



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feather River Charter School

CDS Code: 51 71456 0133934

School Year: 2024-25

LEA contact information:

Jenell Sherman

Executive Director

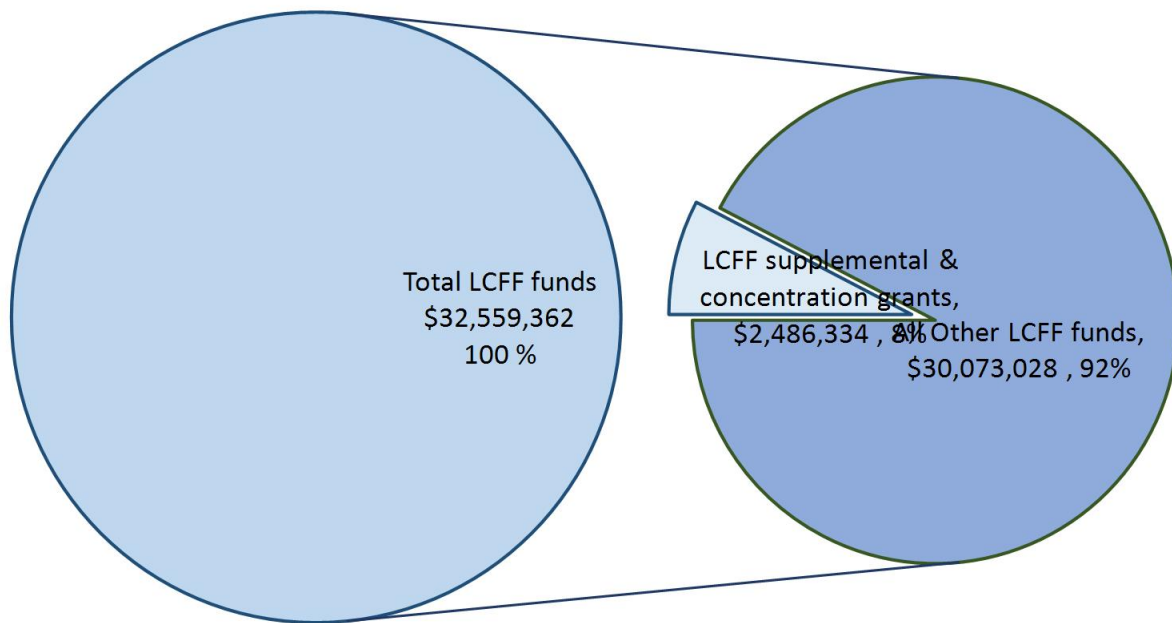
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916-526-3794

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 2024-25 School Year

Projected Revenue by Fund Source

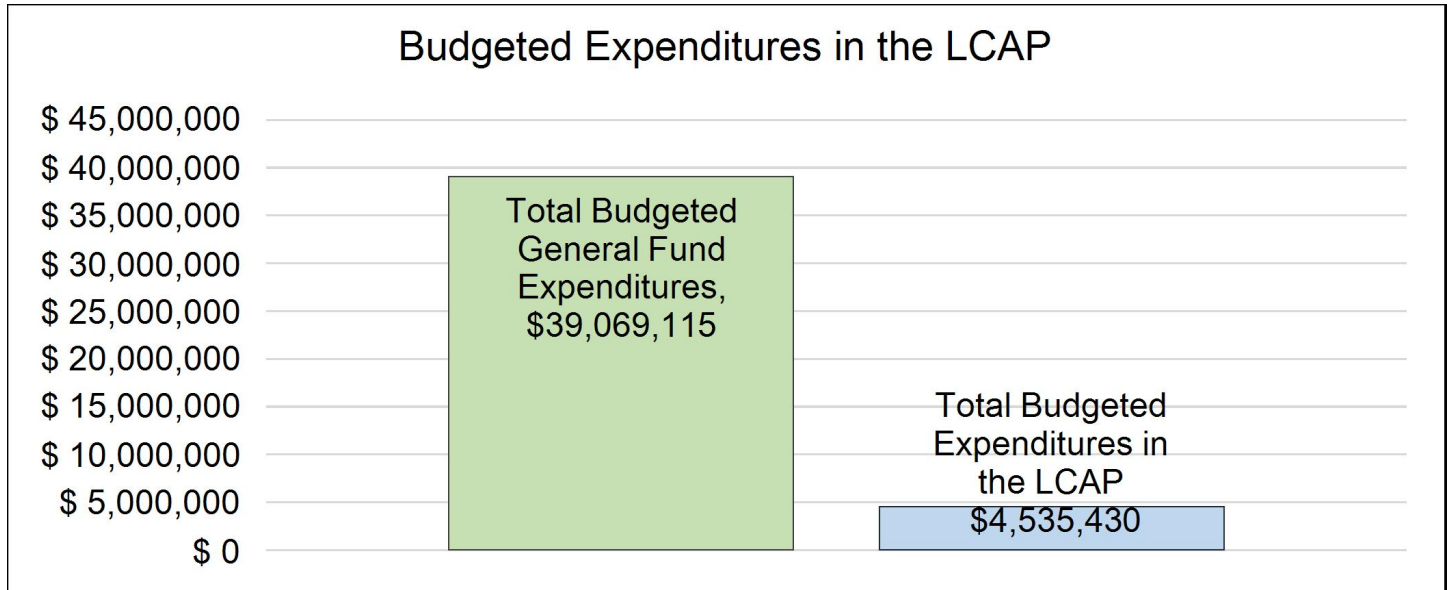


This chart shows the total general purpose revenue Feather River Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Feather River Charter School is \$32,559,362, of which \$32,559,362 is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$32,559,362 in LCFF Funds, \$2,486,334 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 Feather River Charter School plans to spend for 2024-25. 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: Feather River Charter School plans to spend \$39,069,115 for the 2024-25 school year. Of that amount, \$4,535,430 is tied to actions/services in the LCAP and \$34,533,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

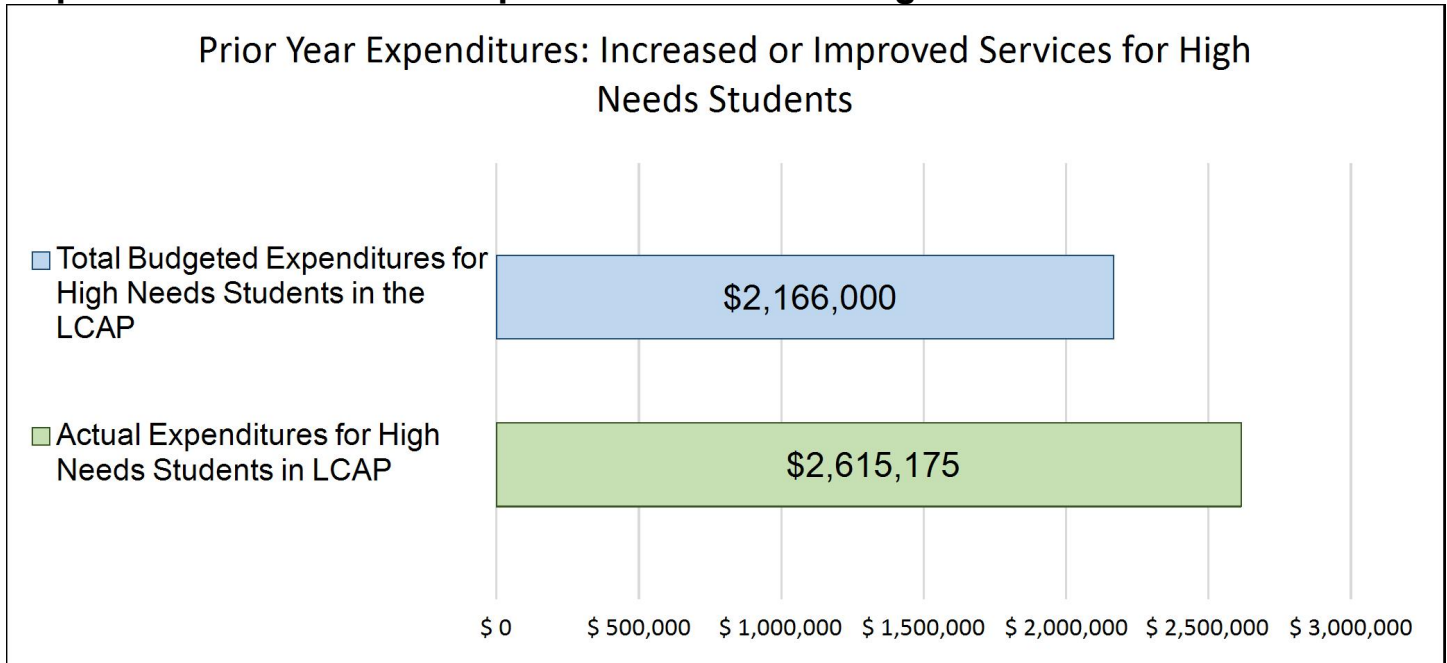
Operating expenses, District oversight fees, Management fees, staff not listed within the LCAP actions, staff software and non-cap equipment, expenditures above and beyond LCAP goals and actions.

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

In 2024-25, Feather River Charter School is projecting it will receive \$248,633 based on the enrollment of foster youth, English learner, and low-income students. Feather River Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Feather River Charter School plans to spend \$265,140 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 2023-24



This chart compares what Feather River Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Feather River Charter School 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 2023-24, Feather River Charter School's LCAP budgeted \$2166000 for planned actions to increase or improve services for high needs students. Feather River Charter School actually spent \$2615175 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@featherrivercharter.com 916-526-3794

Goals and Actions

Goal

Goal #	Description
1	FRCS will continue to develop plans and utilize data to strengthen student achievement for all students. List priorities Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have home access to technology and the Internet.	100%	100%	100%	100%	100%
% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use	100%	100%	100%	100%	100%
100% of teachers will be fully credentialed in the area of instruction or assignment	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students enrolled in Direct instruction courses offerings	47%	27.86%	36%	22.98%	40%
Schoolwide Distance from standard (DFS) on the CAASPP ELA	Baseline 2018-2019: -27.6	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	-20.8	-18.7	-18.30
Schoolwide Distance from standard (DFS) on the CAASPP Math	Baseline 2018-2019: -85.9	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	-55	-53.5	-48.4
% of students who have access to standard aligned instructional material	100%	100%	100%	100%	100%
Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility	FRCS does not have a facility	FRCS does not have a facility	Exemplary	FRCS does not have a facility
Implementation of state standards, particularly English language development	100%	100%	100%	100%	100%
% of students who score at standards Met/Exceeded on	Baseline: 2018-2019 25.4%	21-22 CAST Results will be available in August 2022	36.6%	34.63%	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Science Test (CAST)		FRCS opted out of State			
% of students scoring at ready or conditionally ready on the EAP for ELA	Baseline: 2018-2019 42%	21-22 EAP Results will be available in August 2022 FRCS opted out of State	45.3%	43.01%	57%
% of students scoring at ready or conditionally ready on the EAP for Math	Baseline: 2018-2019 20%	21-22 EAP Results will be available in August 2022 FRCS opted out of State	33.2%	29.94%	35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%	47%	Total Number Served: 13 Homeless: 0% Foster: 0% ELD: 0% SPED: 15% 504: 8% Low Socio-economic: 54%	Academic Interventions Total student population Served: 90 individuals of total student population Homeless % served: 4.4% Foster % served: 0 EL % served: 10% SPED% served: 8.9% 504 % served: 4.4% Low Socio-Economically & served: 36.7% SEL Interventions	45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Total student population Served: 20 individuals of total student population Homeless % served: 16% Foster % served: 0 EL % served: 0 SPED % served: 12% 504 % served: 4% Low Socio-Economically & served: 44%	
% of unduplicated and SWD enrolled in Adventure Academy (Academic Enrichment)	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	Unduplicated: 3% SWD: 4%	Unduplicated: 28% SWD: 8%	Unduplicated: 10% SWD: 10%

Goal Analysis

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

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

All planned actions were fully implemented. In recognizing the critical importance of equitable access to technology, Feather River allocated significant funds to ensure 100% of students have home access to technology and the internet. This strategic move, supported by data indicating a baseline of 100% access, effectively bridges the digital divide and fosters equal opportunities for learning among all students.

Moreover, the school's dedication to teacher development is evident. With a goal of achieving 100% mastery on program implementation, including data analysis, differentiation, assessment, and technology use, the efforts paid off as evidenced by data indicating that all teachers reported mastery in these areas.

Additionally, Feather River Charter School prioritized academic interventions guided by data insights. Strategies such as increasing live or synchronous classes/workshops and investing in additional technology were strategically implemented based on data indicating areas of academic struggle, such as the baseline Schoolwide Distance from Standard (DFS) on the CAASPP ELA and Math assessments.

Encouragingly, improvements were observed in these areas, with the DFS for ELA improving from the baseline of -27.6 to -18.7 and for Math from -85.9 to -53.5, signifying positive growth.

Furthermore, the school's holistic approach extended to social-emotional learning (SEL) interventions, addressing the diverse needs of students facing homelessness or with special needs. The available data clearly demonstrated the necessity of SEL support for promoting holistic well-being, driving initiatives like Adventure Academy aimed at providing academic enrichment opportunities. Notably, Adventure Academy saw a remarkable increase in enrollment from Year 2 to Year 3, with the percentage of unduplicated students rising from 3% to 28%, and students with disabilities from 4% to 8%. These efforts underscore Feather River Charter School's commitment to nurturing the overall development and success of all students, thereby promoting equitable outcomes across the board.

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

Our actual expenses for Goal 1 this year exceeded our planned expenditures due to a surge in enrollment, as well as cost-of-living adjustments for staff and shared staffing MOU expenditures. These factors led to higher actual expenses, which were necessary to meet the needs of our students and to fully implement each action related to Goal 1.

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

Feather River Charter School implemented a range of actions aimed at addressing student learning needs and improving academic outcomes.

Professional Learning for English Learners, Foster Youth, and Economically Disadvantaged Students (Action 1.1): This action was effective in providing targeted support for marginalized student groups. By allocating funds for professional learning tailored to these students' needs, the school demonstrated a commitment to equitable education. Additionally, meeting regularly as a Professional Learning Community contributed to teacher preparedness and collaboration, positively impacting student learning outcomes. This initiative was further supported by the data indicating 100% of teachers mastering program implementation, including data analysis, differentiation, assessment, and technology use.

Professional Learning related to student learning needs, particularly for Students with Disabilities (Action 1.2): Action 1.2, focused on providing professional learning related to student learning needs, particularly for Students with Disabilities (SWD), was implemented successfully, yielding positive outcomes for the school community. By prioritizing instructional strategies and the importance of state testing, the action aimed to enhance academic support for SWD. Through regular meetings with families, the school provided tailored learning resources and strategies, empowering families to support their child's academic growth effectively. Furthermore, professional learning sessions for staff members equipped educators with evidence-based instructional strategies and insights into the significance of state testing for SWD, resulting in more inclusive and effective teaching practices. The establishment of monthly Professional Learning Community (PLC)

meetings facilitated collaboration among staff, enabling the sharing of resources, strategies, and insights. This collaborative approach fostered a supportive school culture and contributed to the success of Action 1.2. As a result, there was increased family involvement, enhanced instructional practices, improved academic outcomes for SWD, and a cohesive approach to supporting these students within the school community. Overall, Action 1.2 demonstrated the school's commitment to equity and inclusivity, ensuring that all students, including those with disabilities, received the necessary support to succeed academically.

Implementing and Assessing Formative and Interim Assessments (Action 1.3): The implementation of regular assessments helped the school monitor student progress and identify areas needing improvement. By focusing on students who were not proficient in ELA and Math, Feather River Charter School effectively targeted this population of students for interventions, contributing to positive growth in academic performance. This was evident in the improvements observed in the Schoolwide Distance from Standard (DFS) with ELA scores improving from -27.6 to -18.7 and Math from -85.9 to -53.5 over three years.

Increasing Live or Synchronous Classes/Workshops (Action 1.4): The online programs and synchronous classes for elementary level grades were successful in providing additional academic support. Targeting students working towards proficiency in ELA and Math led to improvements in these subjects, as evidenced by positive changes in the Schoolwide Distance from Standard (DFS) metrics. Specifically, ELA scores improved by 8.9 points (from -27.6 to -18.7), and Math scores improved by 32.4 points (from -85.9 to -53.5) over three years. The increase in enrollment in Adventure Academy also reflects the effectiveness of this action in providing academic enrichment opportunities for diverse student groups.

Purchase of Additional Technology (Action 1.5): Providing mobile internet connectivity and technology for student use at home was crucial for ensuring access to online resources and live classes. This action effectively addressed the digital divide and supported students' academic and social-emotional well-being, particularly those from economically disadvantaged backgrounds. The data indicating 100% of students having home access to technology and the internet underscores the success of this initiative.

Hiring and Maintaining Certificated Staff for Online/Synchronous Instruction (Action 1.6): Hiring certificated staff to provide online instruction and support programs was effective in expanding services for students in need. By adding to the existing program, the school addressed the increased learning loss resulting from school closures and the pandemic, mitigating its impact on student achievement. This action was also supported by the data showing 100% of teachers being fully credentialed in their area of instruction or assignment.

Purchase of Resources to Support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 Access, Process, and Compliance (Action 1.7): The purchase of resources to streamline student services and compliance processes supported the effective implementation of support systems. This action benefited unduplicated students by accommodating their educational needs and ensuring access to necessary services. The data indicating high levels of student engagement in SEL interventions and academic interventions further supports the effectiveness of this action.

Overall, Feather River Charter School's actions were largely effective in improving student outcomes and addressing the diverse needs of its student population. These initiatives, supported by data-driven decision-making, contributed to the school's commitment to equity and excellence in education.

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

For the new LCAP cycle Feather River Charter School is aligning all academic-driven actions under Goal 1. Any actions that were in other LCAP Goals (not Goal 1) will be moved to Goal 1 so as to align to a whole-school approach to educating our students. Another key change will be the focus on actionable items vs budgetary items. We've recognized the necessity to restructure our action items into implementable strategies aimed at achieving student success. With this restructure, the priority of achieving the desired outcome remains unchanged; however, the means to achieve it shifts from budgetary items to actionable strategies.

In light of the comprehensive changes made to the LEA's goals, the effectiveness of these adjustments lies in their targeted nature and their alignment with state standards and expectations. By building upon the foundational intervention programs implemented to add tailored initiatives addressing specific student needs, the LEA is poised to see more impactful outcomes. The alignment of curriculum with state standards ensures that students are receiving education that is not only relevant but also prepares them for success in standardized assessments and beyond. Additionally, the emphasis on ongoing professional development for staff indicates a commitment to improving instructional practices, which is crucial for student achievement.

Additionally, in the 2024-25 LCAP, we've reorganized all metrics related to academic achievement and college and career readiness under Goal 1. This underscores the LEA's dedication to a comprehensive approach in advancing student success. This restructuring facilitates a more efficient monitoring of student achievement, encompassing enhancements in academic performance, graduation rates, and indicators of college and career readiness. These metrics serve as benchmarks for evaluating the efficacy of our programs and interventions. By concentrating on these specific measures, the LEA can gauge the effectiveness of its initiatives accurately and adapt strategies as necessary for continuous enhancement.

Overall, the effectiveness of the new changes lies in their strategic nature, their alignment with state expectations, and their focus on measurable outcomes that directly contribute to student success. These changes position the LEA for greater success in preparing all students for future academic and career endeavors.

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.

Goals and Actions

Goal

Goal #	Description
2	FRCS will promote a safe, healthy, and engaged learning environment for all students. List Priorities Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel safe or connected to the school	Students: 93% Parents: 92% Teachers: 94%	Students: 100% Parents: 89% Teachers: 100%	Students: 80% Parents: 90% Teachers: 95%	Students: 90% Parents: 91% Teachers: 88%	Students: 100% Parents: 100% Teachers: 100%
The percent student suspension rate	0%	0%	0%	0%	0%
The percent student expulsion rate	0%	0%	0%	0%	0%
The percent High school dropout rate	3.7%	10.53%	11.4%	5.6%	0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%	TBD in 2022 California Dashboard Release	0.3%	0.9%	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%	100%	100%	100%
Increase opportunities for student participation in leadership, enrichment, and academic events i.e., NHS NJHS, Enrichment	Fall: 77 students Spring: 81 students	21-22 School Year Data Community Program Club Fall: 268 Spring: 140 Adventure Academy Fall: 333 Spring: 298 NHS: 9 NJHS: 15	22-23 School Year Data Community Program Club Fall: 171 Spring: 170 Adventure Academy Fall: 696 Spring: 727 NHS: 15 NJHS: 20	23-22 School Year Data Community Program Club Fall: 146 Spring: 107 Adventure Academy Fall: 218 Spring: 173 JHVA Fall: 131 Spring: 127	Community Program Club Fall: 300 Spring: 170 Adventure Academy Fall: 400 Spring: 360 NHS: 15 NJHS: 20
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%	100%	100%	100%	100%
% of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent	New metric for 21-22 LCAP	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
education, and resources					
The percent of English learners who reclassify	8.9%	6.8%	8.3%	21%	15%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%	TBD in 2022 California Dashboard Release	59%	50.9%	65%
% of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes	New metric for 21-22 LCAP	83%	81%	86%	95%
% of English Learners enrolled in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	35%	36%	40%
% of English Learners who reclassify after participating in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	23%	36%	50%

Goal Analysis

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

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

The implementation of actions to achieve the articulated goal of promoting a safe, healthy, and engaged learning environment at Feather River Charter School has been comprehensive and largely successful. All actions outlined in the LCAP were fully implemented as per plan. This includes funding support staff for unduplicated student support, hiring and maintaining certificated staff for English learners, funding a school counselor /SST coordinator, and funding positions for monitoring student achievement data. These actions aimed to address the

specific needs of students, enhance academic support, provide social-emotional services, and improve student success metrics. Our school experienced notable successes across various areas. Of note, the percentage of student suspension and expulsion rates remained at 0%, demonstrating effective disciplinary measures and a positive school climate. The high school dropout rate decreased significantly from Year 2 to Year 3 by 11.4% to 5.6%, indicating successful interventions to support at-risk students. Furthermore, the school consistently maintained an attendance rate of at least 98%, which is indicative of high levels of student engagement. Moreover, of the parents who participated in the school climate survey, 100% provided feedback on surveys specific to LCAP actions and goals. The percent of English learners making progress towards English proficiency also increased, showing effective support for this student demographic. In summary, the implementation of actions at Feather River Charter School has contributed to fostering a safe, supportive, and engaging learning environment for all students. Despite challenges, the school has achieved significant successes in various areas, positively impacting student outcomes and enhancing overall school performance. This reflects the dedication and commitment of the school community toward achieving the goals outlined in the 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.

This year, our expenses for Goal 2 exceeded what we had originally budgeted for. The increase can be attributed to several factors, including a sudden surge in enrollment, necessitating additional resources to accommodate the growing student population. Additionally, we had to incorporate cost-of-living adjustments for our staff to ensure their compensation remained equitable and competitive. Moreover, shared staffing Memorandum of Understanding (MOU) expenditures also contributed to the overall rise in expenses. Despite these unexpected financial demands, these investments were crucial to adequately address the needs of our students and ensure the comprehensive implementation of all initiatives associated with Goal 2.

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

Feather River Charter School implemented a series of actions aimed at cultivating a safe, healthy, and engaged learning environment for all students.

Fund Support Staff for Unduplicated Student Support (Action 2.1): This action was effective in providing targeted support for unduplicated students and students with disabilities. By funding positions for foster/homeless youth and family liaisons, the school demonstrated a commitment to addressing the specific needs of these student populations. Our climate survey data indicates maintained levels of perceived safety and connection among students, parents, and teachers, suggesting that this action positively impacted student well-being and engagement. According to the survey results, a significant majority of parents (86%) and students (90%) strongly agree or agree that they feel safe, while 88% of staff share this sentiment. Additionally, a substantial portion of the school community, comprising 88% of staff, 90% of

students, and 91% of parents, strongly agree or agree that they feel a sense of connectedness. These high percentages reflect a strong sense of security and belonging within the school community, further emphasizing the positive outcomes of Action 2.1.

Hire and Maintain Certificated Staff for English Learners (Action 2.2): The hiring and maintenance of certificated staff for online/synchronous instruction and support programs proved effective in enhancing academic support for English learners. This action led to significant improvements in reclassification rates and progress towards English proficiency, with reclassification rates increasing from 6.8% in year 1 to 21% in year 3, marking a remarkable improvement of 14.2 percentage points over the three-year period. Additionally, the online programs and synchronous classes for elementary level grades were successful in providing additional academic support. The increase in enrollment in Adventure Academy also reflects the effectiveness of this action in providing academic enrichment opportunities for diverse student groups.

Fund School Counselor/SST Coordinator (Action 2.3): Funding the School Counselor/SST Coordinator position proved to be a pivotal success in meeting the social-emotional needs of the school community, as evidenced by the results of the recent climate survey. An impressive 92% of parents and 96% of students reported feeling that their social-emotional needs were being effectively met, while a significant 77% of staff members expressed satisfaction with the support provided in this regard. These statistics underscore the importance of investing in dedicated professionals to address the multifaceted needs of students beyond academics. The presence of a qualified counselor/SST coordinator enabled the provision of essential social-emotional counseling services, supports, and referrals, contributing to a nurturing and supportive environment within the school. Furthermore, the positive outcomes extend beyond individual well-being to encompass broader aspects of school climate. According to the survey results, a significant majority of parents (86%) and students (90%) strongly agree or agree that they feel safe, while 88% of staff share this sentiment. Additionally, a substantial portion of the school community, comprising 88% of staff, 90% of students, and 91% of parents, strongly agree or agree that they feel a sense of connectedness. This reaffirms the effectiveness of the decision to allocate resources towards supporting student well-being, which in turn enhances academic success and overall school community satisfaction.

Fund Positions for Monitoring Student Achievement Data (Action 2.4): This action was highly effective in reducing the high school dropout rate. By hiring personnel dedicated to monitoring student achievement data and focusing on priority group students such as English learners, foster youth, and students with socioeconomic disadvantages, the school successfully targeted interventions to support at-risk students. The data indicating a decrease in the dropout rate from 11.4% to 5.6% demonstrates the significant impact of this action in improving student outcomes and ensuring student success. Additionally, the collaboration with families, high school counselors, and the high school department further enhanced support for priority groups and schoolwide students, contributing to the overall effectiveness of this action in achieving the articulated goal.

Overall, the school's actions were largely effective in fostering a supportive and conducive learning environment, resulting in positive outcomes for students and the school community. These initiatives, supported by data-driven decision-making, reflect the school's dedication to equity and excellence in education.

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

For the upcoming LCAP cycle, Feather River Charter School is realigning all social-emotional and socialization-driven actions under Goal 2, consolidating efforts for a whole-school approach to supporting students' social-emotional well-being. This restructuring reflects a shift towards actionable strategies over budgetary items, recognizing the need to implement effective strategies aimed at achieving student success. As part of this strategic revision, the former Goal 2, which focused on fostering a safe, healthy, and engaged learning environment, has been re-envisioned to a new Goal 2, "Creating well-rounded, self-motivated students by providing diverse socialization and learning experiences supporting their social and emotional growth." This restructuring represents a fundamental shift in approach. By focusing on cultivating well-rounded, self-motivated students through diverse socialization and learning experiences, the school aims to foster a more holistic and student-centric environment. This approach acknowledges the interconnectedness of social, emotional, and academic development, recognizing that a comprehensive educational experience encompasses more than just academic achievement. Moreover, the alignment of metrics tailored to gauge progress in nurturing students' social-emotional well-being ensures effective monitoring and evaluation of efforts, fostering greater accountability and transparency in meeting established goals. Additionally, the introduction of new actions under this revised goal, such as Outdoor Education and Community Experiences, Academic Enrichment programs, and Social-Emotional Support, represents a concerted effort to implement targeted interventions that address the specific needs of students. Through these deliberate adjustments and the implementation of strategic actions, Feather River Charter School is poised to craft a more unified and impactful approach to student development, ensuring that every student receives the requisite support to thrive academically, socially, and emotionally.

New Actions for 2024-24 LCAP

Outdoor Education and Community Experiences (Action 2.1): Our school prioritizes Outdoor Education and Community Experiences to enrich the educational journey of our students. We offer a diverse range of activities and events aimed at fostering community engagement and social development. This includes organizing Community Events, Student Showcases, and Park Days to bring together students, families, and community members. Additionally, we celebrate milestones like 8th grade promotion, high school graduation, and seasonal festivities such as the Harvest Festival. Our school also provides memorable experiences like Prom, Fall High School Dances, and Middle School Dances, creating opportunities for students to socialize, celebrate, and form lasting bonds. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth. In our commitment to ensuring school safety of all participants in our outdoor education events, we are implementing a student check-in system. Moreover, our commitment to student recognition extends to our English Learner department's RFEP recognition program. This initiative honors students who have successfully reclassified from English Learner status, acknowledging their dedication to language acquisition and academic success. Each recognized student receives a certificate of achievement, a medal, and a gift certificate (generously donated), emphasizing their hard work and perseverance. This system will ensure that we are aware of all students participating, enhancing our ability to oversee and manage these enriching experiences. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth.

Academic Enrichment (Action 2.2): To foster academic enrichment among our students, we organize Field Trips, Fall events, and Science Fairs. Students also have opportunities to participate in various activities, such as Academic Decathlon & Pentathlon competitions, Spelling Bee contests, and Adventure Academies. These initiatives are aimed at fostering intellectual growth, encouraging teamwork, and enhancing

critical thinking skills. Additionally, we provide Adventure Academy, Spelling Bee, Fall event, and Science Fair Stipends to staff and access to essential resources to support students to thrive academically beyond the limitations of traditional classroom settings.

Social Emotional Supports, Resources, and Learning (Action 2.3): Our school is committed to supporting the social and emotional well-being of our students through a range of initiatives. To ensure this, we host an annual Student Health and Wellness Fair aimed at promoting physical, mental, and emotional wellness among our students. We have a dedicated SEL counselor who offers personalized guidance and support. Utilizing resources from EverFi, Centervention and Character Strong, we provide digital curricula tailored to various grade levels to enhance social and emotional skills. Furthermore, select members of our staff attend a wellness conference to learn about evidence-based interventions for students facing social and emotional challenges. To ensure ongoing professional development, we allocate wellness stipends to our staff. By staying informed and implementing effective strategies, we strive to enhance the well-being and academic success of our students.

Student and School Achievement & Accountability (Action 2.4): In our efforts to enhance student achievement and accountability, we facilitate roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC coordinator. Additionally, we are providing resources like contracts for LCAP support, and specialized software for analysis and reporting, including PARSEC and DTS (document tracking services). This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations.

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.

Goals and Actions

Goal

Goal #	Description
3	Increase the number of students who are high school, college, career, and life ready. List priorities: Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of students graduating with A-G requirements fulfilled	8%	15.5%	19%	31.2%	20%
The percent of unduplicated students graduating with A-G requirements fulfilled	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	17%	24.6%	TBD
% of students enrolled in at least one college course and completing with a C- or better	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	25.3%	23.41%	TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of students completing at least one CTE pathway	2%	0%	2.1%	0%	10%
The percentage of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	49.1%	TBD in 2022 California Dashboard	*CDE did not publish the College and Career Indicator for the 2023 Dashboard	61.1%	65%
The percentage of students passing the AP examination with a score of 3 or higher	62.5%	100%	100%	0.7%	72%
The percentage of high school students graduating within 4 or 5 years	90.4%	86.2%	84.8%	89.9%	95%
Increase CAASPP participation rate or maintain at 95% or higher	Baseline: 2018-2019 92%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	ELA- 94% Math- 94%	ELA- 94% Math- 94%	ELA- 95% Math- 95%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	Baseline: 2018-2019 42.3%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	45.3%	43.01%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	Baseline: 2018-2019 20.1%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	33.2%	29.94%	30%
% of unduplicated and SWD students enrolled in Direct instruction (JHVA and HSVA) courses offerings	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 14% SWD- 16% HSVA: Unduplicated- 44% SWD- 22%	JHVA: Unduplicated 18.10% SWD- 14.81%% HSVA: Unduplicated: 25.53% SWD- 7.55%	JHVA: Unduplicated- 20% SWD- 20% HSVA: Unduplicated- 50% SWD- 25%
% of unduplicated and SWD students enrolled in asynchronous instruction for HSVA	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 5% SWD- 0% HSVA: Unduplicated- 37% SWD- 4%	JHVA: Unduplicated- 1.29% SWD- 0% HSVA: Unduplicated- 14.89% SWD- 1.89%	JHVA: Unduplicated- 10% SWD- 10% HSVA: Unduplicated- 45% SWD- 10%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	12.5%	Low Socio-Economically %: 38.21% EL %: 33.33% Homeless %: 54.55% Foster Youth %: N/A	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
counselor/coordinator once per school year					

Goal Analysis

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

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

The implementation of actions to achieve the articulated goal of increasing the number of students who are high school, college, career, and life ready at Feather River Charter School has been comprehensive and largely successful. All actions outlined in the LCAP were fully implemented as planned. This includes expanding course offerings, providing college/career readiness assessments and preparatory workshops, revamping individualized graduation plans, hiring and maintaining certificated staff for online/synchronous instruction, and continuing the College Awareness and Advancement Program (CAAP). These actions aimed to address the specific needs of students, enhance academic support, and prepare them for post-secondary success. Feather River Charter School experienced notable successes across various areas. The percentage of students graduating with A-G requirements fulfilled increased significantly, indicating successful efforts to bolster college readiness. Moreover, the percentage of students scoring at Approaching Prepared or Prepared level on the College and Career Indicator saw a substantial rise, reflecting effective college and career preparation initiatives. Additionally, the school successfully improved the high school percentage of students graduating within 4 or 5 years, indicating strong support for student progression and completion. Despite challenges, such as resource constraints or logistical hurdles, the school navigated the implementation process adeptly, ensuring the successful execution of each action. This steadfast commitment to the articulated goal was evident in the school's strategic approach to addressing challenges and capitalizing on successes. In summary, the implementation of actions at Feather River Charter School has contributed to fostering a supportive and engaging learning environment for all students, preparing them for success in high school, college, career, and life. The dedication and commitment of the school community towards achieving its goals outlined in the LCAP have resulted in significant improvements in student outcomes and overall school performance.

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.

This year, our expenditures for Goal 3 went beyond what we had initially budgeted for. The primary reasons for this were a significant rise in enrollment, and the need for additional resources. Furthermore, we had to account for cost-of-living adjustments for our staff members, ensuring that their compensation remained competitive and fair. Additionally, there were shared staffing Memorandum of Understanding (MOU) expenses that contributed to the overall increase in spending. Despite these unforeseen costs, they were crucial in meeting the diverse needs of our students and ensuring the successful implementation of each aspect related to

Goal 3.

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

Feather River Charter School embarked on a mission to increase the number of students who are high school, college, career, and life-ready through a series of targeted actions.

Action 3.1: Increase Number of Course Offerings in College and Career Indicators: This action effectively expanded course offerings and analyzed student data to identify areas for improvement in A-G completion rates. By adding CTE and A-G course offerings, the school enhanced opportunities for students, particularly those from unduplicated groups, to pursue post-high school career opportunities. The data revealing a 31.2% students graduating with A-G requirements fulfilled, a notable 23.2% increase from our baseline, underscores the positive impact of this endeavor. This demonstrates the school's commitment to improving educational outcomes and ensuring all students, regardless of background, have access to a comprehensive education.

Action 3.2: Provide College/Career Readiness Assessments and Preparatory Workshops and Resources: Provide College/Career Readiness Assessments and Preparatory Workshops and Resources," the school has achieved remarkable progress. By prioritizing student access and engagement, particularly for unduplicated students and students with disabilities, the initiative has significantly increased participation in college readiness assessments and provided invaluable preparatory workshops and resources. The data reveals a substantial improvement, with an impressive 12% increase from our baseline, resulting in 61.1% of students now scoring at the Approaching Prepared or Prepared level on the College and Career Indicator. This noteworthy achievement underscores the effectiveness of the action plan in equipping students with the essential skills and resources needed for post-secondary success, further advancing the school's commitment to academic excellence and student achievement.

Action 3.3: Individualized Graduation Plan: While this action did not involve direct funding, it aimed to improve graduation rates and performance scores by revamping individualized graduation plans tailored to each student's needs. Although specific outcome data for this action were not provided, the focus on personalized support and collaboration with counselors and families suggests a commitment to meeting the diverse needs of students and ensuring their readiness for life beyond high school. Additionally, an impressive statistic emerged: 90% of students feel There is an adult at my school who encourages my success.

Action 3.4: Hire and Maintain Certificated Staff for Online/Synchronous Instruction: By hiring certificated staff to provide online instruction and support programs, the school aimed to enhance direct instruction for high school students. While specific outcome data were not provided, the provision of direct instruction, office hours, and feedback likely contributed to improved student learning outcomes and preparedness for college and career pathways as described in Action 3.2.

Action 3.5: CAAP Program: Creating the College Awareness and Advancement Program for unduplicated students was instrumental in providing essential resources, support, and college preparation opportunities. The program's offerings, including VA classes, college tours, and monthly meetings, thus contributing to increasing college awareness and readiness among unduplicated students, as evidenced by the

data showing that 24.6% of unduplicated students graduated with A-G requirements fulfilled. This showcases the positive impact of the CAAP Program in facilitating college readiness and academic achievement among this demographic.

Overall, Feather River Charter School's actions were largely effective in increasing the number of students who are high school, college, career, and life-ready. These initiatives, supported by data-driven decision-making and targeted support for unduplicated student groups, reflect the school's commitment to equity and excellence in education.

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

Our school has made strategic adjustments to the Local Control and Accountability Plan (LCAP) for the 2024-2025 academic year. One significant change is the restructuring of goals to better align with the school's priorities and enhance effectiveness. Previously identified as Goal 3, aimed at increasing the number of students who are high school, college, career, and life-ready, it has been restructured as Goal 1 in the new 2024–25 LCAP. This change reflects a strategic decision to consolidate all academic achievement and college and career readiness metrics under a single goal, allowing for a more focused and cohesive approach to student success. With the reassignment of the previous Goal 3, a new goal has been introduced as Goal 3 in the 2024–2025 LCAP. This new goal, titled "Enhance the supportive culture of collaboration and partnership between educators and families while encouraging families within our school community to actively participate in their children's educational journey," underscores the school's commitment to fostering strong partnerships between educators and families. By prioritizing parental involvement and engagement, Feather River Charter School aims to create a supportive environment where families feel empowered to actively participate in their children's educational journey. This strategic shift recognizes the crucial role that family engagement plays in student success and seeks to strengthen collaboration between educators and families to support academic achievement and holistic development. The introduction of this new goal reflects Feather River Charter School's ongoing commitment to continuous improvement and its dedication to meeting the evolving needs of its student population. By aligning goals with strategic priorities and leveraging the collective efforts of educators and families, the school aims to create a culture of excellence and support that fosters positive outcomes for all students.

New Metrics for 2024–25 LCAP:

- 3.1: % of Parents who feel included in school decision-making
- 3.2: % of parents who are satisfied with their school (reporting as agree or strongly agree on the parent survey)
- 3.3: % of parents who feel connected (reporting as agree or strongly agree on the parent survey)
- 3.4: Parent participation rate in school climate survey

New Actions for 2024–24 LCAP:

Parent Ed i.e. Workshops, Classes, and Clubs (Action 3.1): We are dedicated to equipping parents with valuable tools through our Parent Education program. We offer a diverse range of opportunities, including workshops, classes, and clubs designed to empower parents in supporting their children's development. These initiatives serve as platforms for parents to gain essential skills and knowledge, fostering a

collaborative community where they can learn and grow together. By prioritizing Parent Education, we aim to strengthen the bond between home and school, ultimately benefiting the overall growth and success of our students.

Family Communication i.e Podcasts, Social Media, Website, etc (Action 3.2): Our commitment is to enhance family communication through various platforms, including podcasts, social media, and our website. Through podcasts, we aim to provide informative and engaging content that directly addresses updates and important information for families. Social media platforms serve as a dynamic space for sharing news, and events, and fostering community engagement. Lastly, our website acts as a centralized hub for accessing resources, announcements, and personalized communication channels. Being able to utilize these platforms ensures our commitment to fostering transparent, accessible, and meaningful communication channels between the school and families, thereby strengthening our community bonds and enriching the educational experience for all involved.

Family Engagement (Action 3.3): Our school is dedicated to fostering strong relationships with families and continuously improving the school climate. To achieve these goals, we have launched an initiative to enhance family engagement through participation in our annual Climate Survey. By encouraging families to provide feedback and insights through the survey, we aim to promote transparency, empower families, strengthen community partnerships, and drive continuous improvement. This collaborative approach ensures that the voices of families are heard and valued in shaping the educational experiences of our students. Additionally, the Parent Advisory Committee (PAC) serves as a vital link between the school administration and families, facilitating collaborative decision-making and enriching the educational experience for all students through transparent communication and shared responsibility. Through their dedicated efforts, the PAC ensures that parent voices are heard and valued, guiding initiatives to further enrich our school community.

English Language Parent Support (Action 3.4): To enhance support for English Language Learners (ELLs) and their families, the school will institute a comprehensive action plan. This initiative will encompass the establishment of regular English Learner Advisory Committee (ELAC) meetings throughout the academic calendar. These sessions will serve as a forum for parents, teachers, staff, and community members to engage in discussions pertaining to English Language Development (ELD) programs, curriculum, and student support services. Furthermore, the implementation of interpretation-facilitated family meetings will cater to parents with limited English proficiency or those who are deaf or hard of hearing. This measure will ensure equitable access to vital information regarding academic progress, school policies, and available resources. Translation services, provided by Acutrans for languages other than English and Eaton for American Sign Language (ASL) interpretation, will be leveraged to facilitate effective communication with linguistically diverse families. Student Success meetings will be convened to monitor the progress of ELL students in meeting their ELD goals and standards. Input from teachers, administrators, and support staff will inform adjustments to instruction and support strategies as necessary. Ongoing evaluations and feedback gathering will drive the refinement of support services, fostering stronger partnerships between our school and the community. This strategic approach underscores our commitment to providing comprehensive support for ELL students and their families, while maintaining standards of professionalism and inclusivity throughout our engagement efforts.

Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding (Action 3.5): As part of our commitment to inclusive education, our school provides specialized parent education sessions focusing on Special Education, specifically addressing Individualized Education Program (IEP) accommodations and curriculum scaffolding. These sessions aim to equip parents with the necessary knowledge and skills to better understand and advocate for their child's unique educational needs. Through a series of workshops, we will delve into the intricacies of IEP development, exploring how to identify appropriate accommodations and modifications to support diverse learners.

Additionally, we will provide insights into effective curriculum scaffolding techniques, empowering parents to actively participate in their child's educational journey and foster a supportive learning environment both at home and within our school community.

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.

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@featherrivercharter.com 916-526-3794

Plan Summary [2024-25]

General Information

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

Feather River Charter School (FRCS) opened in the fall of the 2016-17 school year. Feather River Charter School is a WASC-accredited, non-classroom-based public charter school authorized by Winship-Robbins Elementary School District in Sutter County, serving Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties; from transitional kindergarten through 12th-grade.

Of the approximately 2,562 students, 38% are eligible for free or reduced-price lunch, 6.8% are English Learners, and 7.7% have exceptional learning needs. Our unduplicated student group percentage is around 41.5%. Additionally, 69.3% of students are White, 14.6% are Hispanic or Latino, 6.6% are Two or More Races, 1.9% are African-American, and 2.1% are Asian.

Feather River Charter School's schoolwide Learner Outcomes (SLOs) serve as the guiding principles behind our individualized student learning plans. These SLOs are the heartbeat of our school culture and echo our school's vision. We firmly believe that educating the whole child is of utmost importance, and we hold our homeschool community in high regard.

Our students are Navigators of the Digital World, proficient in the use of technology, media, and online resources. They are self-directed and motivated individuals capable of setting attainable goals to achieve academic success. Our students are Personalized Learners, thriving in the education style that best fits their individual needs. Feather River students are Independent Critical-Thinkers, capable of problem-solving, taking ownership, and applying their knowledge. Additionally, our students are Responsible Citizens who actively seek knowledge about local and global issues. Ultimately, our students are Effective Communicators, confidently articulating their thoughts.

To ensure our students reach their full academic potential, we have instituted internal benchmark assessments, held three times a year during Fall, Winter, and Spring. This strategic scheduling allows us to closely monitor our students' academic progress throughout the school year, enabling us to pinpoint areas of struggle or progress. With this information, we can craft individualized learning plans for each student, ensuring that they meet or exceed state standards. Recognizing the need for additional support to meet the diverse needs of all our students, we have established a lending library, offering students free access to resources spanning various subject areas.

Our individualized learning plans offer students an array of options, whether in the homeschool community, online, or through direct instruction. These options enable students to demonstrate their capabilities and master standards effectively. Feather River's credentialed Home School Teachers convene with families every 20 days to review educational plans, curriculum, completed and upcoming work/assessments, and learning goals. This fosters a nurturing relationship between the Home School Teacher, student, and Parent (Educational Coach), reinforcing our commitment to providing choice in education and personalizing each student's educational experience.

In our devotion to parent connectedness, communication, and parent education, we have created several channels. These include the Parent Newsletter, parent education workshops, a YouTube channel, and our own Podcast. Our Field Trip and Park Days programs also foster a supportive community for students and parents, with offerings and opportunities inspired by parents, students, and staff.

Recognizing the need for direct instruction and responding to parent requests, we have established a middle school and high school virtual academy. These academies provide courses taught by our credentialed teachers in core subject areas, a-g courses, and special interest electives. Feather River Charter School understands the importance of preparing our students to be college and career-ready, and we proudly partner with local community colleges and online institutions to offer a dual enrollment program and concurrent enrollment. Additionally, we provide both internally and community partner-driven Career and Technical Education (CTE) pathways for our high school students.

In our pursuit of educational equity for underserved and priority group students, Feather River Charter School offers comprehensive school-wide support. This includes 1:1 Chromebooks and an all-access curriculum software package. For underserved and unduplicated students, we provide loaner laptops, Chromebooks, and hotspots, especially for those in foster care or experiencing homelessness. We also offer

academic and social-emotional counseling services, along with support from our Foster/Homeless Liaison to ensure access to necessary resources. To prepare for emergencies, readiness backpacks have been created to support students in case of sudden evacuations, weather emergencies, or displacement. Our English Language Learner students receive additional support through our virtual English Language Development classes, ELD curriculum, and supplemental programs and intervention options.

With equity as a central focus, Feather River prioritizes supporting our staff in expanding their knowledge and understanding of equity, diversity, and inclusion. Feather River Charter School has developed a staff-led Book Club and PLC group called Diversity - Equity - Inclusion. This group offers various meeting styles, including a book club, as well as a cultural heritage spotlight newsletter.

Considering the nationwide emphasis on mental health, we are dedicated to increasing our support and services to students and staff. Feather River offers its staff members a Staff Wellness Coach who conducts monthly wellness sessions and provides a support website with tips and tricks. Free counseling sessions are available to all staff through our workplace-paid insurance plan. We also provide Professional Development aimed at supporting students as well as staff mental health and work-life balance. Feather River's Social Emotional Learning (SEL) counselor delivers live SEL intervention, group counseling, K-8 SEL curriculum, and High School SEL curriculum. Recognizing the importance of suicide prevention, Feather River has created a student crisis intervention and support process.

Feather River Charter School takes pride in creating unique personalized learning experiences for all students and families. Our commitment to serving our student's individual academic, social, and emotional needs is evident in the wide variety of learning paths, supports, and services that we offer. Feedback from our Educational Partners fuels our continuous improvement cycle, enabling us to better meet the needs of all students and families.

Reflections: Annual Performance

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

The 2023 California Dashboard results provide valuable insights into Feather River Charter School's performance across various academic indicators. Analyzing these results allows us to understand our strengths and areas for improvement better, guiding our future strategies and initiatives.

Academic Indicators:

English Language Arts (ELA) and Mathematics (Math): FRCS achieved an Orange score in both ELA and Math. Despite this, our students demonstrated improvement in both subjects, with an increase of +2.7 DFS points in ELA and +2.4 DFS points in Math compared to the previous year. However, there is a need to further enhance instructional strategies to elevate student performance in these core subjects.

STAR Assessment Results: While there was an overall improvement in academic achievement, specific data from the STAR assessments indicates a decline in students scoring in the highest performance category over the three-year period. In Star Reading, there was a marginal average decline of -5.3% in students achieving in the top performance category of Standard Exceeded. Similarly, in Star Math, there was an

overall average decline of -2.7% in students scoring in the highest achievement band of Standard Exceeded. These declines suggest a need for targeted interventions to address performance gaps and ensure continued progress in student achievement across both reading and math domains.

English Learner Progress Indicator:

Approximately 50.9% of our English Learner students are advancing in their journey towards English language proficiency, reflecting a slight decrease of -8.2% compared to the previous year. FRCS is actively collaborating with the EL department to implement effective strategies aimed at enhancing support and resources for EL students. There is a need to reassess and refine these strategies to reverse the decline and accelerate progress in English language proficiency.

Graduation Rate:

FRCS achieved a graduation rate of 89.9%, with a Green performance score, indicating a significant increase of +5.1% from the previous year. This achievement showcases the effectiveness of implemented changes and demonstrates our commitment to student success.

College and Career Indicator (CCI):

FRCS graduate students demonstrated a commendable 50% readiness for college and career, showing significant improvement compared to the preceding report of 2019. Collaboration with the leadership team is ongoing to optimize student achievement across all measures evaluated within the CCI framework. However, there is a need to continue refining career readiness programs and expanding opportunities for students to explore diverse career pathways.

Suspension and Chronic Absenteeism Indicators:

FRCS attained a blue performance level for Suspension rate and a green performance level score for Chronic Absenteeism, maintaining consistent performance in these areas.

Local Indicators:

FRCS performed at "Standard Met" for all local indicators, including Basics: Teachers, Instructional Materials, Facilities, Implementation of Academic Standard, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

The analysis of the 2023 California Dashboard results provides valuable insights into Feather River Charter School's performance across academic indicators. Importantly, it is noted that there were no performance gaps observed among student groups in any of the state indicators, reflecting our commitment to equity and inclusion. While there are areas for improvement, such as ELA and Math scores, the school has demonstrated significant progress in graduation rates and college and career readiness. Moving forward, FRCS remains committed to implementing strategic initiatives to address identified needs and enhance student outcomes across academic, social, and emotional domains. By leveraging data-driven decision-making and fostering a culture of collaboration and continuous improvement, the school aims to provide a high-quality educational experience that prepares all students for success in college, career, and beyond.

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.

Our school has not been designated for Comprehensive Support and Improvement (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.

Our school has not been designated for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Our school has not been designated for Comprehensive Support and Improvement (CSI).

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
Parent Advisory Committee (PAC)	Throughout the school year, a structured series of eight scheduled meetings was held. These meetings were organized with the objective of enhancing understanding and engagement in key educational and accountability areas. The School provided comprehensive training sessions focused on several critical topics: Local Control and Accountability Plan (LCAP): Training and Understanding: Participants were given detailed training on the LCAP, a tool used by California schools to set goals, plan actions, and leverage resources to improve student outcomes. Review of Current LCAP: The meetings included a review of the current LCAP goals, actions, and progress. This ensured all participants were up-to-date with the current objectives and the strategies in place to achieve them. California State Dashboard: Overview and Training: The California State Dashboard was explained in detail, including how it measures school performance and progress using multiple indicators. Data Presentation: Specific data from the Dashboard was presented, highlighting areas of strength and identifying areas that needed improvement.

Educational Partner(s)	Process for Engagement
	California Assessment of Student Performance and Progress (CAASPP): Insight and Analysis: The CAASPP, which includes standardized tests used to assess student performance in various subjects, was another focal point. The training covered how to interpret the results and use them to inform educational strategies. Local Indicators: Understanding Local Context: Training included a review of local indicators that provide additional insights into school performance, tailored to the specific context and needs of the local community. During these meetings, the following activities took place: Data Analysis and Discussion: Data was not only presented but also thoroughly discussed. This included analyzing trends, identifying strengths, and pinpointing areas needing improvement. The collaborative discussion allowed for a deep dive into the numbers, facilitating a better understanding of the school's performance metrics. Feedback and Input from the Parent Advisory Committee (PAC): Identification of Areas for Improvement: The PAC played a crucial role in evaluating the current situation. Members identified specific areas where improvements were needed based on the data presented and their own experiences and insights. Actionable Steps: Ideas for actionable steps to address these areas were gathered. This collaborative approach ensured that the proposed actions were practical, community-oriented, and likely to be effective. The outcomes of these meetings included: Enhanced Understanding: Participants gained a comprehensive understanding of the LCAP, CA State Dashboard, CAASPP, and local

Educational Partner(s)	Process for Engagement
	indicators. This knowledge empowered them to contribute meaningfully to the school's continuous improvement efforts. Informed Decision-Making: The data-driven discussions facilitated informed decision-making regarding educational strategies and resource allocation. Community Engagement: The involvement of the PAC ensured that the community's voice was heard, promoting transparency and accountability. Strategic Planning: The identification of areas for improvement and the brainstorming of actionable steps provided a clear direction for future actions to enhance student outcomes. Overall, these meetings served as a valuable platform for training, data analysis, discussion, and strategic planning, with the ultimate goal of improving educational outcomes and ensuring accountability within the school system.
English Language Advisory Committee (ELAC)	The ELAC met three times over the course of the school year. These meetings were strategically scheduled to ensure ongoing engagement and consistent progress monitoring. Each meeting had specific objectives and covered various essential topics relevant to English learners. Training and Educational Focus Areas Local Control and Accountability Plan (LCAP): The school provided training to ELAC members on understanding the LCAP, which outlines the school's goals, actions, services, and expenditures to support student outcomes. This training ensured that ELAC members could effectively contribute to discussions about how the school plans and allocates resources for English learners. California State Dashboard: Training on the California State Dashboard helped ELAC members understand how the school's performance is measured across various indicators.

Educational Partner(s)	Process for Engagement
	The dashboard includes metrics such as academic performance, English learner progress, graduation rates, and more. California Assessment of Student Performance and Progress (CAASPP): ELAC members were trained on interpreting CAASPP results, which include standardized tests in English Language Arts/Literacy and Mathematics. Understanding these assessments helped the committee to gauge the academic progress of English learners. Local Indicators: Training also covered local indicators, which provide additional context and data points specific to the school or district. These indicators help in assessing areas that might not be fully captured by state-level assessments. Data Presentation and Discussion During the meetings, the school presented data on various performance indicators. This included: Areas of Strength: Highlighting the successful strategies and programs that were effectively supporting English learners. Areas of Need: Identifying where improvements were necessary and where students were not meeting performance expectations. Review of LCAP Goals and Progress The ELAC reviewed the current LCAP goals, actions, and progress made so far: Mid-Year Progress: The committee examined the mid-year progress reports to evaluate how well the school was meeting its LCAP goals. Discussion on Goals and Actions: This involved a detailed discussion on the effectiveness of the actions taken so far and the outcomes achieved. Identifying Areas for Improvement and Actionable Steps The final part of the meetings focused on: Areas for Improvement: The committee identified specific areas where additional support or changes were needed.

Educational Partner(s)	Process for Engagement
	Actionable Steps: Developing concrete steps to address identified needs. This could involve adjusting current strategies, introducing new programs, or reallocating resources to better support English learners. The ELAC meetings were comprehensive and aimed at ensuring that English learners receive the necessary support to succeed academically. The committee's work is vital in shaping and improving the educational experiences of English learners through informed decision-making and collaborative efforts.
Staff	The involvement of staff in the feedback and idea-generation process is essential for creating a collaborative and inclusive environment that promotes the continuous improvement of educational outcomes. These sessions were designed to involve all staff members in the evaluation and planning processes related to key educational metrics and initiatives. The aim was to gather diverse perspectives and generate actionable ideas to enhance the school's performance and support for students. Key Areas of Focus CAASPP (California Assessment of Student Performance and Progress): Staff reviewed CAASPP data to understand students' academic performance in English Language Arts/Literacy and Mathematics. Discussions centered around interpreting the results, identifying trends, and determining areas that need improvement. STAR Assessments: The school utilized STAR assessments to monitor students' progress in reading and math. Staff analyzed this data to identify both individual and group performance trends and to tailor instruction accordingly. California State Dashboard: The Dashboard provided a comprehensive overview of the school's performance across various indicators, including academic

Educational Partner(s)	Process for Engagement
	achievement, English learner progress, and other critical metrics. Staff discussions included analyzing these indicators to pinpoint strengths and areas requiring attention. LCAP (Local Control and Accountability Plan): Staff provided input on the LCAP, which outlines the school's strategies and resource allocations to support student success. The sessions included a review of current LCAP goals, actions, and progress, with a focus on aligning them with the needs identified through data analysis. Discussion Topics School-wide Performance: Overall performance metrics were discussed to provide a broad perspective on the school's achievements and challenges. This included examining school-wide data to identify patterns and disparities among different student groups. Department and Program Analysis: Each department and program reviewed specific data relevant to their areas. Staff identified department-specific strengths and challenges, enabling targeted improvements. Student Achievement: Achievement data was analyzed to understand how well students were meeting academic standards. This included discussing factors contributing to student success and barriers to achievement. Identifying Strengths and Areas of Growth Strengths: Successful strategies, programs, and teaching practices were identified and celebrated. Areas of Growth: Areas where the school or specific departments could improve were highlighted, setting the stage for targeted action plans. Generating Actionable Steps and Ideas

Educational Partner(s)	Process for Engagement
	Staff collaboratively developed actionable steps to address identified needs and leverage strengths. Ideas were generated for new initiatives, adjustments to current practices, and ways to enhance student support. Presenting Feedback to Administration All feedback, ideas, and actionable steps generated during the sessions were compiled and presented to the department and school administration. This ensured that the insights and recommendations from staff were considered in decision-making processes. LCAP Feedback Surveys To further refine the LCAP, the school conducted feedback surveys to gather staff input on draft goals and actions. These surveys allowed staff to provide detailed feedback and suggestions, ensuring that the LCAP reflects the collective insights and priorities of the school community. The feedback and idea-generation sessions for staff were integral to fostering a collaborative environment where all voices were heard. By engaging staff in reviewing key performance data and developing actionable strategies, the school ensured that its improvement plans were informed by those directly involved in student education. This process not only identified strengths and areas for growth but also empowered staff to contribute to the continuous improvement of the school's educational programs. The involvement of staff in the feedback and idea-generation process is essential for creating a collaborative and inclusive environment that promotes the continuous improvement of educational outcomes. These sessions were designed to involve all staff members in the evaluation and planning processes related to key educational metrics and initiatives. The aim was to gather diverse perspectives and generate actionable ideas to enhance the school's performance and support for students.
Students	The school conducted climate surveys to gather comprehensive student perspectives on various aspects of their school experience.

Educational Partner(s)	Process for Engagement
	Survey Content: School Environment: Questions about safety, inclusivity, and the overall atmosphere. Academic Experience: Feedback on the quality of instruction, curriculum, and support services. Social and Emotional Well-Being: Insights into students' sense of belonging, mental health, and access to resources. Facilities and Resources: Opinions on the adequacy and quality of school facilities, technology, and other resources. Feedback Mechanism: Anonymous Responses: Ensuring anonymity to encourage honest and open feedback. Improvement Ideas: Students were encouraged to suggest ideas for improvements, promoting a sense of ownership and involvement. Participation in Advisory and Decision-Making Bodies Parent Advisory Committee (PAC): Student Membership: Students could join the PAC, giving them a platform to represent their peers and contribute to discussions on school policies and initiatives. Role in PAC: Student members could provide direct input on issues affecting their education and well-being. Board Meetings: Open Attendance: Students were invited to attend all school board meetings. Voice in Governance: This provided students with the opportunity to voice their opinions and influence decisions at the highest level of school governance. Integration of Student Feedback Feedback Sharing: With Staff: Feedback from students, collected through climate surveys and other channels, was shared with staff members during idea-generation sessions.

Educational Partner(s)	Process for Engagement
	Idea Generation Sessions: These sessions allowed staff to consider student feedback when discussing strengths, areas of growth, and actionable steps. Inclusion in School Planning: Informed Decision-Making: Incorporating student feedback into discussions ensured that decisions and plans were aligned with the needs and perspectives of the student body. Continuous Improvement: Regular inclusion of student feedback promoted a culture of continuous improvement, where student voices played a key role in shaping the educational environment. The school's approach to involving students in the feedback and improvement process is comprehensive and inclusive. By using climate surveys, encouraging participation in PAC and board meetings, and integrating student feedback into staff discussions, the school ensures that students have a significant and meaningful role in the continuous improvement of their educational experience. This approach not only empowers students but also helps the school to better meet their needs and enhance the overall learning environment.
Parents	Climate surveys were distributed to parents to gather their perspectives on various aspects of the school experience. Survey Content: School Environment: Questions about safety, inclusivity, and overall atmosphere. Academic Experience: Feedback on the quality of instruction, curriculum, and support services. Social and Emotional Well-being: Insights into their children's sense of belonging, mental health, and access to resources. Facilities and Resources: Opinions on the adequacy and quality of school facilities, technology, and other resources. Feedback Mechanism:

Educational Partner(s)	Process for Engagement
	Anonymous Responses: Ensuring anonymity to encourage honest and open feedback. Improvement Ideas: Parents were encouraged to suggest ideas for improvements, promoting a sense of involvement and investment in the school's development. Participation in Advisory and Decision-Making Bodies Parent Advisory Committee (PAC): Parent Membership: Parents could join the PAC, allowing them to represent their perspectives and contribute to discussions on school policies and initiatives. Role in PAC: Parent members could provide direct input on issues affecting their children's education and well-being. English Language Advisory Committee (ELAC): Parent Participation: Parents, especially those of English learners, were encouraged to join ELAC to discuss and advise on programs and services for English learners. Role in ELAC: Parent members could share insights and suggestions to improve the educational experience for English learners. Board Meetings: Open Attendance: Parents were invited to attend all school board meetings. Voice in Governance: This provided parents with the opportunity to voice their opinions and influence decisions at the highest level of school governance. Integration of Parent Feedback Feedback Collection: Social Media: The school used social media platforms to collect feedback from parents. Staff Interaction: Feedback from parents collected through interactions with staff was documented and shared. Sharing with Staff: Feedback from parents was shared with staff members during idea-generation sessions.

Educational Partner(s)	Process for Engagement
	Idea Generation Sessions: These sessions allowed staff to consider parent feedback when discussing strengths, areas of growth, and actionable steps. Inclusion in School Planning Informed Decision-Making: Incorporating parent feedback into discussions ensured that decisions and plans were aligned with the needs and perspectives of families. Continuous Improvement: Regular inclusion of parent feedback promoted a culture of continuous improvement, where parental voices played a key role in shaping the educational environment. The school's commitment to involving parents in the feedback and improvement process is a testament to its dedication to creating a collaborative and inclusive educational environment. By using climate surveys, encouraging participation in PAC, ELAC, and board meetings, and integrating parent feedback into staff discussions, the school ensures that parents have a significant and meaningful role in the continuous improvement of the educational experience. This approach not only empowers parents but also helps the school to better meet the needs of students and enhance the overall learning environment.
Leadership/Admin	To enhance the leadership and administration's understanding of the Local Control and Accountability Plan (LCAP) and how it integrates with the programmatic work of each department. Training Content: Understanding LCAP: Goals and Actions: Comprehensive overview of LCAP goals and actions, and how they align with the school's mission and vision. Programmatic Integration: How each department's work ties into LCAP goals, ensuring coherence and alignment across the school. State Priorities and Metrics:

Educational Partner(s)	Process for Engagement
	State Priorities: Detailed examination of state priorities, including academic achievement, student engagement, school climate, and other key areas. Metrics and Data: Understanding the metrics used to evaluate progress towards these priorities, including standardized test scores, attendance rates, graduation rates, and other relevant data points. Data Analysis: Deep Dive into Data: Leadership and administration engaged in detailed data analysis to identify trends, strengths, and areas needing improvement. Using Data for Improvement: Training on how to leverage data to make informed decisions and drive continuous improvement efforts. Deep Dives with Data School LCAP Team: Data Analysis Sessions: Strengths and Weaknesses: Identifying areas where the school is performing well and areas that require additional focus and resources. Root Cause Analysis: Understanding the underlying reasons for data trends to develop targeted strategies for improvement. Feedback Integration: Idea-Generation Sessions: Incorporating feedback from staff, students, and parents into the data analysis process. Actionable Steps: Developing specific, actionable steps based on data insights and feedback to improve student outcomes. Feedback Loop Incorporating Feedback: From Idea-Generation Sessions: Staff Feedback: Ideas and suggestions from staff during idea-generation sessions were collected and analyzed. Student and Parent Feedback: Input from students and parents, gathered through surveys and meetings, was also considered. Providing to Departments and Administration: Dissemination: Feedback and data insights were shared with relevant departments and the school administration. Action Planning: Departments used this information to refine their action plans and ensure alignment with LCAP goals.

Educational Partner(s)	Process for Engagement
	Inclusion in School Planning Informed Decision-Making: Data-Driven Decisions: Leadership and administration used data insights and feedback to make informed decisions about resource allocation, program development, and other key areas. Alignment with Goals: Ensuring that all actions and initiatives are aligned with the overarching LCAP goals and state priorities. Continuous Improvement: Ongoing Evaluation: Regularly reviewing progress towards goals and making adjustments as needed based on new data and feedback. Collaborative Approach: Encouraging collaboration among departments and with the wider school community to foster a culture of continuous improvement. The school's approach to involving leadership and administration in the LCAP training and data analysis process is crucial for ensuring that all departments are aligned with the school's goals and priorities. By hiring a consultant for in-depth LCAP training, engaging in detailed data analysis, and incorporating feedback from various stakeholders, the school ensures that its leadership is well-equipped to drive continuous improvement. This structured approach promotes a cohesive and data-driven strategy for enhancing student outcomes and overall school performance.
Board/Community	To provide the Board and the community with comprehensive information on the school's performance and areas for improvement, ensuring transparency and fostering informed decision-making. Presented Data and Indicators: Local Indicators: Detailed presentation of local indicators, which provide additional context and data points specific to the school or district, offering a nuanced view of performance beyond state-level assessments.

Educational Partner(s)	Process for Engagement
	LCAP: Presentation of the Local Control and Accountability Plan, outlining the school's goals, actions, services, and expenditures designed to improve student outcomes. Mid-Year Review: Mid-year progress on LCAP goals and actions, highlighting achievements and areas needing further attention. CAASPP Data: Results from the California Assessment of Student Performance and Progress, offering insights into student performance in English Language Arts/Literacy and Mathematics. Dashboard Data: California State Dashboard data, which includes metrics such as academic performance, graduation rates, English learner progress, and more. Climate Survey Results: Feedback from climate surveys administered to students, parents, and staff, providing insights into the school environment, safety, inclusivity, and overall satisfaction. Training and Capacity Building Training at the Beginning of the Year: Budget: Comprehensive training on the school's budget, ensuring that Board members and the community understand the financial planning and resource allocation. LCFF (Local Control Funding Formula): Training on the LCFF, which determines how state funding is distributed to schools, emphasizing the importance of targeting funds to support high-needs students. LCAP: Detailed training on the LCAP, including how it is developed, the goals it aims to achieve, and how it aligns with state priorities and local needs. Eliciting Feedback During Training and Presentations: Board Feedback: Encouraging Board members to provide input and ask questions during and after each training session and data presentation. Community Feedback: Actively seeking feedback from the community during public meetings, ensuring that community members have the opportunity to voice their opinions and suggestions. Feedback Mechanisms:

Educational Partner(s)	Process for Engagement
	Public Comment Periods: Allocating time during Board meetings for public comments, allowing community members to share their thoughts and concerns. Surveys and Questionnaires: Distributing surveys and questionnaires to gather structured feedback from the community. Interactive Sessions: Hosting interactive sessions and workshops to facilitate deeper engagement and discussion with community members. Integration of Feedback into Planning Incorporating Feedback: Review and Analysis: Collecting and analyzing feedback from the Board and community to identify common themes and actionable suggestions. Action Plans: Using feedback to refine action plans, ensuring they are responsive to the needs and priorities of the school community. Continuous Improvement: Regular Updates: Providing regular updates to the Board and community on progress towards goals and how feedback has been incorporated. Collaborative Approach: Promoting a collaborative approach to school improvement, where the Board, administration, staff, students, and community members work together to achieve common goals. The involvement of the Board and community in the school improvement process is essential for fostering transparency, accountability, and collaboration. By presenting detailed data and indicators, providing comprehensive training, and actively seeking feedback, the school ensures that the Board and community are well-informed and engaged in the decision-making process. This approach not only enhances the quality of education but also builds trust and support among all stakeholders.
SELPA	To ensure that the educational needs of students with disabilities are met effectively through collaborative efforts between the school and SELPA.

Educational Partner(s)	Process for Engagement
	Meeting Frequency: The school and SELPA met regularly throughout the school year. Activities: Reviewing Student Data: Data Collection: Gathering comprehensive data on the performance and progress of students with disabilities. Data Analysis: Jointly analyzing the data to identify trends, strengths, and areas needing improvement. Discussion Topics: Student Performance: Examining academic achievement, attendance, behavioral data, and other relevant metrics. Support Services: Evaluating the effectiveness of current support services and identifying any gaps or areas for enhancement. Compliance and Best Practices: Ensuring compliance with state and federal regulations and discussing best practices for supporting students with disabilities. Alignment with LCAP Improvement Plan for Students with Disabilities: Development: The school worked with SELPA to create an improvement plan specifically tailored to meet the needs of students with disabilities. Alignment with LCAP: Integration: The improvement plan was aligned with the broader goals and actions outlined in the LCAP. Coherence: Ensuring that strategies and resources dedicated to students with disabilities are integrated into the overall school improvement efforts. Key Components of the Improvement Plan Goals and Actions: Specific Goals: Setting clear, measurable goals for improving outcomes for students with disabilities.

Educational Partner(s)	Process for Engagement
	Targeted Actions: Developing specific actions and interventions to achieve these goals, such as professional development for staff, enhanced support services, and individualized instructional strategies. Monitoring and Evaluation: Progress Monitoring: Regularly monitoring the progress of students with disabilities towards the set goals. Adjustments: Making data-driven adjustments to the plan as needed to ensure continuous improvement. Collaboration and Support: Ongoing Collaboration: Maintaining regular communication and collaboration between the school and SELPA to review progress and make necessary adjustments. Professional Development: Providing ongoing professional development for staff to equip them with the skills and knowledge needed to support students with disabilities effectively. Conclusion The collaboration between the school and SELPA is crucial for ensuring that students with disabilities receive the support and resources they need to succeed. By meeting regularly to review and analyze data, and by aligning the improvement plan for students with disabilities with the LCAP, the school ensures a cohesive and comprehensive approach to supporting all students. This partnership not only enhances the educational experience for students with disabilities but also contributes to the overall goal of continuous improvement and academic excellence.

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

The development of the new Local Control and Accountability Plan (LCAP) goals was a collaborative effort influenced by contributions from staff, parents, students, and the Board of Education. This inclusive approach led to a structured alignment of the goals:

Goal 1: Academics

Goal 2: Social-emotional and Socialization

Goal 3: Parent Collaboration

Development of Goal 3: Parent Collaboration

The creation of Goal 3, which focuses on parent collaboration, was significantly shaped by feedback from various groups including the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Insights were also gathered from parent climate surveys and ideas proposed by staff. These contributions emphasized the importance of building strong partnerships with parents through initiatives such as parent education programs. The consensus on prioritizing parent collaboration influenced the allocation of funds to support these initiatives. Notably, every group, except for the students, highlighted the need for funding in this area, reinforcing the financial commitment to Goal 3's action items.

Development of Goal 2: Social-emotional and Socialization

Goal 2, which centers on social-emotional learning (SEL) and socialization, was formulated based on feedback from students, parents, and staff. These groups emphasized the necessity of creating a supportive educational community that fosters socialization and emotional well-being. The importance of this goal was recognized as a priority by the Board, parents, students, and staff alike. Consequently, the expenditures for Goal 2 reflect this priority, ensuring resources are allocated to support social-emotional learning and community-building activities.

Development of Goal 1: Academics

Goal 1, which focuses on academic achievement, was updated based on a wide range of input from all educational partners. A significant portion of the ideas for this goal were generated during staff idea generation sessions. The alignment of actions and expenditures under Goal 1 aims to address key priority areas such as support for unduplicated pupils, standards-aligned curriculum and instruction, and special education support in English Language Arts (ELA) and Math.

Specific Contributions and Alignments

The Special Education Local Plan Area (SELPA) played a crucial role in shaping specific actions under the LCAP. Actions 1.2, 1.8, 1.10, and 3.5 were particularly influenced by SELPA's input, ensuring these actions are in line with SELPA's improvement plan. This collaboration underscores the commitment to integrating specialized support and improvement strategies within the broader educational goals.

Summary

In summary, the new LCAP goals were meticulously crafted through a collaborative process involving diverse educational partners. Each goal reflects a strategic focus area—academics, social-emotional learning, and parent collaboration—supported by targeted actions and expenditures. This comprehensive approach ensures that the LCAP goals are responsive to the needs and priorities of the entire educational community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using curriculum aligned with state standards, personalized intervention, and accommodations, highly qualified staff will provide students with a challenging educational experience that will prepare all students for future success, allowing them to transition effectively into college and the workforce.	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 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school has developed this goal in response to a thorough analysis of various educational data sources, including the California School Dashboard. This analysis has highlighted both areas of achievement and areas in need of improvement within our educational system. While our school has demonstrated commendable performance in certain metrics such as chronic absenteeism, suspension rates, and graduation rates, there are clear opportunities for growth in academic achievement, particularly in core subjects like English Language Arts and Mathematics. Recognizing the critical importance of preparing all students for future success in college and the workforce, our school has prioritized the development of a goal that emphasizes providing a challenging educational experience. This experience is aimed at equipping our students with the necessary skills, knowledge, and support to transition seamlessly into higher education and the workforce. Our goal reflects our commitment to ensuring that every student receives a high-quality education that prepares them for success in an increasingly competitive and rapidly evolving global economy. Furthermore, the development of this goal is driven by our dedication to equity and inclusion. We understand the importance of addressing the diverse needs of all our students, including those with disabilities, English learners, and unduplicated students facing unique challenges. By implementing targeted interventions, providing specialized support services, and offering resources tailored to individual student needs, we aim to create a more equitable and inclusive educational environment where every student has the opportunity to thrive. Overall, the development of this goal reflects our school's commitment to continuous improvement and ensuring that all students have access to the resources and support they need to achieve academic success and reach their full potential. Through data-driven decision-making, collaboration with stakeholders, and a focus on equity and inclusion, our school is dedicated to realizing its vision of providing a challenging and supportive educational experience that prepares students for success in college, the workforce, and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups	2022-23 Schoolwide: 43.01% English Learners: 9.76% Socioeconomically Disadvantaged: 38.01% Students with disabilities: 23.07% Homeless: 31.82% Foster Youth: NA			Schoolwide: 48% English Learners: 15% Socioeconomically Disadvantaged: 43% Students with disabilities: 28% Homeless: 35% Foster Youth: NA	
1.2	% of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups	2022-23 Schoolwide: 29.94% English Learners: 19.05% Socioeconomically Disadvantaged: 25.05% Students with disabilities: 17.58% Homeless: 4.55% Foster Youth: NA			Schoolwide: 35% English Learners: 25% Socioeconomically Disadvantaged: 30% Students with disabilities: 22% Homeless: 8% Foster Youth: NA	
1.3	% of students who score at standards Met/Exceeded on California Science Test (CAST)	2022-23 34.63%			40%	
1.4	Academic Indicator ELA: Schoolwide Distance from standard (DFS), including all significant subgroups	2022-23 Schoolwide: -18.7 English Learners: -59.7 Socioeconomically Disadvantaged: -30.8			Schoolwide: -15 English Learners: -56 Socioeconomically Disadvantaged: -25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities: -73.6 Homeless: -97.4 Foster Youth: NA			Students with disabilities: -69 Homeless: -92 Foster Youth: NA	
1.5	Academic Indicator Math: Schoolwide Distance from standard (DFS), including all significant subgroups	2022-23 Schoolwide: -53.5 English Learners: -61.3 Socioeconomically Disadvantaged: -64.3 Students with disabilities: -105.9 Homeless: -142.4 Foster Youth: NA			Schoolwide: -53.5 English Learners: -56 Socioeconomically Disadvantaged: -60 Students with disabilities: -100 Homeless: -137 Foster Youth: NA	
1.6	% Participation Rate on CAASPP ELA	2022-23 97%			99%	
1.7	% Participation Rate on CAASPP Math	2022-23 97%			99%	
1.8	% - Reclassification Rate	2023-24 21%			25%	
1.9	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI)	2022-23 50.9%			55%	
1.10	% of teachers are properly credentialed	2022-23 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of ELs with access to ELD Standards-Based Curriculum	2022-23 100%			100%	
1.12	% Completed a-g Requirements	2022-23 31.2%			36%	
1.13	% Completed CTE Course Requirements	2022-23 3.7%			5%	
1.14	% Completed a-g Requirements and CTE Course Requirements	2022-23 1.8%			3%	
1.15	% of students scoring at ready or conditionally ready on the EAP for ELA	2022-23 Schoolwide: 43.01%			48%	
1.16	% of students scoring at ready or conditionally ready on the EAP for Math	2022-23 Schoolwide: 29.94%			35%	
1.17	% Passed AP with 3 or higher	TBD			TBD	
1.18	% High School Graduation Rate	2022-23 89.9%			95%	
1.19	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	2023-24 100%			100%	
1.20	100% of students will have	2023-24 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	home access to technology and the internet					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Professional Development	We are committed to offering professional development and support within our organization. This includes programs like New Teacher Training and Mentor Teachers, both supported via stipends. These programs are aimed at providing teachers with vital skills and guidance. Moreover, our budget allows for participation in Annual Conferences, which feature specialized training sessions and memberships to professional bodies like CSDC. We also support staff professional development with annual school-wide Google Classroom pre-recorded trainings, live virtual, and in-person	\$294,200.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development opportunities. Specifically, we allocate resources for UC and CSU conferences, acknowledging the importance of partnerships with higher education institutions in promoting continual learning and collaboration. In line with this commitment, we have introduced new Curriculum, Instructional, and Programmatic Coaches/Coordinators who will work closely with teachers and parents to provide personalized support, coaching, and resources tailored to individual professional growth. These initiatives strive to foster a supportive atmosphere that fosters skill development, networking, and ongoing improvement among our staff, ultimately enhancing the overall success of our organization.		
1.2	Staff Professional Development on Students with Disabilities	Offer professional development opportunities for staff that emphasize instructional strategies tailored for Students with Disabilities (SWDs). Recognizing the significance of catering to the unique academic needs of our SWDs, we aim to equip our teachers and support staff with the necessary skills and knowledge to facilitate their academic success. Additionally, we have special education coaches to provide our Special Education teachers and other instructional staff in developing strategies, techniques, and compliance practices to effectively teach all students and ensure adherence to district, state, and federal requirements. The School utilizes the training resources provided by the SELPA as well as the Diagnostic Center. Our staff will engage in specialized trainings and conferences aimed at enhancing support services and employing effective strategies to maximize the academic potential of this subgroup.	\$359,200.00	No
1.3	Assessments, supports, and training	As a school, we offer a comprehensive assessment program that includes informal, interim, benchmark, formative, and formal assessments. We provide structured testing supports and strategies for students, parents, and staff members. Additionally, we allocate resources for staff salaries and stipends, including the employment of two testing coordinators. We have various examiners designated for specific assessments. We utilize assessments such as Renaissance, NWEA, and CAASPP, with allocated budgets for each assessment type and testing site locations. Overall, our aim is to ensure effective assessment practices and support the needs of our students to reach academic success.	\$162,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	TK-8 standards based, grade-level courses	The school is implementing several key initiatives aimed at enhancing its educational programs and support systems. These include the development of TK-8 standards-based grade-level courses, ensuring curriculum alignment with established educational standards. Additionally, the school is investing in staffing to effectively support these courses, particularly focusing on adding staffing costs to meet the demands of the new programs. In response to modern educational needs, we have provided our students with a Junior High Virtual Academy to provide online learning opportunities for junior high students. Stipends are being allocated, to recognize and incentivize staff's additional efforts. Furthermore, the utilization of the NearPod curriculum indicates a commitment to incorporating interactive digital standards-based resources into teaching and learning, enhancing student engagement and comprehension. These initiatives collectively demonstrate the school's proactive approach to improving educational quality, supporting staff, and integrating technology into the learning environment.	\$319,900.00	No
1.5	Student technology and connectivity	In an effort to ensure that all students have access to essential technology resources, we provide WiFi hotspots and deploy 1:1 Chromebooks. Students with disabilities receive support in the form of assistive technology as specified in their Individualized Education Programs (IEPs) and devices to facilitate their access to education. Additionally, students are able to utilize their instructional funds to access devices such as laptops and tablets, further enriching their learning experiences. Access to student technology equipment ensures that all students, regardless of their circumstances, have the necessary tools to engage effectively with modern educational methods and technologies. These initiatives not only bridge geographical and socioeconomic barriers but also empower students to fulfill their educational needs effectively. By fostering equitable access to educational opportunities, we strive to support every student in reaching their full potential. With reliable internet access through hotspots, students can complete homework assignments, conduct research, participate in virtual classes, and collaborate with peers on projects, ensuring equitable access to educational opportunities for all.	\$95,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Standards based/aligned curriculum, resources, and supports	Our school is committed to standardizing and aligning curriculum, resources, and supports across all grade levels and subjects. With dedicated Curriculum Coordinators overseeing this initiative, we ensure that our educational offerings meet established standards and seamlessly integrate into classroom instruction. We've embraced a diverse array of standards-aligned curriculum resources, including Acellus, Aleks, Bright Thinker, Edgenuity Imagine, and Edmentum. These resources offer students access to high-quality educational materials across a wide range of subjects. In addition to our core curriculum, we've allocated resources to supplementary programs such as Math Seeds, Reading Eggs, Prodigy Math & ELS, Accelerated Reader, Grammarly, and Keyboarding without Tears, among others. These programs are tailored to specific areas of student learning, enriching their educational experience. Through these proactive measures, we strive to deliver a comprehensive and standardized curriculum, supported by tailored resources and tools, to meet the diverse needs of our students and ensure their academic success.	\$555,900.00	Yes
1.7	Resources and support for unduplicated students	We have implemented several initiatives aimed at providing resources and support for unduplicated students, with a focus on aiding their academic progress and addressing their unique needs. We have a Foster/Homeless Liaison, who serves as a Family Resource Specialist. This individual acts as a dedicated point of contact for students facing housing instability or foster care situations, offering assistance and advocacy to ensure they receive the necessary support to thrive academically and personally. Additionally, the school has introduced the Lexia program to enhance English literacy skills among its diverse student population. This program serves as a valuable tool to supplement traditional classroom instruction, offering tailored exercises and activities to help students improve their reading and language abilities. By incorporating such technology-based	\$60,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources into the curriculum, the school aims to provide targeted support for students who may benefit from additional literacy assistance, ultimately fostering greater academic success and confidence among all learners.		
1.8	Special Education Curriculum and resources	To enhance support for our special education students we offer specialized curricula and resources like Sonday, Edmark Reading, SIPPS, and Unique. The school has adopted Kami and Reading A-Z for supplementary support. The School is aligning curriculum to support the alternate graduation pathway plan for students with disabilities. To monitor student progress toward Individualized Education Program (IEP) goals, the school has introduced Ablespace and Goalbook, providing tracking, monitoring, and scaffolding for IEP objectives and progress. Ablespace serves as a comprehensive system designed to track and monitor student progress specifically towards their IEP goals. Goalbook offers a comprehensive set of tools and resources to scaffold IEP goals, streamline assessment processes, and facilitate progress monitoring. These actions collectively aim to improve the educational experience and outcomes for special education students across the school, promoting individualized learning experiences and fostering academic success and personal growth for each student within the special education program.	\$94,800.00	No
1.9	English Language Development Instruction and Support	For our English Learner (EL) students we offer various support services, which includes coordinated efforts from EL Coordinators overseeing English Language Development (ELD) instruction, dedicated ELD Live teachers providing tailored language instruction, stipends for EL teachers recognizing their commitment, qualified staff for administering assessments like ELPAC, and supplementary materials such as Creative Ideas and Language Live Workbooks. Students are also encouraged to reflect on their language learning journey, fostering both self-awareness and progress tracking. This comprehensive approach aims to ensure that EL students receive the necessary support for their linguistic and academic growth.	\$163,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	College & Career Courses, Resources & Support	"The school provides an extensive selection of College & Career courses, resources, and support to prepare students for their academic and professional pathways. A continuum of choices offered includes College Credit Courses, AP courses, High School Virtual Academy courses, and courses through Dual Enrollment all aiding students in meeting their A-G requirements. Additionally, students receive assistance and resources for preparing for AP Exams. The school further supports students by facilitating PSAT exams through a dedicated PSAT Proctor and offering resources such as College Tours and ACT/SAT preparation. In addition to these initiatives, the school has established a valuable partnership with CaliforniaColleges.edu to enhance college and career readiness for students. Through this partnership, students gain access to a powerful college and career readiness tool, providing them with valuable insights and guidance as they plan their academic and professional journeys. One of the significant benefits of this partnership is the streamlined UC/CSU application process. To support Career Technical Education (CTE) programs, the school has dedicated coordinators, teachers, and resources. Additionally, positions and stipends are provided for various roles within the CTE program, including the CTE Coordinator and CTE teachers. The school also allocates funds for specific CTE-related expenses, such as Military Cadet supplies. The staff is supported through various means, including stipends for roles like PSAT Proctors, New Teacher Training & Mentors, as well as teaching of an additional course, etc. Transitioning to adulthood for our students with disabilities is a high priority for the School. Support and services aid in the educational journey students experience as they move through high school to adulthood. To facilitate the implementation of these programs, the school invests in necessary supplies and resources, such as exam materials for PSAT and AP exams, as well as rental expenses for testing locations like the Citrus Heights Community Center. Additionally, memberships to professional	\$767,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		organizations like ASCA and CASC are maintained, and software scheduling tools. Overall, the school's offerings aim to provide comprehensive support to students as they navigate their academic and career pathways, ensuring they are well-prepared for future success."		
1.11	CAAP Program	Our school's College Awareness and Advancement Program (CAAP) is dedicated to supporting our unduplicated 7th to 12th grade students in their pursuit of higher education. Through CAAP, students receive counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Alongside providing stipends as incentives for academic achievement, we collaborate with Blackbird, an educational platform offering coding courses, to provide additional resources for students interested in developing technical skills. Additionally, we have a High School Virtual Academy which offers a flexible curriculum spanning four years of core subjects and electives. Taught by experienced online educators, HSVA provides synchronous and asynchronous learning options via Zoom, Schoology, and Edgenuity. Through these initiatives, our school aims to empower students and increase college awareness and readiness among all student populations.	\$38,600.00	Yes
1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	We are providing comprehensive support through various initiatives tailored to address the needs of students within the framework of the Multi-Tiered System of Support (MTSS), the Student Study Team (SST), and Section 504. Under the guidance of SST specialists and MTSS Tech personnel, we ensure that interventions are effectively implemented across different tiers to cater to diverse student needs. Additionally, our dedicated 504 Specialist offers specialized assistance to students covered under Section 504 plans, ensuring equitable access to resources and accommodations.	\$178,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our support programs encompass a range of resources designed to enhance student learning and development. This includes targeted interventions provided through direct instruction by credentialed educators in live small-group virtual classrooms, aimed at addressing the specific academic or behavioral challenges students may face. We also utilize evidence-based programs like SIPPS and NESSY to enhance literacy skills and support struggling readers. Additionally, platforms like Quill are leveraged to improve writing proficiency and promote literacy across various grade levels. By integrating these initiatives and resources, we strive to create a supportive environment that fosters academic success and holistic development for all students within our educational community.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Facilitate the development of well-rounded, self-motivated students by providing diverse socialization and learning experiences supporting their social and emotional growth.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our school has developed the goal of creating well-rounded, self-motivated students by providing diverse socialization and learning experiences that support their social and emotional growth. We recognize the importance of offering a comprehensive educational environment that goes beyond traditional academics to nurture the holistic development of our students. To achieve this goal, we have implemented several key actions. Firstly, we prioritize Outdoor Education and Community Experiences to enrich the educational journey of our students. Through a variety of activities and events, such as Community Events, Park Days, and seasonal festivities like the Harvest Festival, we aim to foster community engagement, social development, and personal growth. Additionally, memorable experiences like Prom and school dances provide opportunities for students to socialize, celebrate, and form lasting bonds, contributing to their overall well-being and sense of belonging. Furthermore, our commitment to Academic Enrichment is demonstrated through initiatives such as Field Trips, Academic Decathlon & Pentathlon competitions, Spelling Bee contests, and Science Fairs. These activities not only foster intellectual growth but also encourage teamwork and enhance critical thinking skills, preparing students for success beyond the classroom. Our Adventure Academy program offers short project-based academic and socialization courses. These courses provide students with hands-on learning experiences that deepen their academic knowledge and foster social connections. Students engage in projects that not only enhance their academic skills but also develop important interpersonal skills such as teamwork, communication, and problem-solving. This holistic approach to education ensures that students are well-rounded and equipped with the skills they need to succeed both academically and socially. In addition to academic enrichment, our school is dedicated to supporting the social and emotional well-being of our students. We provide a range of Social Emotional Supports, Resources, and Learning initiatives, including a dedicated SEL Counselor, digital Social emotional learning curricula tailored to various grade levels, and professional development opportunities for staff. By implementing evidence-based interventions and staying informed about effective strategies, we strive to enhance both the well-being and academic success of our students. Lastly, in our efforts to enhance student achievement and accountability, we have established roles such as Data Analysts, School Systems Analysts, and Student Achievement Personnel. We invest in resources such as contracts for LCAP support and specialized software for analysis and reporting. This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations. In summary, our school's actions reflect our commitment to providing a comprehensive educational experience that promotes not only academic excellence but also social,

emotional, and personal growth. Through diverse socialization and learning experiences, along with dedicated support and resources, we aim to create well-rounded, self-motivated students who are prepared to succeed in all aspects of life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain safe facilities as demonstrated in CA Facilities Inspection Tool	2022-23 Exemplary			Exemplary	
2.2	% of students feel safe at school during activities and classes (as measured by student climate survey)	2022-23 90% Strongly Agree/Agree			95%	
2.3	% of families feel the school is a safe place for their child (as measured by parent climate survey)	2022-23 86% Strongly Agree/Agree			90%	
2.4	% of students feel connected to at least one staff member (as measured by student survey)	2022-23 90% Strongly Agree/Agree			95%	
2.5	% Suspension rate for all students and all significant subgroups	2022-23 Schoolwide: 0% English Learners: 0.5% Socioeconomically Disadvantaged: 0.1% Students with disabilities: 0% Homeless: 0% Foster Youth: NA			Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% Expulsion rate for all students and all significant subgroups	2022-23 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA			Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	
2.7	% Middle School Dropout Rate	2022-23 0%			0%	
2.8	% High School Dropout Rate	2022-23 5.6%			2%	
2.9	% Average Daily Attendance	2022-23 98%			100%	
2.10	% Chronic Absenteeism Rate for all students and all significant subgroups	2022-23 Schoolwide: 0.9% English Learners: 2.2% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 1.2% Homeless: 0% Foster Youth: NA			Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Outdoor Education and Community Experiences	Our school prioritizes Outdoor Education and Community Experiences to enrich the educational journey of our students. We offer a diverse range of activities and events aimed at fostering community engagement and social development. This includes organizing Community Events, Student Showcases, and Park Days to bring together students, families, and community members. Additionally, we celebrate milestones like 8th grade promotion, High School Graduation and seasonal festivities such as the Harvest Festival. Our school also provides memorable experiences like Prom, Fall High School Dances, and Middle School Dances, creating opportunities for students to socialize, celebrate, and form lasting bonds. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth. In our commitment to ensuring school safety of all participants in our outdoor education events, we are implementing a student check-in system. Moreover, our commitment to student recognition	\$149,500.00	No

Action #	Title	Description	Total Funds	Contributing
		extends to our English Learner department's RFEP recognition program. This initiative honors students who have successfully reclassified from English Learner status, acknowledging their dedication to language acquisition and academic success. Each recognized student receives a certificate of achievement, a medal, and a gift certificate (generously donated), emphasizing their hard work and perseverance. This system will ensure that we are aware of all students participating, enhancing our ability to oversee and manage these enriching experiences. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth.		
2.2	Academic Enrichment	To foster academic enrichment among our students, we organize Field Trips, Fall events, and Science Fairs. Students also have opportunities to participate in various activities such as Academic Decathlon & Pentathlon competitions, Spelling Bee contests, and Adventure Academies. These initiatives are aimed at fostering intellectual growth, encouraging teamwork, and enhancing critical thinking skills. Additionally, we provide Adventure Academy, Spelling Bee, Fall event, and Science Fair Stipends to staff and access to essential resources to support students to thrive academically beyond the limitations of traditional classroom settings.	\$625,400.00	Yes
2.3	Social Emotional Supports, Resources, and Learning	Our school is committed to supporting the social and emotional well-being of our students through a range of initiatives. To ensure this, we host an annual Student Health and Wellness Fair aimed at promoting physical, mental, and emotional wellness among our students. We have a dedicated SEL counselor who offers personalized guidance and support. Utilizing resources from EverFi, Centervention, and Character Strong, we provide digital curricula tailored to various grade levels to enhance social and emotional skills. Furthermore, select members of our staff attend a Wellness conference to learn about evidence-based interventions for students facing social and emotional challenges. To ensure ongoing professional development, we allocate wellness stipends to our staff. By staying informed and implementing effective strategies, we strive to enhance the well-being and academic success of our students.	\$143,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student and School Achievement & Accountability	In our efforts to enhance student achievement and accountability, we facilitate roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC Coordinator. Additionally, we are providing resources like contracts for LCAP support, specialized software for analysis and reporting, including PARSEC and DTS (document tracking services). This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations.	\$158,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance the supportive culture of collaboration and partnership between educators and families while encouraging families within our school community to actively participate in their children's educational journey	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Our school has developed this goal with a deep understanding of the significant impact that family involvement has on students' educational success and overall well-being. We recognize that when families are actively engaged in their children's education, students are more likely to excel academically, develop strong social-emotional skills, and experience a greater sense of belonging within the school community. Therefore, we are committed to strengthening the collaborative relationship between educators and families to create a supportive environment where families are active partners in their children's learning journey. To achieve this goal, we have prioritized communication as a fundamental aspect of our approach. By providing transparent and accessible channels for sharing information, updates, and resources through platforms such as podcasts, social media, and our website, we aim to ensure that families stay informed, engaged, and connected with the school community. Moreover, we offer parent education opportunities such as workshops, classes, and clubs to empower parents with the knowledge, skills, and tools needed to actively support their children's academic, social, and emotional development. Furthermore, our commitment to promoting family engagement is exemplified through initiatives like our annual Climate Survey. By encouraging families to provide feedback and insights through the survey, we not only demonstrate our commitment to transparency and accountability but also empower families to actively participate in shaping the educational experiences of our students. This collaborative approach ensures that the voices of families are heard, valued, and integrated into our continuous improvement efforts. Additionally, our focus on Special Education parent education sessions underscores our commitment to providing tailored support for families with diverse needs. These sessions are specifically designed to address the unique challenges and opportunities associated with supporting students with disabilities, ensuring that families are equipped with the necessary knowledge and skills to advocate for their children's rights and access appropriate educational services. In summary, our school's development of this goal reflects our dedication to fostering a sense of community, shared responsibility, and inclusivity within our educational environment. By strengthening the collaborative relationship between educators and families, prioritizing communication, offering parent education opportunities, promoting family engagement, and providing tailored support for diverse needs, we aim to create an environment where every student feels valued, supported, and empowered to thrive academically and socially. Ultimately, this goal benefits all members of our school community by creating a cohesive and inclusive educational environment where everyone has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents feel included in school decision-making.	2022-23 97% Strongly Agree/Agree			99%	
3.2	% of parents who are satisfied with their school (reporting as agreeing or strongly agreeing on the parent survey)	2022-23 91% Strongly Agree/Agree			95%	
3.3	% of parents who feel connected	2022-23 97% Strongly Agree/Agree			99%	
3.4	% of parents who provide feedback on survey specific to our LCAP actions and goals (as measured by student climate survey)	2022-23 100%			100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education, i.e. Workshops, Classes, and Clubs	We are dedicated to equipping parents with valuable tools through our Parent Education program. We offer a diverse range of opportunities including workshops, classes, and clubs designed to empower parents in supporting their children's development. These initiatives serve as platforms for parents to gain essential skills and knowledge, fostering a collaborative community where they can learn and grow together. By prioritizing Parent Education, we aim to strengthen the bond between home and school, ultimately benefiting the overall growth and success of our students.	\$60,600.00	No
3.2	Family Communication i.e Podcasts, Social Media, Website, etc	Our commitment is to enhance family communication through various platforms, including podcasts, social media, and our website. Through podcasts, we aim to provide informative and engaging content that directly addresses updates and important information for families. Social media platforms serve as a dynamic space for sharing news, and events, and fostering community engagement. Lastly, our website acts as a centralized hub for accessing resources, announcements, and personalized communication channels. Being able to utilize these platforms ensures our commitment to fostering transparent, accessible, and meaningful communication channels between the school and families, thereby strengthening our community bonds and enriching the educational experience for all involved.	\$76,200.00	No
3.3	Family Engagement	Our school is committed to building strong relationships with families and constantly improving the school environment. To achieve these goals, we have initiated a program to increase family involvement by encouraging them to participate in our annual climate survey. By seeking feedback and insights through the survey, we aim to promote transparency, empower families, strengthen community partnerships, and drive continuous	\$225,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improvement. This collaborative approach ensures that the voices of families are heard and valued in shaping the educational experiences of our students. Additionally, the Parent Advisory Committee (PAC) serves as a vital link between the school administration and families, facilitating collaborative decision-making and enriching the educational experience for all students through transparent communication and shared responsibility. Our Family Liaisons further enhance family engagement by connecting families with resources within the school, community, and homeschooling world. They are both homeschooling parents and staff members, able to serve prospective and current families alike. The liaisons offer park days at various locations throughout the region, host meetups and parent book clubs, provide support for families during the summer months, hold new family orientation meetings, create and share a weekly school newsletter, and actively monitor and engage with families on social media to cultivate a connected homeschool community. Through their dedicated efforts, the PAC and Family Liaisons ensure that parent voices are heard and valued, guiding initiatives to further enrich our school community.		
3.4	English-language parent supports	To enhance support for English Language Learners (ELLs) and their families, the school has established a comprehensive action plan. This initiative encompasses the offering of English Learner Advisory Committee (ELAC) meetings throughout the academic calendar. These sessions serve as a forum for parents, teachers, staff, and community members to engage in discussions pertaining to English Language Development (ELD) programs, curriculum, and student support services. Furthermore, the implementation of interpretation-facilitated family meetings supports those with limited English proficiency or those who are deaf or hard of hearing. This measure ensures equitable access to vital information regarding academic progress, school policies, and available resources. Translation services, for languages other than English and for American Sign Language (ASL) interpretation, will be leveraged to facilitate effective communication with linguistically diverse families. Student Success meetings will be convened to monitor the progress of ELL students in meeting their ELD goals and standards. Input from teachers, administrators, and support staff will inform adjustments to instruction and	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support strategies as necessary. Ongoing evaluations and feedback gathering will drive the refinement of support services, fostering stronger partnerships between our school and the community. This strategic approach underscores our commitment to providing comprehensive support for ELL students and their families, while maintaining standards of professionalism and inclusivity throughout our engagement efforts.		
3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	As part of our commitment to inclusive education, our school provides specialized parent education sessions focusing on Special Education, specifically addressing Individualized Education Program (IEP) accommodations and curriculum scaffolding. These sessions aim to equip parents with the necessary knowledge and skills to better understand and advocate for their child's unique educational needs. Through a series of workshops, we will delve into the intricacies of IEP development, exploring how to identify appropriate accommodations and modifications to support diverse learners. Additionally, we will provide insights into effective curriculum scaffolding techniques, empowering parents to actively participate in their child's educational journey and foster a supportive learning environment both at home and within our school community.	\$1,530.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,486,334	\$

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
8.336%	0.000%	\$0.00	8.336%

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: Assessments, supports, and training Need: Unduplicated student groups, including English learners, Foster Youth, Homeless, and those from low-income families, exhibit significant academic disparities compared to the schoolwide results. For instance, in English Language Arts (ELA), English learners perform 59.7 DFS (Disadvantaged-Focused	Our assessment program is designed to address the achievement gaps among different student groups, including English learners, Foster Youth, Homeless, and those from low-income families, by providing targeted support and resources. The differences in ELA and mathematics scores highlight the urgent need to help these students succeed in assessments. We offer various types of assessments to cater to different learning styles and levels of readiness, ensuring fair opportunities for all students to show their academic abilities.	1.1 % of students who score at standards Met/Exceeded on CAASPP ELA including alll significant subgroups 1.2: % of students who score at standards Met/Exceeded

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
	Subgroup) points lower, socioeconomically disadvantaged students perform 30.8 DFS points lower, and students from low-income families perform 18.7 DFS points lower than the school average. Similarly, in mathematics, the gaps are even wider, with English learners scoring 61.3 DFS points lower, socioeconomically disadvantaged students scoring 64.3 DFS points lower, and students from low-income families scoring 53.5 DFS points lower than the school average. Scope: LEA-wide	Structured testing support and strategies are important in empowering students, parents, and staff members to navigate the assessment process effectively. Allocating resources for staffing, including hiring testing coordinators and designated examiners, is crucial to ensure that assessments are administered accurately and with sensitivity to the needs of all students. We use various assessment tools, such as Renaissance, NWEA, and CAASPP, with allocated budgets for each assessment type and testing site locations, to meet the specific needs of our diverse student population. By providing these assessment-related supports and resources on a schoolwide basis, we aim to create a supportive learning environment where all students, regardless of background, have the tools and opportunities to thrive academically and achieve success.	on CAASPP Math including all significant subgroups 1.4: Academic Indicator ELA: Schoolwide Distance from standard (DFS) including all significant subgroups 1.5: Academic Indicator Math: Schoolwide Distance from standard (DFS) including all significant subgroups
1.6	Action: Standards based/aligned curriculum, resources, and supports Need: The unduplicated student groups for whom this action is principally directed include economically disadvantaged students, English language learners, and foster youth. Economically disadvantaged students often require additional support and resources to access high-quality educational materials and achieve academic success. English language learners need curriculum resources that	To address these needs, our school standardizes and aligns curriculum, resources, and supports across all grade levels and subjects, with oversight from dedicated Curriculum Coordinators. We utilize a variety of standards-aligned curriculum resources, including Acellus, Aleks, Bright Thinker, Edgenuity Imagine, and Edmentum, to provide high-quality educational materials in various subjects. Additionally, we offer supplementary programs such as Math Seeds, Reading Eggs, Prodigy Math & ELS, Accelerated Reader, Grammarly, and Keyboarding without Tears, which are tailored to specific learning areas and enhance the educational experience. Implementing these	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs

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
	facilitate language acquisition while also covering standard curriculum content. Foster youth frequently face disruptions in their education and benefit from a stable, standardized curriculum that supports their learning continuity and academic achievement. Scope: LEA-wide	initiatives on a schoolwide basis ensures consistency and inclusivity, providing all students with the necessary tools and support to succeed academically. This comprehensive approach allows for scalability and efficient resource allocation, ensuring that every student, regardless of background or specific needs, benefits from a well-rounded and standardized curriculum.	
1.10	Action: College & Career Courses, Resources & Support Need: This action primarily targets the unduplicated student groups of economically disadvantaged students, English learners, and foster youth. These students face unique and significant challenges. Economically disadvantaged students often lack access to advanced coursework, test preparation resources, and crucial college and career guidance, which are essential for post-secondary success. Without these resources, they are at a disadvantage in meeting college admission requirements and competing for scholarships. English learners face additional hurdles due to language barriers, which can make understanding college and career planning processes more complex and daunting. This can result in missed opportunities and lower participation in advanced academic programs. Foster youth typically experience instability and a lack of consistent support systems, which can disrupt	To address these needs, the school provides an extensive selection of college and career courses, resources, and support, including College Credit Courses, AP courses, High School Virtual Academy courses, and Dual Enrollment options to help students meet A-G requirements. Students also receive assistance with AP exam preparation, PSAT exams, and ACT/SAT preparation. The partnership with CaliforniaColleges.edu enhances college and career readiness, streamlining the UC/CSU application process and offering valuable planning resources. Additionally, the school supports Career Technical Education (CTE) programs with dedicated coordinators, teachers, and resources, including stipends for various roles and funds for CTE-related expenses. Implementing these initiatives on an LEA-wide basis ensures that all students, regardless of their background, have equitable access to the necessary resources and support to prepare for their academic and professional futures. This comprehensive support structure promotes inclusivity and consistency in educational opportunities, enabling all students, including	% - Completed a-g Requirements % - Completed CTE Course Requirements % - Completed a-g Requirements AND CTE Course Requirements

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
	their educational progress and hinder their ability to focus on long-term academic and career goals. These students often need additional guidance and resources to navigate the complexities of college applications and career planning successfully. Scope: LEA-wide	those from economically disadvantaged backgrounds, English learners, and foster youth, to make informed decisions about their college and career paths. By providing these resources schoolwide, the LEA ensures scalability and efficient resource allocation, ultimately aiming to equip all students with the tools and guidance required for future success.	
1.11	Action: CAAP Program Need: The College Awareness and Advancement Program (CAAP) is aimed at providing support to 7th to 12th grade students, particularly those from disadvantaged backgrounds such as English learners and foster youth. Data shows that only 24.6% of socioeconomically disadvantaged students meet the A-G requirements for college admission, and the percentage of English learners meeting these requirements is not reported due to the small size of the group. Furthermore, only 43.3% of socioeconomically disadvantaged students are prepared to be college and career ready, indicating a significant gap in preparation. To address these needs, the CAAP offers comprehensive support and resources to help students prepare for and pursue higher education. This includes counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and	The CAAP is designed to address these needs by providing comprehensive support and resources to help students prepare for and pursue higher education. This includes counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Stipends are offered as incentives for academic achievement, motivating students to excel. Collaboration with Blackbird, an educational platform offering coding courses, provides additional technical skill development. The High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options, taught by experienced online educators. These initiatives, provided on a schoolwide basis, ensure that all students, regardless of their background, have the resources and support needed to increase college awareness and readiness. By implementing these actions schoolwide, the program promotes equity, ensuring that all students have the opportunity to succeed academically and pursue higher education.	%: Completed a-g Requirements %: Completed CTE Course Requirements %: Completed a-g Requirements AND CTE Course Requirements

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
	connectedness. Stipends are offered as incentives for academic achievement, and there is collaboration with Blackbird, an educational platform offering coding courses, to provide additional technical skill development. The High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options, taught by experienced online educators. These initiatives, provided on a schoolwide basis, ensure that all students have the resources and support needed to increase college awareness and readiness, promoting equity. The data also highlights the need for targeted support in preparing students for various career pathways, especially in Career Technical Education (CTE). Foster students are currently not represented in the data, and these groups often face barriers such as limited access to college preparation resources, lack of exposure to higher education opportunities, and insufficient academic support to meet college admission requirements. Additionally, they may lack the confidence, skills, and guidance necessary to pursue higher education and succeed in a competitive academic environment. Scope: LEA-wide		

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
1.12	Action: Multi-Tiered System of Support, Student Study Team, & Section 504 Need: The comprehensive support initiatives provided under the Multi-Tiered System of Support (MTSS), Student Study Team (SST), and Section 504 aim to address the diverse needs of students. However, the academic performance data indicates significant achievement gaps. Only 38% of socioeconomically disadvantaged students and 10% of English learners met or exceeded state standards in the CAASPP ELA assessment. For CAASPP Math, just 26% of socioeconomically disadvantaged students and 20% of English learners met or exceeded standards. Schoolwide results show that 43% of students met or exceeded standards for ELA, while 29.9% met or exceeded standards for math. These results underscore the need for targeted support to improve academic outcomes for socioeconomically disadvantaged students and English learners, ensuring equitable access to educational opportunities and resources. It's also important to ensure comprehensive support for foster youth, even though academic achievement data for this group is not available due to the absence of students, highlighting the need for attention to this student group. Scope: LEA-wide	Under the guidance of SST Specialists and MTSS Tech personnel, interventions are effectively implemented across different tiers to cater to diverse student needs, including those of socioeconomically disadvantaged (SED), English learners (EL), foster, and homeless students. The involvement of a dedicated 504 Specialist ensures specialized assistance for students covered under Section 504 plans, promoting equitable access to resources and accommodations tailored to their circumstances. These support programs encompass targeted interventions provided through direct instruction by credentialed educators in live small group virtual classrooms, addressing specific academic or behavioral challenges students from these underserved groups may face. Evidence-based programs like SIPPS and NESSY are utilized to enhance literacy skills and support struggling readers, while platforms like Quill are leveraged to improve writing proficiency across various grade levels. By integrating these initiatives and resources, a supportive environment is created to foster academic success and holistic development for all students within the educational community. Providing these comprehensive support initiatives on an LEA or schoolwide basis ensures that all students have access to the necessary resources and interventions, promoting equity and inclusivity in the educational system.	% of students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups % of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups

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
2.2	Action: Academic Enrichment Need: Within our virtual learning charter school community, there exists a critical need for academic enrichment, especially among students from unduplicated groups such as economically disadvantaged students, English learners, and foster youth. These students have diverse learning needs and can significantly benefit from experiences that extend beyond the confines of virtual classrooms, fostering intellectual growth, teamwork, and critical thinking skills. Economic barriers, language proficiency challenges, and the unique circumstances faced by foster youth highlight the importance of providing tailored opportunities for academic enrichment and holistic development within the virtual learning environment. Scope: LEA-wide	To effectively address this identified need, our virtual learning charter school has developed a comprehensive approach that offers a wide range of activities and events accessible to all students. These include virtual Academic Decathlon & Pentathlon competitions, online Spelling Bee contests, Adventure Academies, virtual Field Trips, Fall events, and Science Fairs conducted through our digital platform. By engaging in these initiatives, students not only gain valuable hands-on learning experiences but also develop essential skills such as collaboration, critical thinking, and adaptability within the virtual learning environment. Moreover, our charter school demonstrates its commitment to supporting educators in facilitating enriching experiences by providing stipends for Adventure Academy, Spelling Bee, Fall event, and Science Fair coordinators who organize and oversee these virtual activities. By offering these opportunities schoolwide, we ensure that all students, regardless of their background or circumstances, have equitable access to academic enrichment experiences within the virtual learning environment. Implementing these initiatives within our charter school's framework ensures that we prioritize the academic and holistic development of all students, particularly those from unduplicated groups. By fostering a culture of inclusivity, innovation, and excellence in virtual learning, we aim to prepare our students for future success in college, career, and life, leveraging the unique opportunities afforded by virtual education.	% of students feel safe at school during activities and classess (as measured by student climate survey) % of students feel connected to at least one staff member (as measured by student survey)

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
2.3	Action: Social Emotional Supports, Resources, and Learning Need: The action targets the social and emotional well-being of unduplicated students, recognizing the importance of addressing their diverse needs in this aspect. Unduplicated students encompass various groups, including those who are socioeconomically disadvantaged, English learners, and foster youth. These students may face various social and emotional challenges, including stress, mental health issues, and difficulties in coping with academic and personal pressures. It's crucial to provide comprehensive support to ensure unduplicated students feel valued, supported, and equipped with the necessary skills to navigate these challenges effectively. Scope: LEA-wide	The action is designed to address these needs through a multifaceted approach, benefiting all students in our school community, especially unduplicated students. Hosting an annual Student Health and Wellness Fair promotes physical, mental, and emotional wellness for every student, creating a culture of holistic well-being throughout the school. The presence of a dedicated SEL counselor ensures that all students, including unduplicated ones, have access to personalized guidance and support when needed. Utilizing digital curricula from EverFi, Centervention, and Character Strong provides tailored resources to enhance social and emotional skills for all students across various grade levels, with a particular focus on supporting the needs of unduplicated students. Moreover, sending select staff members to a wellness conference ensures that the support provided is informed by the latest research and best practices, benefiting the entire student body. Allocating wellness stipends for staff encourages ongoing professional development, enhancing their ability to support all students effectively. Providing these initiatives on a schoolwide basis ensures that every student, regardless of background or circumstances, has access to the resources and support necessary to promote their social and emotional well-being. This comprehensive approach fosters a nurturing environment conducive to academic success and personal growth for all students in our school.	% of students feel connected to at least one staff member (as measured by student survey) % Suspension rate for all students and all significant subgroups % - Chronic Absenteeism Rate for all students and all significant subgroups
2.4	Action: Student and School Achievement & Accountability	The action is designed to address the identified needs of unduplicated student groups through a comprehensive approach that includes robust	% Suspension rate for all students and all significant subgroups

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
	Need: The action primarily targets the unique needs of unduplicated student groups within our school community, including those who are socioeconomically disadvantaged, English learners, and foster youth. Unduplicated students often face various challenges that can hinder their academic success and overall well-being. These challenges may include limited access to resources, language barriers, and social-emotional needs. Recognizing and addressing these needs is crucial for ensuring equitable opportunities and support for all students. Furthermore, despite achieving a blue performance level for Suspension rate and a green performance level score for Chronic Absenteeism, indicating the highest performance scores achievable for these state indicators, our school maintains a consistent commitment to maintaining these exceptional performance scores. With a suspension rate of 0% and a chronic absenteeism rate of 0.9%, we acknowledge the importance of continuing efforts to support students' social-emotional well-being and attendance to sustain these remarkable achievements. This underscores the ongoing need to provide comprehensive support to unduplicated student groups to ensure their continued success and to maintain the positive performance levels attained.	monitoring and targeted interventions. By facilitating roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC Coordinator, we ensure that there is dedicated support and oversight in place to address the specific needs of unduplicated students. These roles involve continuous data analysis, closely monitoring student progress, and implementing targeted interventions to support academic achievement and accountability for unduplicated student groups. Furthermore, providing resources such as contracts for LCAP support and specialized software for analysis and reporting (e.g., PARSEC and DTS) enables us to effectively track and monitor the progress of unduplicated student groups in real-time. This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations. Through regular monitoring and analysis of data, we can identify trends, challenges, and areas of improvement specific to unduplicated student groups. This allows us to tailor interventions and allocate resources more effectively to address the unique needs of these students. By providing these resources and roles on an LEA or schoolwide basis, we ensure that all unduplicated students have access to the necessary support and resources to thrive academically and holistically. This comprehensive approach fosters a culture of equity, accountability, and continuous	% - Chronic Absenteeism Rate for all students and all significant subgroups

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	improvement throughout our school community, ultimately benefiting all students, especially those from unduplicated groups.	

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
1.7	Action: Resources and support for unduplicated students Need: In response to the unique challenges faced by unduplicated students, our school recognized the need for targeted support. Specifically, students experiencing housing instability or navigating the foster care system required specialized assistance to thrive academically and personally. To address this need, we implemented the role of a Foster/Homeless Liaison, who serves as a dedicated Family Resource Specialist. This individual acts as a central point of contact for unduplicated students, offering assistance and advocacy to ensure they receive the necessary support to	In response to the diverse needs of unduplicated students within our school community, we have implemented strategic initiatives aimed at providing comprehensive support to address their unique circumstances and foster their academic success. At the heart of our efforts stands the Foster/Homeless Liaison, a dedicated Family Resource Specialist tasked with serving as a central point of contact and advocate for unduplicated students experiencing housing instability or navigating the foster care system. Through personalized relationships and targeted interventions, the Liaison offers practical assistance in navigating complex bureaucratic systems, such as securing stable housing and accessing essential resources. Additionally, the Liaison provides invaluable emotional support, offering a compassionate ear and fostering a sense of belonging during times of upheaval or	% of students who score at standards Met/Exceeded on CAASPP ELA including all significant subgroups Academic Indicator ELA: Schoolwide Distance from standard (DFS) including all significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	overcome obstacles and succeed in their academic pursuits. Scope: Limited to Unduplicated Student Group(s)	uncertainty. By addressing the multifaceted needs of unduplicated students, the Liaison empowers them to overcome obstacles and thrive academically and personally. In tandem with the role of the Foster/Homeless Liaison, we have introduced the Lexia program, an innovative initiative designed to enhance English literacy skills among unduplicated students. Through personalized learning paths and technology-based resources, the program offers targeted support to students grappling with language barriers or struggling to keep pace with their peers in English literacy. By providing supplemental learning opportunities outside of the traditional classroom setting, the Lexia program enables students to progress at their own pace, receive immediate feedback, and engage in interactive activities designed to reinforce literacy skills. Moreover, the program empowers educators with real-time data and insights into student progress, enabling them to adapt instruction and provide personalized support based on individual needs. By leveraging the Lexia program, we are committed to narrowing achievement gaps and fostering a culture of literacy proficiency and confidence among unduplicated students. In summary, through the combined efforts of the Foster/Homeless Liaison and the implementation of the Lexia program, we are dedicated to providing comprehensive support to unduplicated students, addressing their unique needs, and empowering them to succeed academically and personally.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	Action: English Language Development Instruction and Support Need: The unduplicated student group being served, English Learner (EL) students, present several unique identified needs within the educational context. Firstly, EL students require specialized language support tailored to their diverse linguistic backgrounds and varying proficiency levels in English. This tailored instruction is essential for fostering language development and ensuring academic success. Secondly, personalized learning experiences are crucial for EL students, allowing for individualized instruction that caters to their specific needs and proficiency levels. By providing interactive and dynamic learning opportunities, educators can engage EL students effectively in their language acquisition journey. Furthermore, ensuring retention and stability in support systems is vital for EL students to maintain progress and navigate their academic journey successfully. Accurate assessment measures, such as the English Language Proficiency Assessments for California (ELPAC), are necessary for gauging EL students' progress accurately and tailoring instruction accordingly. Additionally, offering supplementary materials and resources outside the classroom provides EL students with further opportunities to enhance their language acquisition skills and practice. Lastly, encouraging self-awareness and reflection among EL students fosters	Our approach to addressing the unique needs of English Learner (EL) students encompasses several key actions. Coordinated efforts from EL Coordinators overseeing English Language Development (ELD) instruction ensure tailored and effective language instruction, focusing on areas such as grammar, vocabulary, and communication skills. Additionally, dedicated ELD Live teachers provide personalized language instruction in real-time, offering interactive learning experiences that cater to individual student needs. Recognizing the dedication of EL teachers, stipends are provided to ensure retention and stability in the support system. Qualified staff administer assessments like the English Language Proficiency Assessments for California (ELPAC), enabling accurate measurement of student progress and targeted instruction. Supplementary materials such as Creative Ideas and Language Live Workbooks further support language acquisition efforts. Moreover, encouraging students to reflect on their language learning journey fosters self-awareness and accountability, promoting active engagement and progress tracking.	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	accountability and progress tracking, empowering them to take ownership of their language learning journey. In summary, addressing these unique identified needs ensures that EL students receive the necessary support for their linguistic, academic, and personal growth. Scope: Limited to Unduplicated Student Group(s)		
3.4	Action: English-language parent supports Need: The unique identified needs of English Language Learners (ELLs) and their families encompass several key areas. Firstly, language access and communication present significant challenges, as ELLs and their families may encounter barriers in accessing information and engaging with the school community due to limited English proficiency or other language-related challenges. Secondly, understanding academic progress and resources is essential, as ELL families may require additional support in comprehending their child's academic progress, school policies, and available resources to support their education effectively. Lastly, fostering inclusivity and engagement within the school community is crucial. It's imperative to create an environment where ELLs and their families feel welcomed, valued, and included, thus promoting a sense of belonging and ensuring	The action of English Language Parent Support is intricately designed to address the unique identified needs of English Language Learners (ELLs) and their families across multiple dimensions. Firstly, in terms of language access and communication, the establishment of Interpretation-facilitated family meetings ensures equitable access to vital information for families with limited English proficiency or those who are deaf or hard of hearing. Through the utilization of translation services for languages other than English and American Sign Language (ASL) interpretation, effective communication channels are established, overcoming language barriers and allowing all families to actively engage with the school community. Secondly, the action addresses the need for understanding academic progress and resources by implementing initiatives such as the English Learner Advisory Committee (ELAC) meetings and Student Success meetings. These platforms provide opportunities for families to delve deeper into matters concerning academic progress, school policies, and available resources. By	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	active participation in the educational process. These identified needs highlight the importance of tailored support and resources to address the unique challenges faced by ELLs and their families in navigating the educational landscape. Scope: Limited to Unduplicated Student Group(s)	fostering discussions on English Language Development (ELD) programs, curriculum, and student support services, families can voice concerns, share insights, and collaborate with educators and stakeholders to optimize support for ELL students. Lastly, the action is designed to enhance inclusivity and engagement within the school community. By strategically convening ELAC meetings, Interpretation-facilitated family meetings, and Student Success meetings, the initiative underscores a commitment to fostering a sense of belonging and involvement among ELL families. Through the promotion of open dialogue, collaboration, and feedback gathering, the action aims to strengthen partnerships between the school and ELL families, ensuring they feel welcomed, valued, and actively engaged in their child's education. In summary, the action of English Language parent supports is tailored to meet the multifaceted needs of ELLs and their families, promoting inclusivity, communication, and academic success within the school community.	

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.

In addition to the comprehensive school-wide initiatives, which address the overarching needs of our students, we have identified specific actions targeted towards priority groups on a limited basis. These actions aim to enhance services and support for these groups, aligning with our commitment to equity and inclusive education. Each action, whether school-wide or limited, is evaluated quantitatively, using LCFF dollar amounts to determine its contribution towards our mandated increase in services.

Action 1.7: Resources and Support for Unduplicated Students

The action aimed at providing resources and support for unduplicated students, particularly those facing housing instability or navigating the foster care system, has a Planned Percentage of Improved Services of approximately 2.43%. Through the implementation of a Foster/Homeless Liaison role and the introduction of the Lexia program, the school endeavors to address the multifaceted needs of these students. The Foster/Homeless Liaison serves as a dedicated advocate and support system, offering practical assistance and emotional support to empower students to thrive academically and personally. Additionally, the Lexia program provides targeted support in enhancing English literacy skills, narrowing achievement gaps, and fostering a culture of literacy proficiency and confidence among unduplicated students.

Action 1.9: English Language Development Instruction and Support
 With a Planned Percentage of Improved Services of around 6.59%, the action focused on English Language Development (ELD) instruction and support aims to cater to the diverse linguistic backgrounds and varying proficiency levels of English Learner (EL) students. Coordinated efforts from EL Coordinators and ELD Live teachers, along with supplementary materials and assessments such as ELPAC, ensure tailored language instruction and personalized learning experiences. This comprehensive approach seeks to foster language development, ensure academic success, and promote self-awareness and accountability among EL students.

Action 3.4: English-language Parent Supports
 The initiative addressing English-language parent supports, with a Planned Percentage of Improved Services of approximately 0.20%, endeavors to meet the unique needs of English Language Learners (ELLs) and their families. By establishing Interpretation-facilitated family meetings, ELAC meetings, and Student Success meetings, the school aims to overcome language barriers, promote understanding of academic progress, and foster inclusivity and engagement within the school community. Through strategic dialogue, collaboration, and feedback gathering, this action seeks to strengthen partnerships between the school and ELL families, ensuring their active participation in their child's education.

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.

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		

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 certificated staff providing direct services to students		

2024-25 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	29,826,468	2,486,334	8.336%	0.000%	8.336%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,899,030.00	\$636,400.00			\$4,535,430.00	\$3,875,000.00	\$660,430.00

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	Staff Professional Development	All		No					\$282,500.00	\$11,700.00	\$294,200.00				\$294,200.00	
1	1.2	Staff Professional Development on Students with Disabilities	Students with Disabilities		No					\$356,100.00	\$3,100.00		\$359,200.00			\$359,200.00	
1	1.3	Assessments, supports, and training	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$108,100.00	\$54,000.00	\$162,100.00				\$162,100.00	
1	1.4	TK-8 standards based, grade-level courses	All		No					\$284,200.00	\$35,700.00	\$276,100.00	\$43,800.00			\$319,900.00	
1	1.5	Student technology and connectivity	All		No					\$0.00	\$95,000.00	\$95,000.00				\$95,000.00	
1	1.6	Standards based/aligned curriculum, resources, and supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$254,100.00	\$301,800.00	\$555,900.00				\$555,900.00	
1	1.7	Resources and support for unduplicated students	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$52,600.00	\$7,800.00	\$60,400.00				\$60,400.00	
1	1.8	Special Education Curriculum and resources	All		No					\$73,800.00	\$21,000.00	\$73,800.00	\$21,000.00			\$94,800.00	
1	1.9	English Language Development Instruction and Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$163,000.00	\$900.00	\$163,900.00				\$163,900.00	

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
						s)											
1	1.10	College & Career Courses, Resources & Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$767,200.00	\$0.00	\$610,100.00	\$157,100.00			\$767,200.00	
1	1.11	CAAP Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$9,400.00	\$29,200.00	\$38,600.00				\$38,600.00	
1	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$174,600.00	\$4,300.00	\$129,700.00	\$49,200.00			\$178,900.00	
2	2.1	Outdoor Education and Community Experiences	All		No					\$129,200.00	\$20,300.00	\$146,100.00	\$3,400.00			\$149,500.00	
2	2.2	Academic Enrichment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$623,600.00	\$1,800.00	\$623,600.00	\$1,800.00			\$625,400.00	
2	2.3	Social Emotional Supports, Resources, and Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$100,000.00	\$43,200.00	\$143,200.00				\$143,200.00	
2	2.4	Student and School Achievement & Accountability	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$153,100.00	\$5,800.00	\$158,900.00				\$158,900.00	
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	All		No					\$50,300.00	\$10,300.00	\$60,600.00				\$60,600.00	
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	All		No					\$62,300.00	\$13,900.00	\$76,200.00				\$76,200.00	
3	3.3	Family Engagement	All		No					\$225,000.00	\$0.00	\$225,000.00				\$225,000.00	
3	3.4	English-language parent supports	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.5	Special Education Parent Ed i.e IEP	All		No					\$900.00	\$630.00	\$630.00	\$900.00			\$1,530.00	

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
		accommodations and curriculum scaffolding														

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
29,826,468	2,486,334	8.336%	0.000%	8.336%	\$2,651,400.00	0.000%	8.889 %	Total:	\$2,651,400.00
								LEA-wide Total:	\$2,422,100.00
								Limited Total:	\$229,300.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Assessments, supports, and training	Yes	LEA-wide	English Learners Foster Youth Low Income		\$162,100.00	
1	1.6	Standards based/aligned curriculum, resources, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$555,900.00	
1	1.7	Resources and support for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$60,400.00	
1	1.9	English Language Development Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$163,900.00	
1	1.10	College & Career Courses, Resources & Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$610,100.00	
1	1.11	CAAP Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$38,600.00	

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	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	LEA-wide	English Learners Foster Youth Low Income		\$129,700.00	
2	2.2	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$623,600.00	
2	2.3	Social Emotional Supports, Resources, and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$143,200.00	
2	2.4	Student and School Achievement & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income		\$158,900.00	
3	3.4	English-language parent supports	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,486,000.00	\$3,254,025.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Yes	\$356,000.00	426700
1	1.2	Professional Learning related to student learning needs, particularly for Students with Disabilities	No	\$240,000.00	326000
1	1.3	Implement and assess formative and interim assessments	Yes	\$185,000.00	218000
1	1.4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Yes	\$320,000.00	330000
1	1.5	Purchase additional technology	Yes	\$90,000.00	94000
1	1.6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Yes	\$360,000.00	523000
1	1.7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Yes	\$10,000.00	10400
1	1.8	Purchase of Resources to support Reading and Math Instruction	No	\$10,000.00	34650
2	2.1	Fund support staff for unduplicated student support	Yes	\$135,000.00	185000

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	2.2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Yes	\$110,000.00	170000
2	2.3	Fund School Counselor/SST Coordinator	Yes	\$80,000.00	138000
2	2.4	Fund positions for monitoring student achievement data	Yes	\$130,000.00	184000
3	3.1	Increase number of course offerings in college and career indicators	Yes	\$240,000.00	265000
3	3.2	Provide College /Career Readiness Assessments and Preparatory Workshops and Resources	Yes	\$115,000.00	191000
3	3.3	Individualized Graduation Plan	No	\$0.00	
3	3.4	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Yes	\$95,000.00	147000
3	3.5	CAAP Program	Yes	\$10,000.00	11275

2023-24 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)
2310204	\$2,166,000.00	\$2,615,175.00	(\$449,175.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Yes	\$346,000.00	426700		
1	1.3	Implement and assess formative and interim assessments	Yes	\$185,000.00	217700		
1	1.4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Yes	\$320,000.00	270000		
1	1.5	Purchase additional technology	Yes	\$90,000.00	93000		
1	1.6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Yes	\$360,000.00	367000		
1	1.7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Yes	\$5,000.00	9500		
2	2.1	Fund support staff for unduplicated student support	Yes	\$135,000.00	178000		

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)
2	2.2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Yes	\$110,000.00	170000		
2	2.3	Fund School Counselor/SST Coordinator	Yes	\$80,000.00	138000		
2	2.4	Fund positions for monitoring student achievement data	Yes	\$75,000.00	133000		
3	3.1	Increase number of course offerings in college and career indicators	Yes	\$240,000.00	263000		
3	3.2	Provide College /Career Readiness Assessments and Preparatory Workshops and Resources	Yes	\$115,000.00	191000		
3	3.4	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	Yes	\$95,000.00	147000		
3	3.5	CAAP Program	Yes	\$10,000.00	11275		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
27921245	2310204	0	8.274%	\$2,615,175.00	0.000%	9.366%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023