Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Desert Learning Academy	Jessica Ortiz-Gallardo Director	jessica@desertlearning.com (760) 776-8000

Plan Summary 2025-26

General Information

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

Desert Learning Academy (DLA) is a TK-8 public charter school that provides a rigorous, hybrid-model, independent study program for students who are not thriving in a traditional school setting. DLA's specialized support staff provides high-quality instructional materials and adaptive education to meet the Critical Core Subjects. K-3 is committed to providing a world-class education for all students in the critical core subjects of Reading, Writing, Math, Science, and Social Studies. Our students in grades 4-8 are prepared for success in high school and beyond by a rigorous curriculum focused on the critical core subjects. DLA is committed to the following practices to ensure student success: Ongoing Student Assessment, Personalized Learning Plans, Small Group Instruction, Student Mentorship, Parent Involvement, Technology Integration, Flexible Scheduling, Supplemental Resources, Regular Feedback, Teacher Collaboration, and Continuous Improvement

2024-25 Continuing Actions Annual Update Table

1.1 Equal Opportunity Programs and/or Concentration Grant Add-on Staffing	$ Estimated Actual Expenditures for contributing actions	$ Total Estimated Actual Expenditures for all actions	Difference Between Planned and Estimated Actual Expenditures	Percent Increase or Decrease in Services for Contributing Actions	$ Total Estimated Actual Percentage of Improved Services	Difference Between Planned and Estimated Actual Percentage of Improved Services	Explanation of Differences
1.1 Equal Opportunity Programs and/or Concentration Grant Add-on Staffing	$2,000,000.00	$2,000,000.00	0.00%	0.00%	0.00%	0.00%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	9a. Estimated Actual LCFF Supplemental and/or Concentration Grants	9b. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year	10. Total Percentage to Increase or Improve Services for the Coming School Year	4. Total Planned Contributing Expenditures for Contributing Actions	7. Total Estimated Actual Expenditures for Contributing Actions	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions	Percent Increase or Decrease in Services for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services	11. Estimated Actual Percentage of Increased or Improved Services
$87,000,000.00	$2,000,000.00	0.00%	2.30%	$2,000,000.00	$2,000,000.00	0.00%	0.00%	0.00%	0.00%

2024-25 LCFF Carryover Table

13. LCFF Carryover — Dollar Amount	13. LCFF Carryover — Percentage	12. Total Percentage to Increase or Improve Services for the Coming School Year	4. Total Planned Contributing Expenditures for Contributing Actions	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	7. Total Estimated Actual Expenditures for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services	9. Estimated Actual Percentage of Increased or Improved Services	Difference Between Planned and Estimated Actual Percentage of Improved Services
$0.00	0.00%	2.30%	$2,000,000.00	$2,000,000.00	$2,000,000.00	0.00%	0.00%	0.00%

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

The purpose of the Local Control and Accountability Plan (LCAP) is to ensure that local educational agencies (LEAs) engage their local educational partners in an annual planning process to evaluate their progress within eight priority areas encompassing all learners' metrics (LCFF) from 13 state priorities. LEAs document the results of the planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three interrelated purposes:

- **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 indicating that they require more or different support and services.
- **Comprehensive Annual Evaluation:** The process of annually measuring progress toward the goals and actions in the LCAP supports comprehensive annual evaluation based on a rich set of data including, but not limited to, indicators across the state priorities. Ongoing, meaningful, and transparent monitoring of and reflection on progress toward goals and community need is essential to ensure opportunities and outcomes are improved for all students.
- **Accountability and Transparency:** The process of developing, adopting, and annually updating the LCAP that reflects decisions made regarding meaningful engagement and decision-making with respect to actions included in the LCAP ensures that LEAs are accountable to their local educational partners and the broader public for how they are using their resources to support student and school improvement.

In the context of California's accountability system, the LCAP serves as an accessible, actionable, and transparent document that records how local educational agencies (LEAs) are using their resources to support student and school improvement. In this context, the LCAP should be a strategic document that reflects the LEA's strategic planning and evaluation of progress. Effective strategic planning and educational improvement are interdependent, and the LCAP should not be a document that is developed in isolation from other strategic planning and improvement efforts. Rather, the LCAP should be a document that synthesizes and highlights the most relevant elements of the LEA's strategic plan and its efforts to improve outcomes for all students.

The LCAP template adopted by the State Board of Education prioritizes the ongoing, iterative, and cyclical nature of the LCAP development process, which begins with meaningful engagement with educational partners to develop a shared understanding of how the LEA is meeting the needs of its students and what changes the LEA will need to make in its practices to improve outcomes. Ongoing, meaningful, and transparent monitoring of and reflection on progress toward goals and community need is essential to ensure opportunities and outcomes are improved for all students.

The LCAP development process should result in an LCAP that is a clear, actionable, and transparent document that records how local educational agencies (LEAs) are using their resources to support student and school improvement. In this context, the LCAP should be a strategic document that reflects the LEA's strategic planning and evaluation of progress. The LCAP should not be a document that is developed in isolation from other strategic planning and improvement efforts. Rather, the LCAP should be a document that synthesizes and highlights the most relevant elements of the LEA's strategic plan and its efforts to improve outcomes for all students.

This section provides an overview of the purposes of the LCAP development process, including how meaningful engagement with educational partners and data-driven strategic planning can support student and school improvement, and how the LCAP can be a tool for transparent accountability and for ongoing, cyclical improvement.

Purpose

Beginning with the development of the 2019-20 LCAP, the California School Dashboard (Dashboard) and data.

Supported by Standards

Local educational agencies (LEAs) are required to use performance data and progress toward goals to inform the development of the LCAP, including the identification of goals and actions to support student and school improvement. Collection and analysis of a broad range of quantitative and qualitative data can support meaningful engagement with educational partners and ongoing, iterative, and cyclical improvement. In addition, the California School Dashboard (Dashboard) and the California Longitudinal Pupil Achievement Data System (CALPADS) provide LEAs with a wealth of information that can be used to identify strengths and areas for improvement across the state priorities and student groups.

The section is designed to reflect how the development of educational partner influence the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the development of the LCAP to see how their input influenced the LEA's decisions, and to allow educational partners and the public to see the connection between the LEA's planning and its budgeting decisions.

Requirements

Beginning with the development of 2021-22 actions:

Addition of the CDE's dashboards, and its dashboards or grades transitioned prototypes 132, as applicable to the LCAP. LEAs may also provide information about their strategic plan, vision, etc.

Not to exceed 2500 characters in the narrative, and as many as needed in the prompts.

- For example, information about an LEA's theory of pedagogy, philosophy, or instructional approach, or about its use of specific services, research, community challenges, and other such information that the LEA may find relevant to its educational partners and the communities it serves.

Not to exceed 2500 characters in the narrative, and as many as needed in the prompts.

Reflections: Annual Performance

A reflection on annual performance based on 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.

Not to exceed 2500 characters in the narrative, and as many as needed in the prompts. Optional, unless identified as a school with one or more student groups in the red performance level on any state indicator on the Dashboard.

As part of this response, the LEA must specifically the following, which are broad campaign long goals for three year LCAP cycle:

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

Reflections: Technical Assistance

Identification of any technical assistance the LEA is receiving or will receive, if any.

Identify the technical assistance that the LEA is receiving or will receive, if any, based on performance in accordance with 32 sections 47607.3, 52071, 52072, 52073, or 52074, and provide a summary of the work underway as part of receiving technical assistance. The most common forms of technical assistance are Differentiated Assistance, Intensive Instructional Assistance, Validated Root Cause Analysis, and Improvement Science.

- The LEA is not required to be receiving technical assistance in order to complete the LCAP.

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 listing of the schools identified for comprehensive support and improvement.

- Identify the schools within LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA is supporting the identified schools.

- Describe how the LEA has or will provide ongoing assistance to the identified schools as they develop a school-level plan designed to address the identified resource inequities, 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 plan to support student and school improvement.

Engaging Educational Partners

Purpose

Meaningful engagement of parents and other educational partners in the development of the LCAP is fundamental, and the LCAP should reflect how meaningful engagement has been prioritized in LCFF is critical to the development of the LCAP and the annual review and update process. Ongoing, meaningful, and transparent engagement with educational partners can provide valuable information to LEAs for assessing progress toward goals in the LCAP, including the identification of strengths and areas for improvement across the state priorities and student groups identified in EC sections 52052 and 52064, particularly those students and groups that have been historically underserved, including English learners, foster youth, and low-income students.

The section is designed to reflect how the development of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the development of the LCAP to see how their input influenced the LEA's decisions, and to allow educational partners and the public to see the connection between the LEA's planning and its budgeting decisions.

Requirements

Consistent with EC sections 52059.5(a), EC sections 52062(a) California Legislative Information and 52068(a) California Legislative Information, specifically the educational partners that must be consulted when developing the LCAP:

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

A description of how LCAP developing Equity Multiliingual Students must also consult with educational partners at schools generating Equity Multiliingual Students in the development of the LCAP, specifically, in the development of the LCAP and the annual review and update process.

Before adopting the LCAP, school districts and COEs must share it with the applicable advisories, as identified below and their recommendations. The superintendent is required to advise the governing board in writing of specifically how the recommendations from the advisories were addressed in the LCAP. The governing board must consider the recommendations from the advisories before adopting the LCAP.

Charter schools: EC Section 47604.33 California Legislative Information requires that the following educational partners be consulted when developing the LCAP:

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

A description of how LCAP developing Equity Multiliingual Students must also consult with educational partners at schools generating Equity Multiliingual Students in the development of the LCAP, specifically, in the development of the LCAP and the annual review and update process.

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

Each school district and county office of education must establish a parent advisory committee and a English learner parent advisory committee, and at, if any, English Multiliingual Students are enrolled in the school district or county office of education, English Multiliingual Students parent advisory committee.

Describe the governing board/meeting of all LEA consideration the adoption of the LCAP, that LEA must meet the following legal requirements:

- Section 52062(a) California Legislative Information for the LEA governing board or council and the English learner parent advisory committee, and at, if any, English Multiliingual Students parent advisory committee, as applicable.
- Note: Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52852.
- For COEs, see Section 52068(a) California Legislative Information for the LEA governing board or council.
- For charter schools, see Education Code Section 47604.33 California Legislative Information.

NOTE: As a charter school that is not independent of a school district or COE required to adopt a local control and accountability plan, LEAs must complete the sections in the Education Code sections above that include the charter school governing board, committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, as applicable.

Requirements

Consistent with EC sections 52059.5(a), EC sections 52062(a) California Legislative Information and 52068(a) California Legislative Information, specifically the educational partners that must be consulted when developing the LCAP:

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

A description of how LCAP developing Equity Multiliingual Students must also consult with educational partners at schools generating Equity Multiliingual Students in the development of the LCAP, specifically, in the development of the LCAP and the annual review and update process.

Before adopting the LCAP, school districts and COEs must share it with the applicable advisories, as identified below and their recommendations. The superintendent is required to advise the governing board in writing of specifically how the recommendations from the advisories were addressed in the LCAP. The governing board must consider the recommendations from the advisories before adopting the LCAP.

Charter schools: EC Section 47604.33 California Legislative Information requires that the following educational partners be consulted when developing the LCAP:

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

A description of how LCAP developing Equity Multiliingual Students must also consult with educational partners at schools generating Equity Multiliingual Students in the development of the LCAP, specifically, in the development of the LCAP and the annual review and update process.

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

Each school district and county office of education must establish a parent advisory committee and a English learner parent advisory committee, and at, if any, English Multiliingual Students are enrolled in the school district or county office of education, English Multiliingual Students parent advisory committee.

Describe the governing board/meeting of all LEA consideration the adoption of the LCAP, that LEA must meet the following legal requirements:

- Section 52062(a) California Legislative Information for the LEA governing board or council and the English learner parent advisory committee, and at, if any, English Multiliingual Students parent advisory committee, as applicable.
- Note: Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52852.
- For COEs, see Section 52068(a) California Legislative Information for the LEA governing board or council.
- For charter schools, see Education Code Section 47604.33 California Legislative Information.

NOTE: As a charter school that is not independent of a school district or COE required to adopt a local control and accountability plan, LEAs must complete the sections in the Education Code sections above that include the charter school governing board, committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, as applicable.

Requirements

Respond to the prompts as follows:

A description of how meaningful educational partner input was provided and how this input influenced the development of the LCAP.

Describe activities and processes for meaningful educational partner engagement, including educational partners, administrators, other personnel, local bargaining units, parents, and students in the development and implementation of the LCAP, and how this engagement supports the development and implementation of the LCAP.

Describe how, as a result of the feedback from educational partners, the LEA has prioritized its goals, actions, and expenditures for the LCAP.

Describe how the LEA is ensuring Equity Multiliingual Students and other educational partners at schools generating Equity Multiliingual Students have had their voices heard in the development of the LCAP, specifically, in the development of the LCAP and the annual review and update process.

Before adopting the LCAP, school districts and COEs must share it with the applicable advisories, as identified below and their recommendations. The superintendent is required to advise the governing board in writing of specifically how the recommendations from the advisories were addressed in the LCAP. The governing board must consider the recommendations from the advisories before adopting the LCAP.

For charter schools, see Education Code Section 47604.33 California Legislative Information.

NOTE: As a charter school that is not independent of a school district or COE required to adopt a local control and accountability plan, LEAs must complete the sections in the Education Code sections above that include the charter school governing board, committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, as applicable.

- Describe the process that the parent advisory committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, provided to the governing board or council regarding the proposed LCAP.
- Describe the extent to which the recommendations of the parent advisory committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, are reflected in the LCAP.

A description of how the LEA will provide educational partners with a response to specific proposals they have submitted regarding the LCAP.

- Describe the LEA's response to recommendations of the parent advisory committee and may include the English learner parent advisory committee, and, if any, English Multiliingual Students parent advisory committee, pursuant to Section 52068(b) California Legislative Information, including, but not limited to, those recommendations related to how the LEA intends to engage its educational partners on the development of the LCAP for the next school year.

Goals and Actions

Purpose

Clear articulation and alignment of goals, actions, and expenditures in the LCAP ensures that LEAs are strategic in how they allocate resources to promote improvement across the state priorities and student groups identified in EC sections 52052 and 52064, particularly those students and groups that have been historically underserved, including English learners, foster youth, and low-income students. Ongoing, meaningful, and transparent monitoring of and reflection on progress toward goals in the LCAP, including the identification of strengths and areas for improvement across the state priorities and student groups identified in EC sections 52052 and 52064, particularly those students and groups that have been historically underserved, including English learners, foster youth, and low-income students, should result in an LCAP that is a clear, actionable, and transparent document that records how local educational agencies (LEAs) are using their resources to support student and school improvement. In this context, the LCAP should be a strategic document that reflects the LEA's strategic planning and evaluation of progress. The LCAP should not be a document that is developed in isolation from other strategic planning and improvement efforts. Rather, the LCAP should be a document that synthesizes and highlights the most relevant elements of the LEA's strategic plan and its efforts to improve outcomes for all students.

Requirements

Complete the table as follows:

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

Provide the 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 the obligation to consult with the identified educational partner(s) in accordance with EC sections 52059.5(a), 52062(a), 52068(a), and 52072(b)(2) as applicable.

Depending on the educational partner(s) and how they were consulted, the description should include, but is not limited to: in-person meetings, virtual meetings, or emails. The description should also include information about an LEA's philosophy approach to engaging its educational partners.

Impact on the LCAP

Describe how the consultation with the identified educational partner(s) impacted the development of the LCAP. At a minimum, the description must include at least one of the following: a description of how the identified educational partner(s) shaped the goals, actions, or expenditures in the LCAP; or, if applicable, a description of how the identified educational partner(s) jointly developed with the LEA to form one or more goals, actions, or expenditures in the LCAP.

Activities and Timeline

For the purposes of the prompt, this may also include, but is not necessarily limited to:

- Identifying the parent advisory committee or English learner parent advisory committee
- Instances of meetings other than the statutorily required meetings
- Instances of meetings with bargaining units or other staff groups
- Instances of professional development, such as those offered via the Measuring and Reporting Results subcontract
- Instances of advisories in a group of advisories
- Instances of LEA-wide surveys or polls
- Changes to the level of educational partner input as compared to prior years
- Changes to the LCAP as a result of educational partner input, including, but not limited to, changes to LCAP-aligned 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 current year or the annual update process
- Analysis of challenges or successes in the implementation process

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 LEA plans to increase or improve services for its students in the aggregate and its students in the various LCFF student groups, as a result of the LEA's LCFF apportionment. This section serves as the LEA's narrative description of how the LEA is using its LCFF supplemental and concentration grant apportionments to increase or improve services for its students in the aggregate and its students in the various LCFF student groups, as well as how the LEA is using its LCFF base grant to increase or improve services for its students in the aggregate and its students in the various LCFF student groups.

Statutory Requirements

Pursuant to EC Section 52064(b)(4-6), the LCAP is to be a tool for increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as "students" in the context of this section, in proportion to the increase in funds apportioned on the basis of the number and concentration of foster youth, English learners, and low-income students as compared to the students enrolled in the LEA. Pursuant to EC Section 42238.07(c)(2), EC Section 52052(c)(2), EC Section 52064(b)(4-6), EC Section 52066(c)(2), EC Section 52068(c)(2), EC Section 52069(c)(2), and EC Section 52070(c)(2), the LCAP must describe how services that are principally directed to and effective in meeting the LEA's goals for its students in the state and local priorities in the aggregate or in the various LCFF student groups, as well as how services are being increased or improved for foster youth, English learners, and low-income students.

To receive services means to gain access or benefit and to increase services means to gain access or benefit quantitatively. Services are increased or improved by those actions in the LCAP that are identified as being principally directed to and effective in meeting the LEA's goals for its students, as stated in the preceding paragraph, in relation to the services that are provided to all students in the current school year.

For services that are principally directed to and effective in meeting the LEA's goals for its students, as stated in the preceding paragraph, the services may be provided on an LEA-wide or schoolwide basis. For services that are principally directed to and effective in meeting the LEA's goals for its students, as stated in the preceding paragraph, but are not provided on an LEA-wide or schoolwide basis, the LEA must identify the students to which the services are principally directed and how the services are effective in meeting the LEA's goals for those students.

The "percentage by which services must be increased or improved as compared to the services provided to all students in the LCAP year" is the aggregate percentage by which services that are principally directed to and effective in meeting the LEA's goals for its students 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).

LCAP Year

Identify the applicable LCAP Year.

1. Projected LCFF Base Grant

Enter the projected LCFF Base Grant for the LCAP year.

2. 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 learners, and low-income students in the LEA's TK-12 student population, as described in 5 CCR Section 15496(a).

Projected Additional 15 percent LCFF Concentration Grant

Identify the amount of additional LCFF concentration grant 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

Calculate the percentage by which services for foster youth, English learners, and low-income students must be increased or improved as compared to the services provided to students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Dollar

Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not being calculated for your LEA, specify an amount of zero (0).

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%).

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

Calculate the sum of the LCFF Carryover — Percentage and the Projected Percentage to Increase or Improve Services for the Coming School Year.

The Total Expenditures for Contributing Actions to Increase or Improve Services for the Coming School Year

Specify the amount of LCFF supplemental and concentration grant funds the LEA is estimating it will expend in the coming year based on the number and concentration of foster youth, English learners, and low-income students. This amount is the total of the expenditures associated with actions contributing to increased or improved services for foster youth, English learners, and low-income students in the LCAP year.

Expenditures for Contributing Actions

Enter the dollar amounts of expenditures for the contributing actions in the LCAP.

Estimated Actual Expenditures for Contributing Actions

Enter the dollar amounts of estimated actual expenditures for the contributing actions in the LCAP.

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions

Calculate the difference between the planned and estimated actual expenditures for the contributing actions in the LCAP.

Percentage of Improved Services

Calculate the difference between the Percentage of Improved Services for the LCAP year and the Estimated Actual Percentage of Improved Services for the LCAP year.

Estimated Actual Percentage of Improved Services

Calculate the difference between the Percentage of Improved Services for the LCAP year and the Estimated Actual Percentage of Improved Services for the LCAP year.

Explanation of Differences

Explain the difference between Expenditures for Contributing Actions and Estimated Actual Expenditures and between the Planned Percentage of Improved Services and Estimated Actual Percentage of Improved Services.

Instructions

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

Goal

Enter the goal number.

Description

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

Type of Goal

Provide a brief description of the action.

- Provide a brief description of the action.
- A description of how the services that are the increased or improved services requirement for this LCAP year are being provided to students with disabilities who are principally directed to and effective in meeting the LEA's goals for its students in the aggregate and its students in the various LCFF student groups, as well as how services are being increased or improved for students with disabilities.
- If the action is being provided across all students or to a subset of students identified as a contributing measure to increased or improve services for foster youth, English learners, including long-term English learners, and low-income students, then in addition to the requirements above, the description must include a description of how the action is principally directed to and effective in meeting the LEA's goals for its students.
- Those required metrics may be identified within the action description or the metric section of the LCAP. If the action is being principally directed to and effective in meeting the LEA's goals for its students, then the description must identify the metrics that will be used to monitor the effectiveness of the action.

Scope

Identify the scope of planned implementation as one of Equity Multiliingual Focus Goal.

Student Group(s)

Identify the student group(s) to which the action applies.

Location

Identify the location where the action will be implemented. Indicate whether the action is being implemented across all schools, across all schools with one or more student groups identified as being in the red performance level on any state indicator on the California School Dashboard, across all schools with one or more student groups identified as being in the lowest performance level on any state indicator on the California School Dashboard, across all schools with one or more student groups identified as being in the lowest performance level on any state indicator on the 2023

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 foster youth 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, may 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 columns 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. 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 review the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).