money that was targeted to service high needs students. The impact was that some Student Support Providers had a larger load of students to serve that what has been the norm.   This will be addressed in the 2025-2026 school year.

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
Lennox Math, Science & Technology Academy	Armando Mena, Executive Director Mario Villanueva, Principal Veronica Jimenez, Director of Student Services Cynthia Lomeli, Director of Curriculum & Instruction	amena@lennoxacademy.org mvillanueva@lennoxacademy.org vjimenez@lennoxacademy.org clomeli@lennoxacademy.org 310-680-5600

Plan Summary [2025-26]

General Information

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

Lennox is located directly on the flight path of LAX in an unincorporated 1.3 square mile area of Los Angeles County which is populated by more than 23,000 residents, making it one of the most densely populated square miles in California. The racial/ethnic composition of this community is 93% Latinx with 90% of the student body qualifying for free/reduced lunch. The majority of residents (54.4%) are foreign born, come from Mexico, and Central America and have resided in the area less than five years. A port-of-entry community, Lennox is plagued by gang violence, drugs, and poverty.

The Lennox Academy staff is committed to providing a program that will prepare students to enter four-year colleges and universities, enable them to thrive in the advancing technological society, and provide them with the skills that will help them succeed in life and higher learning. Lennox Academy students are required to complete a four-year course of study that, at minimum, will satisfy University of California (UC) admission requirements (i.e., "A-G" requirements) and surpass the requirements in the areas of Math & Science. Students have limited elective options, especially in the 9th and 10th grades. The electives offered are: Project Lead the Way (Principles of Engineering, Engineering Design, Digital Electronics, and Design and Development), Art Fashion Design, Art Fashion Design 2, Music, Commercial Music, Advanced Music, and ten AP classes (English Language, English Literature, Calculus, Physics, Spanish Language, World History, US History, Government, and Psychology).

Lennox Academy meets the needs of its community through a structured small learning community with low teacher-to-student ratios, a dedicated teaching staff that provides a student-centered curriculum, an organized CIF sports program for boys and girls, student-initiated clubs, and a voluntary parent involvement component. Lennox Academy continues to explore strategies to engage and encourage students

Reflections: Annual Performance

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

Lennox Academy was recognized as a 2024 California Distinguished School for demonstrating excellence and growth in academic achievement and ensuring a positive school climate. Below are highlights from each LCAP goal.

Goal 1: Lennox Academy continues to rank in the 99th percentile on the School Climate Report Card, per the CalSCHLS surveys, and has maintained over a 95% average daily attendance rate (ADA), with 2.2% of student suspensions. The class of 2024 had a 99.3% graduation rate, and a 87% retention rate for their four years at Lennox Academy. Students continue to benefit from school-based mental health services, although one has seen a slight increase this year in the percentage of students who report to have experience chronic sadness (11.75%) and emotional distress (10%). While Lennox Academy's percentage of students reporting chronic sadness/hopelessness have risen this school year, they continue to be lower than the state/county (35% for 9th graders, and 36% for 11th graders). Parents are reporting less concerns with their child's emotional well-being (16% of parents have moderate/severe concerns about their child's mental health this school year, compared to 21% last year, 30% the year prior, and 35% before then). There was an increase in the percentage of staff members that are reporting it as moderate/severe problem on campus (from 13% the year prior, to 17% this year). Additionally, while number of students reporting thoughts of suicide had been on a decline in the past three years, we saw a slight increase this year. Supporting student's mental health and wellness will be an area of focus for this upcoming school year, along with providing a comprehensive school counseling program, with multi-tiers of support, and exploring alternative means of corrections to address the number of student discipline referrals and suspensions. Capturing stakeholders' voice continues to be important for Lennox Academy. 99% of students participated in the local survey, which resulted in the following: 97% of students feels that LMSTA is a supportive and inviting place for students to learn, 96% believe staff treat all students with respect, 97% feel that staff believe all students can succeed, 90% feel close to students at LMSTA, 88% feel close to at least one staff member, 91% feel like they are part of the LMSTA family. On average, 93% of students have positive adult connections on campus, and 91% of students enjoy doing things with their TA Buddy group. On average, 95% of students feel close to their TA on campus, and 97% of students feel that they have at least one close friend at LMSTA that they can talk to for something other than schoolwork. 98% of students feel safe at school, and students' perception of drug use on campus and bullying has increased. However, the percentage of students reporting to have been bullied at least once on campus has decreased from 33% to 2%. Overall, staff data was pretty positive as well, but there are targeted areas for us to address in hopes of making everyone feel like they part of the familia. On average, 96% of staff feel that Lennox Academy is a supportive and inviting place for staff to work, and 98% believe that Lennox Academy is a safe place for staff. Parent participation continues to be a challenge, but data reported from the 47% of families that participated continues to be positive.

Goal 2: About 88% of teachers expressed satisfaction from this year's Professional Learning meetings. Teachers would like to continue with professional development focus on Long Term English Learners along with having more PD focused on how to support students with an IEP. Structured data chat meetings will also be incorporated in department and grade level meetings in order to guide best practices and teacher moves in the classroom. Two platforms that have started to shift teacher practices are ELLevation and GoReact as they guided departments to have discussions on common practices and common language. Additionally, departments and grade level teams had the opportunity to continue their efforts in vertical and horizontal alignment with a focus in literacy. Departments were able to attend subject specific conferences and/or workshops. All necessary equipment and tools were purchased to ensure students and instructor had access to high quality equipment along with a CTE approved curriculum. The current 9th grade class received new Samsung laptops and the goal is for students to use the same machine during their four years at the Academy. IT staff was retained (department consists of an IT Director and two assistants) which decrease waiting time to address issues and to allow for the department to attend conferences and trainings. All materials requested by staff were purchased, novels were replaced due to tear and wear (along with adding new titles that are more culturally relevant to Lennox Academy' s student population).

Goal 3: The CA Dashboard data for Lennox Academy in 2024 was mostly positive. Even with the decrease in growth for 2024 on the CAASPP math and ELA, Socioeconomically Disadvantaged and Hispanic were still at medium (math) and high (ELA) achievement levels. English Learners had very low achievement in math, but did have a slight increase, but had both very low achievement and significant decrease as measured by the dashboard 5X5 reports. This follows the trends on other assessments and highlights the need to prioritize English Learner progress as a school. Lennox Academy earned a green performance rating in English Language Arts due to results for socially disadvantaged and Hispanic students, but English Learners received a red rating. Lennox Academy earned a yellow performance rating in math due to results for socially disadvantaged and Hispanic students, but English Learners received an orange rating (increase for 10.3 points from 2023). There was a 12% decrease in the number of English Learners that made progress towards English language proficiency.

Reflections: Technical Assistance

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

Not applicable

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
Teachers	Teachers were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 20, 2025 and LCAP 25-26 Presentation was made on May 22, 2025. Teachers provided feedback to their department chairs that shared input at Leadership Meetings. The Leadership Team makes meets monthly to discuss curriculum and student and school policy issues and is responsible for the execution of the LCAP and WASC Action Plan.
Parents	Parents were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 20, 2025 and LCAP 25-26 Presentation was made on May 22, 2025. Parents that participate in available activities on site provide feedback on school programs. These groups include parents that participate in Cafecitos, parent classes and the Lennox Academy Parent Group.

Educational Partner(s)	Process for Engagement
Students	Students were engaged through the completion of the LCAP survey. All data is collected and disseminated by the administrative team. Data is shared with the Leadership Team to get input from all departments. Feedback is incorporated into LCAP updates. LCAP mid-year report was presented to the Lennox Academy Board of Directors on February 20, 2025 and LCAP 25-26 Presentation was made on May 22, 2025. The principal meets monthly with associated student government. During these meeting students provide feedback on school policy and programs.

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

The general feedback from stakeholders was consistent in the continued need to support students' academic and social emotional needs. The following are some areas on the LCAP that were influenced by input from educational partners:
-Internship Student Success Counselor
-Professional development for staff on ELD and UDL Strategies
-Professional development for students and staff on cultural diversity
-Expansion of alternatives to suspension
-Further exploration of AI tools
-Individualized math intervention support
-Continue schoolwide focus on writing
-Develop interventions for students with chronic absenteeism
-Increase parent involvement in school activities (parent center)
-Continue measures to secure the school campus
-Additional paraprofessionals to support EL and Resource classes

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lennox Academy will foster an inclusive, supportive, and positive school environment that supports the holistic development of every student, enhances student engagement, well-being, and academic success for all students. Lennox Academy will foster an inclusive, supportive, safe, and positive environment that promotes the holistic development, engagement, well-being, and academic success of every student.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The importance of creating a safe and positive school climate continues to be a priority at Lennox Academy. Our school familia continues to build that sense of belonging within our school community and recognizes the importance of maintaining positive relationships with each and every one of our students. Despite some challenges, students, family, and staff at Lennox Academy recognize the school's efforts to make them feel valued, cared for, and safe, as evidenced through local survey data.

Lennox Academy has continually ranked in the 99th percentile when compared to other schools in the state, and among schools with similar demographic characteristics, with respect to the Overall School Climate Report Card (CalSCHLS). Nonetheless, the impact of the COVID-19 pandemic has left us with new challenges. In addition to physical and social isolation and disengagement from peers, many students may have experienced trauma on top of pre-pandemic adversities. While addressing students' learning loss is important, meeting students' social and emotional/mental health needs will be instrumental to improve academic outcomes for students. As such, Goal 1 will focus on creating a physically, socially, and emotionally safe learning environment that furthers the learning of all students with strong adult and community connections and support.

By implement a systematic and measurable approach to guarantee students and staff are supported socially, emotionally, and behaviorally in all school environments, one hopes to achieve the following outcomes, among others:
* Emotional and Physical Safety: A safe environment helps students feel secure, reducing anxiety and allowing them to focus on learning.
* Increased Academic Achievement: When students feel supported and valued, they are more likely to engage and succeed in their studies.

* Social and Emotional Development: By focusing on the whole child, we can address their social and emotional needs, helping them develop skills like empathy, cooperation, and resilience.
* Behavioral Supports: In a supportive environment, students are less likely to engage in disruptive behavior. Clear expectations and positive relationships reduce disciplinary issues.
* Teacher Satisfaction and Retention: A positive school climate also benefits teachers, leading to higher job satisfaction and lower turnover rates, which in turn creates a more stable learning environment for students.
* Long-term Success: Students who experience a positive school climate are better prepared for life beyond school. They develop critical life skills that contribute to their future success in college, careers, and personal relationships.
* Engagement and Empowerment: Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
* Enhanced student readiness for college and careers, with a focus on both academic and personal development.
* Increased student engagement and participation in activities that foster social and emotional growth.
* Improved physical and mental health among students, contributing to better academic performance and overall well-being.
* Stronger relationships between schools, families, and the community, creating a supportive network for student success.
* Greater equity in access to college and career readiness resources, ensuring all students have the opportunity to thrive.

By supporting college and career readiness in a way that addresses the whole child, this goal ensures students are not only academically prepared but also socially and emotionally equipped to succeed in their future endeavors.

Overall, a safe and positive school climate nurtures the development of well-rounded individuals who are equipped to thrive both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Facilities maintained in good repair (Perception data)	94% of staff agree/strongly agree that "This school has clean and well-maintained facilities and property."	On average, 90% of staff feel that school facilities (in general) are kept clean, and 75% feel that school facilities (in general) are kept in good repair.		At least 95% of students, parents, and staff will agree that school facilities are maintained clean and in good repair.	-4% of staff: Kept Clean -19% of staff: Kept in Good Repair
1.2	Overall Attendance (ADA %)	2023-2024:	2024-2025:		2026-2027: Lennox Academy will maintain at	-0.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95.99% Overall ADA Rate, as of May 23, 2024	95.69% Overall ADA Rate, as of May 19, 2024		least an overall 96% ADA Rate.	
1.3	Chronic Absenteeism (10% of school year)	2022-2023: 3.9% (23/583) 2023-2024: 7.7% (45/582) as of May 23, 2024	2024-2025: 5.8% (34/586) as of May 19, 2025		2026-2027: Less than 4% of students will be chronically absent.	-1.9% chronically absent
1.4	Pupil Suspension & Expulsion Rates	2023-2024: 1.55% (9/582) of students have been suspended, as of May 23, 2024. * 6 out of the 9 -- Hands on/Fighting (OSS) * 2 out of the 9 -- Drug Related (OSS) * 1 out of the 9 -- In School Suspension	2024-2025: 2.2 % (13/588) students have been suspended, as of May 20, 2025 There have been a total of 14 suspensions (1 student was a repeat offender). * 5 / 14 -- Drug Related * 5 / 14 -- Obscene Acts/Vulgarity * 1 / 14 -- Possession of Dangerous Object * 2 / 14 -- Vandalism/Property Damage * 1 / 14 -- Caused/Attempted Physical Harm		2026-2027: Less than 1% of students will be suspended.	+0.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Graduation Rates & Retention (Cohort Data)	Class of 2023 Data Graduation Rate: 98.6% Non-Completer Rate: 1.4% Retention Rate: 91% of original cohort completed their senior year at Lennox Academy	Class of 2024 Data Grad Rate: 99.3% Non-Completer Rate: 0.7% Retention Rates: 123/141 (87%) were part of the original cohort 123 (82%) of the original entering cohort of 150 completed their senior year at LMSTA		2026-2027: Graduation Rate: Maintain at least 98% Non-Completer Rate: Maintained below 2% Retention Rate: 95% of original cohort will complete their senior year at Lennox Academy.	Graduation Rate: +0.7% Non-Completion Rate: -0.7% Retention Rate: -8%
1.6	CalSCHLS and/or Local Survey Participation Rates (School Climate)	Local Survey Data Participation Rates * Students: 98% (92% CHKS) * Staff: 89% (79% CSSS) * Parents: 28%	Local Survey Data Participation Rates * Students: 99% (95% CHKS) * Staff: 85% (90% CSSS) * Parents: 47%		2026-2027 Minimum Survey Participation Rates: * At least 95% of students * At least 60% of parents * At least 90% of staff	Local Survey Data Participation Rates * Students: +1% (+3% CHKS) * Staff: -4% (+11% CSSS) * Parents: +19%
1.7	School Connectedness	2023-2024: 87% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy."	2024-2025: 88% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy."		2026-2027: 95% of students will agree that they "feel close to at least one staff member at Lennox Academy"	+1% of students agree/strongly agreed that they "feel close to at least one staff member at Lennox Academy."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.	91% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.		95% of students will agree that they "feel part of the Lennox Academy Familia."	+3% of students agree/strongly that they feel like they are part of the Lennox Academy Familia.
1.8	Sense of School Safety (CalSCHLS and/or Local Surveys)	2023-2024 Sense of school safety as reported through Local Surveys: * 97% of students "feel safe in my school" * 95% of staff "feel safe at school" * 92% of parents agree that "LMSTA is a safe place for my child."	2024-2025 Sense of school safety as reported through Local Surveys: * 98% of students "feel safe in my school" * 98% of staff feel "LMSTA is a safe place" * 97% of parents agree that "LMSTA is a safe place for my child."		2026-2027: Minimum of 95% of students, staff, and parents surveyed will agree that LMSTA is a safe place for themselves and/or their child.	+1% of students "feel safe in my school" +3% of staff feel "LMSTA is a safe place" +5% of parents agree that "LMSTA is a safe place for my child."
1.9	Reports of Bullying on Campus (CalSCHLS and/or Local Surveys)	2023-2024 3.3% of students report to have been bullied at least once at school this year.	2024-2025 2.0% of students report to have been bullied at least once at school this year.		2026-2027 Less than 2% of students will report to have been bullied at least once at school this year.	-1.3% of students report to have been bullied at least once at school this year.
1.10	Serious Suicidal Ideations (CalSCHLS and/or Local Surveys)	2023-2024 * 8.5% reported chronic sadness * 9% reported emotional distress	2024-2025 * 11.75% reported chronic sadness * 10% reported emotional distress		2026-2027 Percentage of students that report chronic sadness, emotional distress,	+3.25% reported chronic sadness +1% reported emotional distress +0.25% reported to have seriously

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* 2% reported to have seriously considered attempting suicide * 1% reported to have made a plan * 1% reported to have attempted * 0.5% reported to have attempted and resulted in medical treatment * 21% of parents are concerned about their child's emotional well-being *13% of staff believe student depression/mental health problems are a severe problem at school	* 2.25% reported to have seriously considered attempting suicide * 1.5% reported to have made a plan * 0.5% reported to have attempted * 1% reported to have attempted and resulted in medical treatment * 16% of parents are concerned about their child's emotional well-being *17% of staff believe student depression/mental health problems are a severe problem at school		and to have made a plan and/or attempted suicide will continue to decrease each year	considered attempting suicide +0.5% reported to have made a plan -0.5% reported to have attempted +0.5% reported to have attempted and resulted in medical treatment -5% of parents are concerned about their child's emotional well-being +4% of staff believe student depression/mental health problems are a severe problem at school
1.11	School Connectedness, as reported through CHKS and/or Local Surveys	2023-2024 Percentage of students who AGREE with: * I feel close to students at LMSTA: 88% * I feel close to at least one staff member: 87% * I feel like I am part of the LMSTA Familia: 88% * Students care about each other: 86%	2024-2025 Percentage of students who AGREE with: * I feel close to students at LMSTA: 90% * I feel close to at least one staff member: 88% * I feel like I am part of the LMSTA Familia: 91%		2026-2027 Percentage of students who AGREE with: * I feel close to students at LMSTA: 95% * I feel close to at least one staff member: 95% * I feel like I am part of the LMSTA Familia: 95%	Percentage of students who AGREE with: * I feel close to students at LMSTA: +2% * I feel close to at least one staff member: +1% * I feel like I am part of the LMSTA Familia: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Students enjoy doing things with each other: 89% * Students treat each other with respect: 82% * Students get a long well with each other: 90% * Lennox Academy is a supportive and inviting place for students to learn: 97% * Staff at Lennox Academy treat all students with respect: 95%	* Students care about each other: 88% * Students enjoy doing things with each other: 93% * Students treat each other with respect: 89% * Students get a long well with each other: 93% * Lennox Academy is a supportive and inviting place for students to learn: 97% * Staff at Lennox Academy treat all students with respect: 96%		* Students care about each other: 95% * Students enjoy doing things with each other: 95% * Students treat each other with respect: 95% * Students get a long well with each other: 95% * Lennox Academy is a supportive and inviting place for students to learn: 99% * Staff at Lennox Academy treat all students with respect:99%	* Students care about each other: +2% * Students enjoy doing things with each other: +4% * Students treat each other with respect: +7% * Students get a long well with each other: +3% * Lennox Academy is a supportive and inviting place for students to learn: +/- 0% * Staff at Lennox Academy treat all students with respect: +1%
1.12	Panther Buddy Program & TA Connections (Local Surveys)	2023-2024 On average, 91.5% of students enjoy doing things with their TA Buddies. On average, 93.25% of students enjoy doing things/feel close to their TA.	2024-2025 On average, 91.25% of students enjoy doing things with their TA Buddies. On average, 95.25% of students enjoy doing things/feel close to their TA.		2026-2027 On average, 95% of students enjoy doing things with their TA Buddies. On average, 96% of students enjoy doing things/feel close to their TA.	-0.25%: students enjoy doing things with their TA Buddies. +2% students enjoy doing things/feel close to their TA.
1.13	TA Teacher/Family Connections:	2023-2024	2024-2025		2026-2027 100% of families	-1%: of families surveyed reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Positive Relationships & Availability of Supports (Parent Perspective, Local Surveys)	89% of families surveyed reported that they know who their child's TA teacher is. 76% of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” 67% of parents agree that "My child's TA Teacher has reached out to me this year about my student." 86% of parents agree that, “My child’s teachers are responsive to my child’s social and emotional needs.”	87% of families surveyed reported that they know who their child's TA teacher is. 74% of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” 68% of parents agree that "My child's TA Teacher has reached out to me this year about my student." 89% of parents agree that, “My child’s teachers are responsive to my child’s social and emotional needs.”		will know who their TA Teacher is and will have met with them at least once per year. At least 90% of parents surveyed will agree with the following statements: • My child’s TA teacher has checked in with him/her personally at least once a month • My child’s teachers are responsive to my child’s social and emotional needs • My child's TA Teacher has	that they know who their child's TA teacher is. -2%: of Parents agree that: “My child’s TA teacher has checked in with him/her personally at least once a month.” +1%: of parents agree that "My child's TA Teacher has reached out to me this year about my student." +3% of parents agree that, “My child’s teachers are responsive to my child’s social and emotional needs.”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reached out to me this year about my student.	
1.14	Counselor/Family Connections: Positive Relationships & Availability of Supports (Parent Perspective, Local Surveys)	No baseline available for parents knowing who their child's counselor is. 88% of parents agree that, “Support staff like counselors and therapists are available to my child if he/she needs them.” 95% of parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."	2024-2025 73% of parents who participated in the survey agree that, "I know who my child's Academic & College/Career Counselor is" 94% of parents agree that, “Support staff like counselors and therapists are available to my child if he/she needs them.” 94% of parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."		2026-2027 100% of families will know who their Academic & College/Career Counselor is and will have met with them at least once per year. At least 95% of parents surveyed will agree with the following statements: • Support staff like counselors and therapists are available to my child if he/she needs them At least 98% of parents surveyed will agree with the	+73%: Parents who participated in the survey agree that, "I know who my child's Academic & College/Career Counselor is" +6%: Parents agree that, “Support staff like counselors and therapists are available to my child if he/she needs them.” -1%: Parents surveyed agreed that, "LMSTA provides quality counseling or other ways to help students with social or emotional needs."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					following statements: • LMSTA provides quality counseling or other ways to help students with social or emotional needs.	
1.15	Percent of students receiving individualized support.	2023-2024 As of May 14th, 74.7% of students have met at least once with their Academic & College/Career Counselor * 41% of Freshmen * 54% of Sophomores * 76% of Juniors * 100% of Seniors	2024-2025 As of May 19, 2025, 95.8% of students have met (at least once) with their Academic & College/Career Counselor (as reported on 5-Star Tracking) * 91.4% of Freshmen * 94.5% of Sophomores * 97.3% of Juniors * 100% of Seniors		2026-2027 100% of Students will have met with their Academic & College/Career Counselor to develop personalized plans 100% of students referred for services will have been matched up with appropriate counseling/mental health services.	+21.1%: Students have met (at least once) with their Academic & College/Career Counselor (as reported on 5-Star Tracking) +50.4% of Freshmen +40.5% of Sophomores +21.3% of Juniors +/-0% of Seniors
1.16	Percentage of Students Participating in a Student Club or Leadership Group.	No calculated baseline available.	38.5% as reported through 5-Star		2026-2027 85% of students will be involved in a student club	+38.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and/or some form of leadership group on campus.	
1.17	Clear Postsecondary Plans	No baseline available.	As of May 19th, 100% of seniors have a postsecondary plan that they have committed to		2026-2027 100% of seniors will have a clear postsecondary plan before they leave Lennox Academy.	+100%
1.18	College and Career Readiness (% "Prepared")	Class of 2023 Data Prepared: 73.2% Approaching Prepared: 12.7% Not Prepared: 14.1%	Class of 2024 Data: Prepared: 74.6% Approaching Prepared: 10.6% Percentage Not Prepared: 14.8%		Class of 2026 Prepared: 85% Approaching Prepared: 5% Not Prepared: 10%	Prepared: +1.4% Approaching Prepared: -2.1% Percentage Not Prepared: +0.7%
1.19	Percentage of Students who meet A-G Requirements	71% of students from the Class of 2023 met A-G requirements	79.6% of students from the class of 2024 met A-G requirements (Met UC/CSU Requirements, as reported on DataQuest & Counselor Tracking) Class of 2025: Data being finalized		80% of students from the Class of 2026 will meet A-G requirements.	+8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Acceptance into a 4-year University	Class of 2023 Data: 73%	Class of 2024 Data: 82% Class of 2025: Data being finalized		80% of students from the Class of 2026 will be accepted into a 4-year college/university.	+9%
1.21	Parent Engagement & Participation	2023-2024 On average... * 32.5% of families attended at least one parent meeting. * 10% of families have volunteered * 4% of families have participated in parent educational workshops	2024-2025, Per 5-Star Report: 39% of "community" involvement (at least 1 activity or event) -- registered parents/guardians 54% of families have attended at least one school function (Back to school night, cafecitos, parent meetings...) 26 Parents (4.8%) of families have volunteered		2026-2027 * At least 85% of families will have attended at least one parent meeting per year * At least 35% of families will have volunteered * At least 25% of families will have participated in parent educational workshops 85% of Parents (unduplicated counts) will engage in at minimum one school function, parent meeting, conference, educational workshop, or volunteer opportunity.	School to work on better data tracking from year to year. Overall increase in parent participation, but need to work on tracking by "family"
1.22	Parent Perception Data	2023-2024	2024-2025		2026-2027	Percent of Parents that agree that...

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of Parents that agree that... * The school seeks their input before making important decisions: 87% * The school encourages them to be active participants in their child's education: 96% * LMSTA staff treat parents with respect: 95% * LMSTA staff take parent concerns seriously: 92%	Percent of Parents that agree that... * The school seeks their input before making important decisions: 90% * The school encourages them to be active participants in their child's education: 92% * LMSTA staff treat parents with respect: 96% * LMSTA staff take parent concerns seriously: 94%		Percent of Parents that agree that... * The school seeks their input before making important decisions: 95% * The school encourages them to be active participants in their child's education: 98% * LMSTA staff treat parents with respect: 98% * LMSTA staff take parent concerns seriously: 95%	* The school seeks their input before making important decisions: +3% * The school encourages them to be active participants in their child's education: -4% * LMSTA staff treat parents with respect: +1% * LMSTA staff take parent concerns seriously: +2%
1.23	School Uniforms	100% of students will have access to the school uniform.	100% of students will have access to the school uniform.		100% of students will have access to the school uniform.	+/- 0%
1.24	School Climate Report Card (CalSCHLS Surveys)	Lennox Academy continues to rank in the 99th percentile for similar schools.	Lennox Academy continues to rank in the 99th percentile for similar schools.		Continue to rank in the 98th – 99th percentile for positive school climate among the state and similar schools. Maintain or improve School Climate Index Score and subscales.	Lennox Academy continues to rank in the 99th percentile for similar schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Student Incentives, Rewards & Recognitions	Lennox Academy continues to recognize students on their birthdays, monthly student of the month recognitions, and through TA celebrations (most improved, STAR student...). Students who received honor roll for one semester received an Honor Roll T-shirt; students who received honor roll for two semesters received an Honor Roll Sweatshirt.	Lennox Academy continues to recognize students on their birthdays, monthly student of the month recognitions, and through TA celebrations (most improved, STAR student...). Students who received honor roll for one semester received an Honor Roll T-shirt; students who received honor roll for two semesters received an Honor Roll Sweatshirt.		Lennox Academy will continue to create opportunities to recognize and celebrate students and staff.	Maintained
1.26	Positive Relationships (Student Perspective, Local Surveys)	96.1% of students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who… • "…really cares about me." (90%)	96.6% of students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who…		97% of students will report to have at least one close friend at Lennox Academy. 95% of students will agree that there is at least one adult on campus that cares about them, notices them, and	+0.5%: students report to have at least one close friend at Lennox Academy that they can talk to about something other than school. Percent of students who agree that there is an adult on campus who…

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• "…notices when I'm not there." (88%) • "…checks on how I am doing." (88%)	• "…really cares about me." (91%) • "…notices when I'm not there." (88%) • "…checks on how I am doing." (90%)		checks in with them.	• "…really cares about me." (+1%) • "…notices when I'm not there." (+/-0%) • "…checks on how I am doing." (+2%)
1.27	Availability of Counseling Supports (Mental Health / Social-Emotional)	Lennox Academy has 1.5 FTE School-Based Mental Health Therapist, has MOUs with MASADA Homes and 3FTE Academic & College/Career Counselors	Lennox Academy has 1.5 FTE School-Based Mental Health Therapist, has MOUs with MASADA Homes and 3FTE Academic & College/Career Counselors		Maintain or improve counseling services offered.	Maintained

Goal Analysis [2024-25]

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

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

For the most part, all action items under Goal 1 were successfully carried out and implemented as follows:
ACTION 1.1
Lennox Academy continued to fund personnel that carry out duties in support of action item 1.1: 1 FTE Safety & Facilities Manager, 1 FTE Custodian, 1 FTE Office Clerk, 2 Part-Time Campus Safety Aides, and 1 Part-Time TA to support campus safety efforts (among other

duties). Additionally, Lennox Academy was able to install additional security cameras, secure school campus entry points with a new security system, purchase a school vehicle, and support expenses to maintain a clean, orderly, and safe environment.

ACTION 1.2
Lennox Academy continue to employee a part-time parent liaison and support expenses to carry out parent educational workshops.

ACTION 1.3
In addition to funding screeners and resources to support students' mental health, Lennox Academy contracted with Richstone Family Center to employee 1.5 FTE Mental Health Therapist to provide direct services to students. Unfortunately, Lennox Academy was not able to fill another full time therapist position, nor a certified wellness coach. Expenses to support the development of the Wellness Center are on track to happen before the end of the school year.

ACTION 1.4
Lennox Academy successfully implemented, enhanced, and funded programs, activities, events, and expenses that promoted a positive, supportive, inclusive, and connected school learning environment for ALL students. Lennox Academy continues to create moments for students and staff to allow them to feel valued and part of the Lennox Academy Familia.

ACTION 1.5
Lennox Academy continued to fund expenses and personnel to support student services and integrated supports to ensure that every student receives the specific academic, behavioral, social-emotional, college/career, and mental and physical health supports they need to succeed—so all students are engaged, able to access the curriculum, and make meaningful progress in their learning.

ACTION 1.6
Lennox Academy continued to fund expenses to address non-academic barriers to learning and ensure equitable access among all (e.g., school uniform, metropass cards...)

ACTION 1.7
Lennox Academy supported purchases, subscription renewals, and expenses that facilitated and promoted a safe, organized, well-informed, communicative, and professional learning environment. Additionally, Lennox Academy supported professional learning opportunities that supported and address the action items in goal 1.

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.

Although there were some actions items that were only partially carried out (e.g., only 1 FTE safety aides, 1 FTE Mental Health Therapist, 1 FTE Certified Wellness Coach...), Lennox Academy spent $62,134.26 more than what it had originally budgeted for Goal 1, due to additional expenses that were carried out this year, in support of Goal 1.

1.1 Safe and Secure Campus Projected: $447,411.57 Actual: $525,457.70 Difference: -$78,046.13

1.2 Family and Community Engagement Projected: $46,250.00 Actual: $43,361.86 Difference: $2,888.14
1.3 Mental Health and Wellness Projected: $388,276.57 Actual:$265,431.60 Difference:$122,844.97
1.4 School Culture and Student Engagement Projected: $433,550.00 Actual:$455,175.23 Difference: -$21,625.23
1.5 Counseling & Integrated Supports Projected: $131,861.00 Actual:$228,506.65 Difference: -$96,645.65
1.6 Equitable Access Projected: $30,081.00 Actual:$37,625.24 Difference: -$7,544.24
1.7 Monitoring, Communication Systems, & Growth Projected: $82,500.00 Actual: $66,506.12 Difference: $15,993.88
Grand Totals Projected: $1,559,930.14 Actual: $1,622,064.40 Difference: -$62,134.26

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

Refer to the various metrics listed for Goal 1.

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.

Lennox Academy will foster an inclusive, supportive, safe, and positive environment that promotes the holistic development, engagement, well-being, and academic success of every student. An emphasis will be placed to address areas of concern, as evidenced in some of the metric results (higher percentage of students reporting mental health concerns, increase in suspensions, ongoing need for individualized supports, and professional development to address barriers to learning, while addressing students' social-emotional needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Safe and Secure Campus (Physical Learning Environment)	Ensure a safe, secure, and welcoming learning environment for all Stakeholders. Continue to fund personnel that carry out duties in support of this action item: 1.1.1 1 FTE Safety & Facilities Manager 1.1.2 1 FTE Custodian 1.1.3 1 FTE Office Clerk 1.1.4 2 FTE Campus Safety Aides (4 part time positions) 1.1.5 1 FTE TA to support campus safety efforts (among other duties) Support expenses in support of this action item:	$525,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1.1.6 Facilities, Maintenance, and Operations (Building maintenance and repairs; grounds upkeep; school vehicle purchases, maintenance and repairs; equipment and supplies; campus enhancements…) 1.1.7 Health and Safety Measures (Mitigation efforts against COVID-19 & other respiratory illnesses; health office supplies; medical/first aid; emergency and disaster planning and response…) 1.1.8 Security Infrastructure (security system, lighting, surveillance cameras, secured entry points…) 1.1.9 Inclusive/Student-Centered Learning Environments & Furniture (student pods, flexible and supportive furniture for enhanced student learning…) 1.1.10 Safety & Emergency Communication Systems (Raptor Visitor, Raptor EMS, Emergency Tablet Service, Stop it, Smart Pass, Communication Radios) 1.1.11 Fingerprinting (DOJ) 1.1.12 Other identified expenses in support of Action Step 1.1		
1.2	Family & Community Engagement	Facilitate and promote opportunities to connect with parents as partners in their child's education, and establish strong community partnerships to support the whole child. * Empower parents and provide opportunities for active parent engagement (vs. simply volunteering or providing a service to the school) * Examine current practices and opportunities for parent involvement * Explore opportunities to revamp current practices (Back to School Night, Parent Conferences, Parent Grade Level Meetings…) * Conduct needs assessment * Design & implement a parent "curriculum" that is purposeful and grade specific * Proactive individualized parent/child meetings (Parent Conferences with ALL students: parent conferences to be held with TA Teacher; SpEd teachers meet with caseload to discuss	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		progress on IEP goals/concerns; Ganas continues to provide individualized supports; Counselors meet with those in need of targeted interventions/supports, or a/cc check-ins, and academic probation; Non TA teachers help with resource fair) Continue to fund expenses in support of this action item: 1.2.1 1 PTE Parent Coordinator 1.2.2 Parent Educational Workshops (+Me Project, The Pink Canvas, PEBSAF, Parenting Curriculum…) 1.2.3 Rewards, incentives, and appreciation for parents 1.2.4 Development, furnishing, and securing of the Parent Center 1.2.5 Community Partnerships (Vision to Learn, Boys and Girls Club of Los Angeles, Friday Night Live, Community Based Mental Health Services, Alumni Network…) 1.2.6 Other identified expenses in support of Action Step 1.2		
1.3	Mental Health and Wellness	Continue to promote, monitor, and support the mental and social-emotional well-being of all students and staff. 1.3.1 1.5 FTE School Based Mental Health Therapists 1.3.2 1 FTE School Social Worker / Mental Health & Wellness Specialist 1.3.3 1 FTE Certified Wellness Coach (Paraprofessional) 1.3.4 Explore, Identify, and Train Peer Counselors 1.3.5 Support expenses for development of a Student Wellness Center / Student Lounge 1.3.6 Activities & calendar of events to support student wellness 1.3.7 Student trainings, assemblies, programs and services in support of mental health, wellness, and healthy life choices (TA SEL Curriculum, Teen Truth Assembly & Leadership Summit, Anti-Bullying Assembly, Drug Awareness Assembly, Canine Services, Sexual Health/CA Healthy Youth Act Presentations) 1.3.8 Mental Health / Social-Emotional Learning Universal Screeners & Early Identification	$361,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		1.3.9 Mental Health / SEL Curriculum, Resources & Tools (Character Strong, Character Strong Tier 2 and Tier 3, Wayfinder, Choices Magazines, SEL Student Planners, Intellispark, Theranest, SimplePractice) 1.3.10 Schoolwide SEL initiatives & Activities that build a culture of acceptance, celebrate differences, and promote wellness (No One Eats Alone, Stomp Out Bullying, Start with Hello Week, Mental Health Awareness Month, Wellness Wednesdays, NAMI on Campus Club, TA Buddy SEL Activities…) 1.3.11 Care Solace (MH & Social Service Coordination) 1.3.12 Efforts to promote staff wellness 1.3.13 Other identified expenses in support of Action Step 1.3		
1.4	School Culture & Student Engagement	Implement, enhance, and fund programs, activities, events, and expenses that promote a positive, supportive, inclusive, and connected school learning environment for ALL. "Creating Moments for Students & Staff" 1.4.1 2 FTE Student Program Assistants (SPAs) 1.4.2 Team Building Activities for students and staff and Motivational Speakers (Positive Adventures, Staff Team Building…) 1.4.3 Support expenses that promote a positive, inclusive, and welcoming school culture (Link Crew, Familia Ganas y Orgullo Day…) 1.4.4 Support expenses to increase and promote student/staff celebrations and recognitions. 1.4.5 Student Field Trips (associated fees, meals, transportation) 1.4.6 Recognitions, Celebrations, Rewards, Incentives, and/or Acts of Appreciation for students/staff (Birthdays, Student of the Month, TA Awards, Honor Roll, Graduation, Senior Awards, HERO Reward System, School Spirit Promotional Items…) 1.4.7 Panther Buddy Program (strengthen and plan activities, support expenses to fund off-campus socials/experiences to promote cross grade level connections/mentorship…)	$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1.4.8 Vertical Branding -- High school culture begins in kindergarten! (Partnerships with schools in the LSD to promote school spirit and panther life, Senior Gratitude Walks, Future Panther Day...) 1.4.9 CIF Sports (participation costs, game officials, transportation, recognitions, coaches...) 1.4.10 Student "Gym" Equipment/Lunch Recreation 1.4.11 Consumable purchases in support of making connections and appreciation (includes meal reimbursements UNLESS specifically linked to an off-campus PD event) 1.4.12 Other expenses to support activities, events, resources, tools, etc., to help build a sense of belonging and connection on campus, in support of Action 1.4		
1.5	Counseling & Integrated Supports	Continue to fund expenses and personnel to support student services, integrated supports, alternative programs, and expanded learning opportunities, to ensure that every student receives the specific academic, behavioral, social-emotional, college/career, and mental and physical health supports they need to succeed—so all students are engaged, able to access the curriculum, and make meaningful progress in their learning. 1.5.1 3 FTE Academic & College/Career Counselors Individualized academic counseling and support to help students stay on track for graduation, including credit monitoring, course planning, and academic goal-setting, in support of their career path. Provide comprehensive college and career counseling to ensure all students are well-prepared for post-secondary education and career opportunities. Personalized Learning Plans: Develop personalized learning and career plans for every student, integrating their academic goals with personal interest and strengths to support overall development. 1.5.2 1 FTE Internship & Student Success Coordinator	$240,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		1.5.3 Develop a Comprehensive School Counseling Program by taking a Multi-Tiered, Multi-Dimensional System of Supports Approach (MTMDSS) to support students' academic, social-emotional, college/career needs 1.5.4 Continue to research, develop, and implement actions that promote students' academic success by developing or securing and coordinating integrated supports that target academic and non-academic barriers to achievement. 1.5.5 Create, fund, and implement alternative programs to suspension to address students' needs C.A.A.R.E. Program (Accept... Connect, Avert, Reflect, Educate) Alternative to Suspension Premise: Caring and accepting that student despite negative behaviors/bad choices. Educate them around the dangers of drug & substance use, and/or consequences of their negative behavior (fighting, bullying...) in hopes of having them reflect, and averting any future negative behaviors, and connecting them with appropriate resources and positive adult on campus) Success Coordinator to be trained on appropriate curriculums (YVape, Brief Intervention, You & Me Together Vape-Free, EverFi, Why Try?....) 1.5.6 Create, fund, and implement individualized programs of study for students with diverse needs Students Thriving Under Different Environments (STUDe) Program 1.5.7 Address barriers to positive attendance / Attendance and Engagement Support 1.5.8 Tools, materials, programs, and resources to support personalized Learning Plans that match students' strengths with career interests and opportunities 1.5.9 Foster youth/homeless youth services 1.5.10 Services for Students with Disabilities 1.5.11 Student Health Services 1.5.12 Other identified expenses in support of Action Step 1.5		
1.6	Equitable Access	Continue to fund expenses to address non-academic barriers to learning and ensure equitable access among all.	$37,625.00	No

Action #	Title	Description	Total Funds	Contributing
		1.6.1 School Uniform 1.6.2 MetroPass Cards 1.6.3 Other identified expenses in support of Action Step 1.6		
1.7	Monitoring, Communication Systems, & Growth	Support purchases, subscription renewals, and expenses that facilitate and promote a safe, organized, well-informed, communicative, and professional learning environment; support professional learning opportunities that support and address the action items in goal 1. 1.6.1 Monitor and collect stakeholder data; CalSCHLS Surveys (California Healthy Kids Survey, California School Parent Survey, California School Personnel Survey…) 1.6.2 5-Star Student App to track student engagement 1.6.3 Establish a system for tracking and monitoring student outcomes related to mental wellness, including attendance, academic performance, behavior, and social-emotional functioning. (Panorma or system in support of looking at holistic student data) 1.6.4 Professional Development in support of items addressed by goal 1 (CPR, Medical First Aid, Stop the Bleed, Youth Mental Health First Aid, Suicide Prevention, Trauma Informed Practices, SEL/Mental Health, School Climate, Individualized Needs, Counseling...) 1.6.5 Tools to help facilitate regular communication and collaboration between the school and all stakeholders (students, staff, families...): SchoolMint, ParentSquare, MailMerge, Grasshopper, HERO, Adobe, San Joaquin/Edjoin, DTS, Parchment, Paycom, Slack, Website, Postage)	$82,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	LMSTA will provide an engaging, standards-aligned instructional program by providing all the required materials, tools, and training necessary to prepare students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- Continue professional development for teachers to include a better understanding of the literacy standards, identify essential standards for all core courses, better serve students with special needs and English language learners, provide social emotional support to students and increase student engagement.
- Technology integration needs further development to maximize the 1:1 environment.
- Continue to expand the course offering for students in the area of CTE and Career Exploration.
- Focus has been on getting students ready for college; yet, there is also a need to develop the skill sets of students who will pursue a career after high school.
- Continue to refine a performance review process that will result in ensuring personal and school-wide growth for the benefit of student learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Through survey feedback, teachers will report they	80%	88%		85%	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have attended/ participated in satisfactory professional development opportunities that will assist in their development as educators and be able to meet the needs of all students					
2.2	Percentage of students having access to technology	100%	100%		100%	0%
2.3	Percentage of students enrolled in a PTLW/CTE elective course throughout their four years at the Academy	88%	99.3		Maintain	+11.3%
2.4	Percentage of students successfully completing UC AG course requirements	71%	74.6		80%	+3.6%
2.5	Percentage of students being accepted into 4-year	73%	75.1		80%	+2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	colleges					
2.6	AP Passing Rates	2023 Results English Language and Composition 43.3% English Literature and Composition 68.8% Psychology 30.9% United States History 62.5% World History 56.3% Calculus AB 10.3% Physics 1 0% Spanish Language and Culture 89.1% AP Environmental Science N/A AP Statistics N/A	2024 Results English Language and Composition 22.2% English Literature and Composition 72.7% Psychology 42.9% United States History 80% World History 64% Calculus AB 28% Physics 1 20.8% Spanish Language and Culture 94.7% AP Environmental Science 16% AP Statistics 34.5%		English Language and Composition 47% English Literature and Composition =68% Psychology 35% United States History 65% World History 60% Calculus AB 25% Physics 1 25% Spanish Language and Culture 95% AP Environmental Science 40% AP Statistics 25%	English Language and Composition -21.1% English Literature and Composition +3.9% Psychology +12% United States History +17.5% World History +7.7% Calculus AB +17.7% Physics 1 20+20.8% Spanish Language and Culture +5.6% AP Environmental Science - AP Statistics -

Goal Analysis [2024-25]

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

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

Action 2.1: Teachers received professional development in Long Term English learners best practices, writing across the curriculum along with meeting in departments and grade level teams to discuss best practices, student concerns, and analyze data. The school continued to support departments in content specific professional development and three additional professional development days were added to continue to build the capacity of our certified staff.

Action 2.2: All CTE/Elective was retained for the 2024-25 school year. The automotive program is now under its second year of implementation.

Action 2.3: All software needed to ensure a conducive and safe learning environment for all students and staff.

Action 2.4: Digital Smart panels were purchased for all classrooms; they will replace the projectors. 150 laptops were purchased for the incoming 9th grade class and new laptops were also purchased for all staff.

Action 2.5: IT Director and two assistants were retained for the 2024-2025 school year.

Action 2.6: Novels were purchased for all English classrooms in order to have in-classroom libraries. A new AP Psychology textbook will be purchased to align with the new College Board framework that was released last summer. All classroom materials needed were purchased and a budget was offered to all teachers.

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

Action 2.1: There is a surplus of $14,806.91 due to only one department attending a conference outside the county. Next year, more departments will attend conferences throughout Southern California as many conference rotate between Southern California and other locations in the state/country.

Action 2.2: There is a deficit of $5,000 due to a 1% salary increase that was board approved on April 10th, 2025 and was retroactive to July 1st, 2024.

Action 2.3: There is a surplus of $2,714.91. All software was purchased and yearly licenses were renewed.

Action 2.4: There is a deficit of $279,555.99 due to a one time purchase of smart boards to replace classroom projectors. A purchase of this magnitude is not planned for the next few years. Additionally, staff laptops were purchase to upgrade the five year old laptops they currently have (the old machines will now be use a loaners for staff and students).

Action 2.5: There is a deficit of $5,000 due to a 1% salary increase that was board approved on April 10th, 2025 and was retroactive to July 1st, 2024.

Action 2.6: There is a surplus of $44,506.57 as only one course had a textbook replacement this year; in the next two years, more textbook licenses will be up for renewal.

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

Action 2.1 : Teacher satisfactory had a slight increase in professional development. Teachers want to continue to work in departments to work on vertical alignment and identify best practices, particularly for Long Term English learners and students with exceptionalities. Departments started to plan common strategies and language during the second semester of the school year. The goal is to see an increase of CAASPP and ELPAC scores especially with Long Term English learners.

Action 2.2: There was an 11% increase in students enrolled in PLTW/Elective course in the last year. Students share they enjoy courses that are more hands on and exposes them to careers that are on the vocational route.

Action 2.3: More teachers are using Net Support to monitor student engagement in the classroom.

Action 2.4: Students and staff had access to a functioning laptop at all times. Hot spots are available and various printing machines are placed around campus.

Action 2.5: Students and staff have access to an IT department member from 7:30 a.m.-5:00 p.m. and wait times have decreased now that the department is fully staffed.

Action 2.6: All textbook and novel requests were granted. Materials for labs were provided and equipment for PLTW/Elective courses were replaced, updated, and/or added.

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

No changes were made in Goal 2. The focus will continue to provide a broad course of study to students to prepare them for college and career readiness. Teachers will continue to develop their capacity to better serve the needs of multilingual students and students with exceptionalities. All necessary technology will be provided to all staff and students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development in lesson design, technology integration, best teaching practices, data-driven decision making,	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting the need of struggling (intervention) students and the Common Core State Standards (CCSS). Add three additional days to the base calendar (183 days) to allow for school-wide professional development in salary and benefits, resources and materials, consultants, department specific training and workshops, and allow substitute coverage.		
2.2	CTE/Elective Staff	Maintain and add CTE and elective staff	$560,000.00	Yes
2.3	Software	Purchase/renew licensing of software and professional subscriptions to support student learning and technology infrastructure. Purchase/renew licensing of software and professional subscriptions to support student learning such as: Canvas Kami Microsoft Office	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	Provide students and teachers equal access to technology (1 to 1) through the purchase of laptops for every student and teacher, accessories (e.g. student laptop backpacks and hotspots), copy/scanning privileges and equipment (e.g. projectors and wireless keyboards) and internet service.	$235,000.00	Yes
2.5	IT Staff	Staffing to support 1 to 1 technology environment.	$375,000.00	No
2.6	Classroom Materials, Resources, and Equipment	Purchase of textbooks, novels, tools, and classroom materials to support a high quality instructional program.	$180,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Demonstrate growth and improve the academic achievement of students with academic challenges (EL, LTELs, Special Education).	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Incoming Lennox Academy students enter high school with significant skill gaps. The average student enters with a 6th grade proficiency in reading and 5th grade proficiency in math. In order to ensure access to college and career for at-promise students, Lennox Academy needs to address skill gaps while supporting mastery of grade level content. The is goal was revised to focus on reducing the achievement gap of students wtih academic challenges (EL, students wtih IEP) by measuring growth and acheivement. Students progress is measured locally using NWEA MAP Growth. Achievement will be measured by proficiency rates on CAASPP, CAST and ELPAC, GPAs, credit status.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	NWEA MAP Reading Growth	Proficient/Advanced All 60% EL 9% With IEP 20% 9th 61% 10th 69% 11th 50% 12th 57% Average Lexile All 1132 EL 805 With IEP 862	Proficient/Advanced All 58% EL 8% With IEP 20% 9th 42% 10th 57% 11th 73% 12th 62% Average Lexile All 1167 EL 839		Proficient/Advanced All 70% EL 20% With IEP 40% 9th 60% 10th 65% 11th 75% 12th 75% Average Lexile All 1175	Proficient/Advanced All -2% EL -1% With IEP 0% 9th -19% 10th -12% 11th +23% 12th +5% Average Lexile All +35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th 1068 10th 1145 11th 1140 12th 1180	With IEP 890 9th 1085 10th 1168 11th 1227 12th 1188		EL 900 With IEP 925 9th 1098 10th 1135 11th 1208 12th 1245	EL +34 With IEP +28 9th +17 10th +23 11th +87 12th +8
3.2	NWEA MAP Math Growth 6+	Proficient/Advanced All 15% EL 1% With IEP 2% 9th 13% 10th 7% 11th 12% 12th 20% Average Quantile All 1049 EL 942 With IEP 946 9th 1018 10th 1071 11th 1071 12th 1098	Proficient/Advanced All 35% EL 6% With IEP 12% 9th 19% 10th 31% 11th 45% 12th 45% Average Quantile All 1138 EL 825 With IEP 801 9th 1037 10th 1143 11th 1190 12th 1186		Proficient/Advanced All 40% EL 15% With IEP 20% 9th 25% 10th 35% 11th 45% 12th 45% Average Quantile All 1128 EL 900 With IEP 900 9th 1050 10th 1080 11th 1190 12th 1190	Proficient/Advanced All +20% EL +5% With IEP +10% 9th +6% 10th +24% 11th +33% 12th +25% Average Quantile All +89 EL -117 With IEP -145 9th +19 10th +72 11th +119 12th +88
3.3	CASPP English Language Arts	Met/Exceeded Standard All 73% With IEP 20% SES Disadv 71% EL 17% Scale Score All 2683	Met/Exceeded Standard All 67% With IEP 25% SES Disadv 67% EL 19% Scale Score		Met/Exceeded Standard All 79% With IEP 35% SES Disadv 77% EL 25% Scale Score	Met/Exceeded Standard All -6% With IEP +5% SES Disadv -4% EL +2% Scale Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		With IEP 2535 SES Disadv 2632 EL 2537	All 2661 With IEP 2467 SES Disadv 2615 EL 2503		All 2700 With IEP 2550 SES Disadv 2650 EL 2552	All -22 With IEP -68 SES Disadv -17 EL -34
3.4	CASPP Mathematics	Met/Exceeded Standard All 42% With IEP 7% SES Disadv 40% EL 0% Scale Score All 2594 With IEP 2484 SES Disadv 2590 EL 2455	Met/Exceeded Standard All 32% With IEP 0% SES Disadv 30% EL 6% Scale Score All 2576 With IEP 2447 SES Disadv 2575 EL 2465		Met/Exceeded Standard All 52% With IEP 25% SES Disadv 50% EL 15% Scale Score All 2628 With IEP 2504 SES Disadv 2624 EL 2500	Met/Exceeded Standard All -10% With IEP -7% SES Disadv -10% EL +6% Scale Score All -18 With IEP -37 SES Disadv -15 EL +10
3.5	CAST	Met/Exceeded Standard All 44% With IEP 7% SES Disadv 44% EL 6% Scale Score All 611 With IEP 593 SES Disadv 610	Met/Exceeded Standard All 41% With IEP 0% SES Disadv 41% EL 6% Scale Score All 608 With IEP 590		Met/Exceeded Standard All 53% With IEP 25% SES Disadv 53% EL 25% Scale Score All 625 With IEP 610	Met/Exceeded Standard All -3% With IEP -7% SES Disadv -3% EL 0% Scale Score All -3 With IEP -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 589	SES Disadv 603 EL 586		SES Disadv 624 EL 605	SES Disadv -7 EL -3
3.6	Summative ELPAC	Level 4 Well Developed All EL 25% EL W/ IEP 9% EL SES Disadv 27%	Level 4 Well Developed All EL 15% EL W/ IEP 15% EL SES Disadv 16%		Level 4 Well Developed All EL 35% EL W/ IEP 20% EL SES Disadv 40%	Level 4 Well Developed All EL - 10% EL W/ IEP +6% EL SES Disadv - 11%
3.7	Cumulative GPA	All < 2.0 8% EL <2.0 30% W/ IEP <2.0 22%	All < 2.0 11% EL <2.0 32% W/ IEP <2.0 31%		All < 2.0 <10% EL <2.0 15% W/ IEP<2.0 10%	All < 2.0 +3% EL <2.0 +2% W/ IEP<2.0 +9%
3.8	Credit Deficient	All Students 17% EL Students 41% W/ IEP 36%	All Students 18% EL Students 42% W/ IEP 35%		All Students 10% EL Students 20% W/ IEP 15%	All Students +1% EL Students +1% W/ IEP - 1%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and implementation. Support classes included one section of ELD Intermediate, two sections of ELD Advanced, one section of ERWC ELD, three English Labs and three math lab classes. A total of 240 students were serviced by GANAS program where students received both in class and after school academic support. A challenge included losing two Student Success Advisors (SSA) during the school year which resulted in a higher SSA to student ratio.

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

The budgeted expenditures for Goal 3 for the 2024-25 school year were $1,315,000. The actual expenditures for 2024-25 for Goal 3 as of April 30, 2025 were $1,078,876 for a difference of $236,124 due to personnel funding adjustments for action 3.4. Action 3.1 expenditures were over budget by $81,720. Action 3.2 expenditures were under budget by $5,924. Action 3.3 expenditures were under budget by $3,170. Action 3.4 expenditures were under budget by $308,750.

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

The average Lexile levels for all grades and subgroups increased (All Students +35, EL Students +34, Students with IEP =28, 9th grade +17, 10th grade +23, 11th grade +87, and 12th grade +8. The proficiency rate NWEA Reading growth only went up for the 11th grade (73% proficient). On the NWEA MAP Math, Quantile levels went up for most groups (All Students +89, 9th Grade +19, 10th Grade +72, 11th Grade +119, and 12th grade +88), but went down for EL Students -117 and students with an IEP -145. Year 3 targets may need to be adjusted for metrics that were met in year one. Given that this the first year the NWEA is being administered schoolwide, 2025 results may become new baseline.

There is an estimated 70 to 90% correlation between NWEA Map Growth and CAASPP. According to MAP, the projected proficiency in 2025 for ELA will be 73% and math will be 45%. These numbers would be closer to 2023 results. The 2024 proficiency on CAASPP declined 6% in ELA and 10% in math. The 2024 CAST proficiency numbers decreased by 3% and the percentage of students that score Level 4 on the LCAP decreased by 10%.

The percentage of credit deficient students and students below a 2.0 GPA increased slightly. Between summer school and the regular 2024-25 school year a total of 330 classes were taken for a total of 1553 criedtis. Of those 1,098 recovered credits were for students that were deficient and 455 credits were for grade replacement in order to successfully complete A-G course of study.

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.

NWEA Metrics will be raised for groups that made year three target. Overall 2025 results will be used as a new baseline given that the targets from 2024 were based off of a an exam that longer exists and this was the first year of schoolwide implementation for MAP. For grade level targets, cohort data will be used to set subsequent grade's targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Literacy Support	Provide literacy intervention to students below proficiency in English including designated ELD to ELL students: a) Staff English Lab and ELD courses b) Provide English Lab and ELD curricula as well as licenses for remediation software (English 3D, National Geographic, Edge) c) Provide supplementary/adapted novels	$276,000.00	Yes
3.2	Math Support	Provide math intervention to remediate students' deficient skills: a) Provide additional math teacher to staff math support classes and reduce teacher to student ratios in 9th, 10th and 11th grade math classes. b) Provide math lab curricula and licenses for remediation software (Math 180, MAP Accelerator)	$162,000.00	Yes
3.3	Progress Monitoring	Director of Curriculum and Instruction will update and coordinate administration of all exams (Benchmarks, AP, SBAC...), work with department chairs to facilitate professional development opportunities on strategies to improve the academic achievement of EL and Low-income students, and monitor/report individual student academic growth, including local, state, and college board assessments: a) PowerSchool b) Ellevation c) NWEA MAP	$193,000.00	Yes
3.4	Credit Recovery/Grade Improvement	Provide staffing and software to enable students to recover deficient credits or improve grades to improve UC-CSU GPA a) Paraprofessionals to shadow students during the school day, tutor, track, communicate with parents and support credit deficient/academic probation students with summer school and after school classes. b) Paraprofessionals to provide in class support to small groups in EL and resource classes c) Summer school staff	$734,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d) Credit recovery software licenses		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,713,636.00	$344,625

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
28.154%	0.000%	$0.00	28.154%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Mental Health and Wellness **Need:** Social-Emotional Well-being **Scope:** LEA-wide Schoolwide	The majority (86%) of student quality for free/reduced lunch. Lennox Academy believes it is important to address the social and emotional needs of ALL students and staff.	Number of referrals, Availability of Services, and Stakeholder Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Counseling & Integrated Supports **Need:** Continue to research, develop, and implement actions that promote students' academic success by developing or securing and coordinating integrated supports that target academic and non-academic barriers to achievement. **Scope:** LEA-wide Schoolwide	Create, fund, and implement individualized programs of study for students with diverse needs. Develop individual learning plans to support the students' academic, behavior, social-emotional, and college/career needs.	Implementation and availability of services, number of students serviced, student satisfaction surveys, referrals, personalized learning plans, etc.
2.1	**Action:** Professional Development **Need:** Improve grade level proficiency of all students. Decrease the achievement gap of English Learners that has increased post-pandemic. **Scope:** LEA-wide	Lennox Academy has an unduplicated student enrollment of 86%. Therefore, is important that improve the base program to ensure all students demonstrate growth towards proficiency. Equip staff to better meet the academic and social emotional needs of all students.	Professional Development feedback and Professional Development participation
2.2	**Action:** CTE/Elective Staff **Need:** Provide pathways to students who want to enter the workforce after high school and/or purse a trade	In the last few years, parents and students have shared they would like to see more pathways that will introduce/train students to trades they can pursue post-high school for those who are not seeking to attend a four-year university.	Number of students enrolled in a PLTW/CTE elective course

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Software **Need:** Maximize 1 to 1 technology implementation by utilizing programs they will help increase student engagement and address student academic and socioemotional needs. **Scope:** LEA-wide	Technology can help educators implement the 21st-century skills of collaboration, communication, critical thinking, and creativity which are necessary for post secondary success in college and the workforce. This can involve incorporating project-based learning, inquiry-based activities, and opportunities for student choice and reflection into their teaching practices through various software platforms.	Usage of software purchased
2.4	**Action:** Technology **Need:** Provide access to a laptop, a hotspot (if student lacks internet at home), and printing services to all students. **Scope:** LEA-wide	90% of students qualify for free/reduced lunch , so providing a laptop to each student is necessary to ensure technology access to all students.	All students have access to a functional laptop on a daily basis.
2.6	**Action:** Classroom Materials, Resources, and Equipment **Need:** Provide standards-aligned curricula to all students.	Lennox Academy students start their high school experience with large academic gaps. The goal of Lennox Academy is for all students to achieve at level grade proficiency. Therefore, teachers need access to standards-aligned curricula and the materials necessary to address student academic needs.	Increase of CAASPP, ELPAC, and AP scores. Increase in student engagement and hands on activities for students that promote collaboration, creativity, and critical thinking skills.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Math Support **Need:** While Lennox Academy students have reached pre-pandemic proficiency in English Language Arts, growth in mathematics has not improved at the same pace. Incoming 9th grade students are one to two grade levels below incoming English proficiency levels. **Scope:** Schoolwide	Given that the unduplicated enrollment of 86%, all students significantly below grade level in mathematics are scheduled into math intervention classes in the 9th and 10th grades. Students enrolled in math lab classes receive concept developing pre-algebra lessons while working individually on self-paced platforms to remediate deficient skills.	Increase percentage of students making progress towards math proficiency as measured by CAASPP, ELPAC and NWEA MAP.
3.3	**Action:** Progress Monitoring **Need:** Students in math and English support classes are identified during incoming student orientation. Student progress is measured multiple times of year to inform intentional instruction designed to address individual needs and remediate deficient skills. **Scope:** Schoolwide	Given that the unduplicated enrollment of 86%, the growth and achievement of all students is monitored to identify students that need targeted support/enrichment opportunities and to measure the overall effectiveness of the instructional program. Unduplicated students are discussed at monthly grade level meetings where teachers review data and develop improvement implementation plans.	-Number of EL students that reclassify -Number of students in math and reading support classes -Unduplicated students' Lexile and Quantile Levels
3.4	**Action:** Credit Recovery/Grade Improvement **Need:**	Given that the unduplicated enrollment of 86%, unduplicated students with academic challenges will receive needed support to successfully complete A-G requirements by participating in	-Percentage of unduplicated students below 2.0 GPA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Lennox Academy graduation requirements surpass A-G requirements. With 31% of English Learners below a cumulative 2.0 GPA and 40% credit deficient, EL students need additional support to fulfill graduation requirements. **Scope:** Schoolwide	GANAS program. Students in GANAS will receive both in-class and after school academic support with all content.	-Percentage of unduplicated credit deficient students

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Literacy Support **Need:** As Lennox Academy continues to focus on developing schoolwide literacy, there is a significant achievement gap between EL students and non-EL students across all metrics. **Scope:** Limited to Unduplicated Student Group(s)	Students are schedules into English support/EL classes based on state and local data in addition to teacher input. Students develop their oral, writing, listening, and reading skills by receiving specially designed academic instruction in English.	Increase percentage of students making progress towards English Language proficiency as measured by CAASPP, ELPAC and NWEA MAP.

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.

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.

Lennox Academy continues to use the available funding to address the needs of targeted students by increasing direct services. The following are services being provided as a result of this add-on funding:

- Increase in paraprofessional support for ELD and Special Education courses to all small group targeted support and instruction
- Sustain 12 full-time Academic Coaches (Student Support Advisors) to provide targeted instruction to identified EL and Low-Income students. Coaches shadow students throughout the day and provide targeted intervention/support after school.
- Continue to maintain CTE staff that was hired to provide skill development for post-secondary success.
- Continue to maintain ELD teacher to meet the needs of English Learners
- Continue to staff support teachers to provide English and Math intervention courses.
- Continue to staff after-school and summer academic intervention for these students who require additional support.

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		40:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$9,638,467.00	$2,713,636.00	28.154%	0.000%	28.154%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,629,325.00	$0.00	$0.00	$0.00	$4,629,325.00	$3,462,250.00	$1,167,075.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Safe and Secure Campus (Physical Learning Environment)	All	No			All Schools	2025-2026 School Year (2024-2027 LCAP)	$427,000.00	$98,000.00	$525,000.00				$525,000.00	
1	1.2	Family & Community Engagement	All	No			All Schools	2025-2026 School Year (2024-2027 LCAP)	$35,000.00	$15,000.00	$50,000.00				$50,000.00	
1	1.3	Mental Health and Wellness	All Low Income	No Yes	LEA-wide School wide	Low Income	All Schools	2025-2026 School Year (2024-2027 LCAP)	$285,000.00	$76,200.00	$361,200.00				$361,200.00	
1	1.4	School Culture & Student Engagement	All	No			All Schools	2025-2026 School Year (2024-2027 LCAP)	$304,250.00	$175,750.00	$480,000.00				$480,000.00	
1	1.5	Counseling & Integrated Supports	All Students with Disabilities Low Income	No Yes	LEA-wide School wide	Low Income	All Schools	2025-2026 School Year (2024-2027 LCAP)	$100,000.00	$140,000.00	$240,000.00				$240,000.00	
1	1.6	Equitable Access	All	No			All Schools	2024-2025 School Year (2024-2027 LCAP)	$0.00	$37,625.00	$37,625.00				$37,625.00	
1	1.7	Monitoring, Communication Systems, & Growth	All	No			All Schools	2024-2025 School Year (2024-2027 LCAP)	$0.00	$82,500.00	$82,500.00				$82,500.00	
2	2.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$65,000.00	$35,000.00	$100,000.00				$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	CTE/Elective Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$560,000.00	$0.00	$560,000.00				$560,000.00	
2	**2.3**	Software	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$38,000.00	$38,000.00				$38,000.00	
2	**2.4**	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$235,000.00	$235,000.00				$235,000.00	
2	**2.5**	IT Staff	All	No			All Schools 9-12	2024-2027	$375,000.00	$0.00	$375,000.00				$375,000.00	
2	**2.6**	Classroom Materials, Resources, and Equipment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	2024-2027	$0.00	$180,000.00	$180,000.00				$180,000.00	
3	**3.1**	Literacy Support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$266,000.00	$10,000.00	$276,000.00				$276,000.00	
3	**3.2**	Math Support	English Learners Low Income	Yes	School wide	English Learners Low Income			$148,000.00	$14,000.00	$162,000.00				$162,000.00	
3	**3.3**	Progress Monitoring	English Learners Low Income	Yes	School wide	English Learners Low Income			$173,000.00	$20,000.00	$193,000.00				$193,000.00	
3	**3.4**	Credit Recovery/Grade Improvement	English Learners Low Income	Yes	School wide	English Learners Low Income			$724,000.00	$10,000.00	$734,000.00				$734,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,638,467.00	$2,713,636.00	28.154%	0.000%	28.154%	$3,079,200.00	0.000%	31.947 %	**Total:**	$3,079,200.00
								LEA-wide Total:	$1,714,200.00
								Limited Total:	$276,000.00
								Schoolwide Total:	$1,690,200.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Mental Health and Wellness	Yes	LEA-wide Schoolwide	Low Income	All Schools	$361,200.00	
1	1.5	Counseling & Integrated Supports	Yes	LEA-wide Schoolwide	Low Income	All Schools	$240,000.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$100,000.00	
2	2.2	CTE/Elective Staff	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$560,000.00	
2	2.3	Software	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$38,000.00	
2	2.4	Technology	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$235,000.00	
2	2.6	Classroom Materials, Resources, and Equipment	Yes	LEA-wide	English Learners Low Income	All Schools 9-12	$180,000.00	
3	3.1	Literacy Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$276,000.00	
3	3.2	Math Support	Yes	Schoolwide	English Learners Low Income		$162,000.00	

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 (%)
3	**3.3**	Progress Monitoring	Yes	Schoolwide	English Learners Low Income		$193,000.00	
3	**3.4**	Credit Recovery/Grade Improvement	Yes	Schoolwide	English Learners Low Income		$734,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,362,930.14	$4,437,897.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Safe and Secure Campus	No	$447,411.57	$525,457.70
1	**1.2**	Family & Community Engagement	No	$46,250.00	$43,361.86
1	**1.3**	Mental Health and Wellness	No Yes	$388,276.57	$265,431.6
1	**1.4**	School Culture & Student Engagement	No	$433,550.00	$455,175.23
1	**1.5**	Counseling & Integrated Supports	No Yes	$131,861.00	$228,506.65
1	**1.6**	Equitable Access	No	$30,081.00	$37,625.24
1	**1.7**	Monitoring, Communication Systems, & Growth	No	$82,500.00	$66,506.12
2	**2.1**	Professional Development	Yes	$100,000.00	$85,193.09
2	**2.2**	CTE/Elective Staff	Yes	$560,000.00	$565,000
2	**2.3**	Software	Yes	$38,000.00	$36,714.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Technology	Yes	$235,000.00	$514,555.99
2	**2.5**	IT Staff	No	$375,000.00	$400,000
2	**2.6**	Materials, Resources, and Equipment	Yes	$180,000.00	$135,493.43
3	**3.1**	Literacy Support	Yes	$226,000.00	$307,720.00
3	**3.2**	Math Support	Yes	$162,000.00	$156,076.00
3	**3.3**	Progress Monitoring	Yes	$193,000.00	$189,830.00
3	**3.4**	Credit Recovery/Grade Improvement	Yes	$734,000.00	$425,250.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,713,636	$2,948,137.57	$2,909,771.67	$38,365.90	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Mental Health and Wellness	Yes	$388,276.57	$265,431.6		
1	**1.5**	Counseling & Integrated Supports	Yes	$131,861.00	$228,506.65		
2	**2.1**	Professional Development	Yes	$100,000.00	$85,193.09		
2	**2.2**	CTE/Elective Staff	Yes	$560,000.00	$565,000		
2	**2.3**	Software	Yes	$38,000.00	$36,714.91		
2	**2.4**	Technology	Yes	$235,000.00	$514,555.99		
2	**2.6**	Materials, Resources, and Equipment	Yes	$180,000.00	$135,493.43		
3	**3.1**	Literacy Support	Yes	$226,000.00	$307,720.00		
3	**3.2**	Math Support	Yes	$162,000.00	$156,076.00		
3	**3.3**	Progress Monitoring	Yes	$193,000.00	$189,830.00		
3	**3.4**	Credit Recovery/Grade Improvement	Yes	$734,000.00	$425,250.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,638,467	$2,713,636	0%	28.154%	$2,909,771.67	0.000%	30.189%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

    - 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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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