



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
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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.

Escuela Popular del Pueblo (EP) is a family learning center that operates two interdependent charter schools: Escuela Popular Accelerated Family Learning Center, serving Transitional Kindergarten through 12th grade, and Escuela Popular/Center for Training and Careers Family Learning Center serving students over age of 18 in grades 9th through 12th. Our student population is majority Latino, Spanish speaking with an average of over 70% born outside the United States. Both schools serve a significantly large concentration of immigrant students and English Learners. In recent years the schools have experienced an increase in the number of students migrating from Central America and South America and a decrease in the number of students migrating from Mexico. Over 80% of the students are eligible for the free & reduced cost lunch program or fall under the federal poverty guidelines. 6% of the student population has an IEP and related services. The grade levels of students receiving services range from K-12 and up to adult students.

Escuela Popular has been providing educational services to the San José, California, community since 1986. Escuela Popular developed as a grassroots effort to serve the growing need for English classes. As demand grew, the curriculum of Escuela Popular expanded to include parent education, citizenship classes, history/civics, and after-school/youth programs, in addition to English classes being offered. In May 2002, Escuela Popular was granted a charter by the East Side Union School District to operate a family learning center for TK-12 and adult learners seeking a high school diploma.

From the outset, our students' status in society and the resulting problems that they face have been central to our educational approach. Critical issues our students face include poverty, language isolation from the dominant culture, immigration issues resulting in insecurities, culture shock resulting in a feeling of disempowerment and dependency, life-threatening travel to the US resulting in trauma, family separation which is particularly hard on the youth, limited time due to work-life pressures, and frequently interrupted educational engagement.

Reflections: Annual Performance

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

Based on the provided data by the California Dashboard, there has been a significant increase in three areas:

1. English Language Arts: There has been a 14.4% increase in performance in English Language Arts. This suggests that students' proficiency in reading, writing, speaking, and listening in English has improved. Such an increase could indicate effective teaching strategies, curriculum enhancements, or targeted interventions in this subject area.
2. Mathematics: The data shows a substantial increase of 17.8% in mathematics performance. This indicates that students' understanding and skills in math have advanced significantly. Improved math proficiency can have far-reaching benefits, as it is fundamental to various academic and real-world applications.
3. English Language Learners (ELL): The data indicates a 4.6% increase in performance among English Language Learners. This suggests that programs and interventions aimed at supporting students who are learning English as a second language have been effective. It's crucial to provide targeted support to ELL students to ensure their academic success and integration.

Overall, these increases across different subject areas are promising indicators of educational progress. They reflect efforts to enhance teaching methodologies, curriculum development, and support systems within the educational system. However, it's essential to continue monitoring and analyzing data to sustain and further improve upon these positive trends.

Regarding special education students:

1. English Language Arts (ELA): Special education students experienced a 56% decrease in the average distance from reaching the standard in ELA. This substantial improvement indicates that they are much closer to meeting the expected proficiency level in ELA, potentially resulting from effective interventions or improvements in teaching strategies tailored to their specific needs.

2. Mathematics: Special education students also had a significant decrease in the average distance from reaching the standard in math and are currently achieving at a high status level. This suggests significant improvements in mathematical proficiency among them, likely due to targeted interventions or individualized support.

These outcomes underscore effective strategies and interventions aimed at fostering the academic growth and success of special education students.

The 2023-24 school's local data (NWEA) indicates growth in some grade levels:

1. Math CGI: Local data indicates growth in math skills among 2nd, 6th, 7th, 9th, and 10th-grade students, as measured by the Conditional Growth Index. The improvement in CGI suggests positive development in their mathematical abilities.

2. Reading CGI: Similarly, there is improvement in reading skills among 6th, 9th, and 10th-grade students, suggesting strides in reading comprehension, fluency, and related skills.

Overall, this data shows a positive picture of academic progress, indicating measurable improvements in both math and reading skills across various grade levels.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SSC ELAC	• In October 2023, committee members revised the LCAP Feedback survey to obtain additional data points on engagement. • In April 2024 the LCAP was shared with SSC for feedback. • In May 2024 the Budget Overview for Parents was shared with SSC
Teachers Staff	-In October 2023 all school staff began the WASC self-study process and staff met in Focus Groups and two Whole School meetings to review goals and analyze progress made on actions. Through the self study recommendations were made for revised goals and actions aligning our WASC schoolwide action plan with the LCAP.
Students Families	• Family Leadership trainings on LCAP development • Family Nights where the 2023 LCAP was presented • Cafecito Community meetings where the 2023 LCAP was presented • School community completed the LCAP Feedback in the winter survey via • ParentSquare • Text • Email • Escuela Popular phone app.

Educational Partner(s)	Process for Engagement
	• Cafecito Community meetings • Family Night • Student Award Recognition Assemblies • 1:1 family student meetings connections • Family Nights where the 2024 LCAP was presented

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

The feedback collected provided valuable information for the development of the 2024-25 LCAP. The following are the key takeaways from our educational partners' feedback:

- Set protocols and use collaboration time to analyze student achievement data to inform instruction.
- Focus professional development time for language acquisition and English language development.
- Schedule cross-disciplinary collaboration time to focus on the creation of interdisciplinary projects.
- Develop College and Career Pathways for 6-12 grade within the school’s curriculum.
- Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction
- Hire a program case manager to take a preliminary assessment of student needs and manage services.
- Provide intervention and additional support for students entering school with low literacy and academic skills.
- Provide extracurricular and sports activities for students to support wellbeing.
- Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.

After reviewing all feedback and achievement data, the Escuela Popular team determined to continue working on the previously identified goals and actions minor updates. Some areas have seen significant progress and others still require various next steps. Many of the critical areas for follow-up will continue to be built upon as described in our updated LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student and family engagement and retention of students by providing students and families with information about the educational program, the objectives of the educational program, and a high school diploma, and the progress of students toward meeting grade-level standards. Increase Tk-8th student and family engagement and commitment to bilingual education and the 80/20 dual immersion model by providing information, objectives, benefits, and outcomes of bilingualism.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Tk-8th-grade families are unaware of our dual immersion program, and their commitment to completing the program needs to be emphasized and strengthened.This goal was developed because data continuously showed that 9-12 grade students leave school prior to completing their graduation requirements.The team believes that if students and families are provided information about the academic program, learning objectives and students' academic progress toward mastery of their learning goals, they are more likely to stay in school and be motivated to successfully complete the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PowerSchool Information System The ratio of credits earned to credits attempted increases	The ratio of credits earned to credits attempted is 85%			The ratio of credits earned to credits attempted increases from previous year or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from previous year or reaches target %.	Data Source: PowerSchool Information System Year: 2023-24			reaches target 90%.	
1.2	Increase the number of continuously enrolled/long-term students. (% of students enrolled 2 or more quarters during school year)"	The percentage of 9th-12th long-term students is 65.19% Data Source: PowerSchool Information System Year: 2023-24			Increase 3% from the base year	
1.3	Implementation of Academic Content Standards aligned to rubrics designed to evaluate performance-based tasks	Tk-12th Initial implementation. Data Source: Local Indicator Priority 2 Self-Reflection Tool			Full Implementation and sustainability.	
1.4	Graduation Rates	3.3% Data Source: Dashboard Additional Report - (4-year cohort graduation rate) Graduation Rate Year: 2022-23			Increase the number of graduates from the base year by 8%.	
1.5	Google Classroom Gradebook % of students will access the online academic	6th-8th 50% of students have access to online academic achievement			6th-8th 100% of students have access to online academic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	achievement tracking system	via Google Classroom gradebook. 9-12 82% of students have access to online academic achievement via Google Classroom gradebook.			achievement via Google Classroom gradebook. 9-12 100% of students have access to online academic achievement via Google Classroom gradebook.	
1.6	Access to a Broad Course of Study	100% of students with access to and enrolled in a broad course of study			100% of students with access to and enrolled in a broad course of study	
1.7	Access to Instructional Materials	100% of students with access to materials Data Source: SARC Year: 2022-23			100% of students with access to materials	
1.8	Safe, Functional, Clean Facilities	Good Data Source: SARC Year: 2022-23			Good Based on SARC	
1.9	% Appropriately Assigned Teachers	17.2% "Clear" Data Source: FTE as measured on the Teacher Assignment Monitoring Outcomes report"			20% "Clear" Based on FTE as measured on the Teacher Assignment Monitoring Outcomes report	

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

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	Student Learning Goals (HS)	If we review and refine student learning goals in all courses, then students' awareness of learning goals will result in higher student engagement.		No
1.2	Establishment of Performance Tasks/project based learning (HS)	Identify and establish performance based tasks/project-based learning in courses.	\$229,071.05	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Establishment of Performance Tasks Rubrics	Design rubrics for selected performance based tasks/project based learning.		No
1.4	PD for Performance Tasks/project based learning (DL & HS)	Provide professional development to teachers on administering and assessing performance tasks.	\$322,432.40	No
1.5	100% Implementation of Performance Rubrics	Implement and monitor use of rubrics for performance tasks for all courses.	\$227,469.90	No
1.6	Google Classroom Tracking Learning Goals Determine Tracking Learning System for TK-3rd grades	Implement Google Classroom for 4-12 grades to house and track selected student learning goals and select a tracking learning system for TK-3rd grades.	\$12,780.50	No
1.7	PD for Google Classroom Tracking	Provide training to 4-12 grade teachers, students, and families on use of Google Classroom for monitoring student progress		No
1.8	Google Classroom Tracking System	Monitor the use of Google Classroom by 4-12 grade teachers and consistent updates on Google Classroom gradebook.		No
1.9	80/20 Dual Immersion Program	Provide orientation and presentations on the 80/20 dual immersion model and its benefits.	\$22,641.40	No
1.10	Data Analysis to Inform Instruction	Set protocols and use collaboration time to analyze student achievement data to inform instruction.	\$56,216.10	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	PD Strategic Plan	Develop a strategic plan, allocate resources, and offer professional development to teachers and school leadership, focusing on utilizing data analysis to enhance student achievement.	\$32,141.10	Yes
1.12	ELD PD	Focus PD time on language acquisition and English language development.	\$293,945.50	Yes
1.13	External PD	Create a partnership with SCCOE and other organizations for external PD.		No
1.14	Instructional Practices to Advance Student Achievement	Conduct surveys to analyze data and determine the effectiveness of the implemented PD/ best practices.		No
1.15	Data Analysis Protocol	Implement an ongoing, systemic data analysis protocol to modify instructional practices to advance student achievement.	\$218,063.50	Yes
1.16	PD Database	Adopt an online platform to track internal and external PD and analyze the effectiveness of the adoption of best practices.	\$7,592.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because data showed that between 50-60% of EP students did not meet their NWEA Annual Growth Target in reading and mathematics. The team believes that by aligning and clearly articulating the instructional objectives, students and teachers can work together to identify gaps in learning and better leverage the instructional time to support student achievement that is aimed at meeting the 21st Century Skills, College, and Career Readiness. When students and teachers know what their learning goals are and the progression is established across levels, students are more likely to receive instruction that facilitates their learning. In addition, teachers are able to receive feedback on how to improve their lessons.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of teachers will be proficient in designing common authentic performance tasks and rubrics aligned with the College and Career Readiness Standards for each content area lessons using the PBL approach to teaching	Less than 50%			80% of teacher will be proficient in developing College and Career Readiness Standards for each content area lessons using the PBL approach to teaching	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	NWEA Map Assessment % of DL and high school students will meet their Math growth target, as established by Measures of Academic Progress (MAP).	57% of 2nd to 12th grade students met their Math growth target. Data separated by programs: 55% of 2nd to 8th grade students met their Math growth target. 64% of 9th to 12th grade students met their Math growth target. Data Source: NWEA (MAP System) Year: 2023-24			5% annual increase of DL and High school students who meet their Math grow target	
2.3	NWEA Map Assessment % of DL and high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP)	34% of 3rd to 12th grade students met their Reading growth target. Data separated by programs: 29% of 3rd to 8th grade students met their Reading growth target. 49% of 9th to 12th grade students met their Reading growth target. Data Source: NWEA (MAP System) Year: 2023-24			5% annual increase of DL and High school students who meet their Reading grow target	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-24				
2.4	NWEA Map Assessment % of high school students will show positive growth on their Fall to Spring Lexile score.	64% of 3rd to 12th grade students show a positive growth on their fall to spring Lexile score. Data separated by programs: 62% of 3rd to 8th grade students show a positive growth on their fall to spring Lexile score. 70% of 9th to 12th grade students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System) Year: 2023-24			80% of DL and High school students will show positive growth on their Fall to Spring Lexile score.	
2.5	SBAC Assessment % of 5th and 8th graders are meeting or exceeding standard in ELA and % in Math based on SBAC	SBAC ELA: 20% of 5th graders Met/Exceeded SBAC Math: 10.42% of 5th SBAC ELA: 37.03% of 8th graders Met/Exceeded SBAC Math: 12.5% of 8th graders Met/Exceeded			5% annual increase of 5th and 8th graders are meeting or exceeding standard in ELA and Math based on SBAC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest CAASPP Reports Year: 2022-23				
2.6	% of English Learners improving on ELPAC	38.6% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2023			50% of English Learners improving on ELPAC or a 5% increase from the previous year.	
2.7	EL Reclassification Rate	7.8% EL Reclassification Rate Data Source: DataQuest EL Reclassification Year: 2022-23			Annual increase of 3% for EL Reclassification Rate	
2.8	A-G Completion Rate	0% A-G Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23			100% A-G Completion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CTE Pathway Completion Rate	0% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23			8% Pathway Completion Rate	
2.10	AP Pass Rate	Not Applicable			Not Applicable	
2.11	% of HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math	No dashboard performance level shown. Less than 11 students tested in 2022-23 Source: DataQuest CAASPP Year: 2022-23			Annual increase of 3%	

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	Alignment of Curriculum	Evaluate existing dual immersion curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards	\$79,026.85	Yes
2.2	Establish Learning Outcomes	Establish student learning outcomes by grade level and high school courses, utilizing assessment platforms and data.		No
2.3	College & Career Pathways	Develop College and Career Pathways for 6-12 grade within the school's curriculum.	\$86,573.50	Yes
2.4	Communication of Curriculum and Assessment Framework	Communicate clearly to all educational partners the school's curriculum and assessment framework.	\$14,644.50	No
2.5	Refinement of Resources	Select instructional resources for each specific grade level and subjects.	\$14,644.50	No
2.6	PD for Classified & Certificated staff: Tech & Assessments	Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction.	\$287,606.00	Yes
2.7	PD for New Curriculum	Coordinate Professional Development opportunities to support new curriculum frameworks.	\$31,768.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	PD for School Leaders and Instructional Staff	Select, develop, and implement professional development for school leaders and instructional staff on use of adopted resources.	\$3,182.70	No
2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Human and financial resources are allocated to successfully implement the curriculum and assessment framework.	\$43,610.00	No
2.10	Student Instructional Support	Title I and other funds are used to hire para-professionals to provide small group and individualized instruction for intervention within the classroom for ELD students or students who are not meeting learning outcomes.	\$334,066.00	No
2.11	Digital Literacy	Offer opportunities for 7-12 grade students to develop digital literacy skills.		No
2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	Establish dedicated cross-disciplinary collaboration sessions to concentrate on generating interdisciplinary projects and develop an action plan encompassing a timeline, outcomes, and metrics to facilitate the collaboration process.	\$14,644.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide students and families with academic, socio-emotional, and socioeconomic support to increase attendance, school connectedness, retention, graduation rate, and post-secondary success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed because data showed that over 90% of students are immigrant students whose primary language is Spanish, and Escuela Popular is their first U.S. school. The team believes that student retention, family engagement, and higher education/career opportunities can increase when students have access to resources to support academic, well-being, and socio-economic needs. Data shows that when students do not receive comprehensive, direct intensive support services, students leave school prior to completing graduation requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of professional development opportunities for teachers, staff and leadership to support and refer students for specific needs.	100% of school staff will complete SafeSchools Training. 100% will attend professional development sessions offered by the school.			100% of school staff will complete SafeSchools Training. 100% will attend professional development sessions offered by the school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Efforts to seek student and parent/families input in decision making. Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Data Source: Local Indicator Priority 3 Self-Reflection Tool			Full Implementation & Sustainability Local Indicator Priority 3 Self-Reflection Tool	
3.3	Promote parental participation in programs for individuals with exceptional needs.	Initial Implementation (EPAFLC Only) Data Source: Local Indicator Priority 3 Self-Reflection Tool .			Full Implementation & Sustainability (EPAFLC Only) Local Indicator Priority 3 Self-Reflection Tool	
3.4	Positive School Climate % participation in bi-annual Family & Student Feedback Survey	66% participation by students and parents in semiannual feedback surveys.			90% participation by students and parents in quarterly feedback surveys	
3.5	Suspension Rate	1.8% Source: DataQuest Suspension Rate Year: 2023			0% Source: DataQuest Suspension Rate	
3.6	Expulsion Rate	0% Source: DataQuest Suspension Rate			0% Source: DataQuest Expulsion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023				
3.7	Positive School Climate Bi-annual Family & Student Feedback Survey % who respond positively that they feel safe & connected to the school: - Students - Teachers - Parents	74% of parents, staff, & students feel connected to Escuela Popular according to the survey responses. 81.5% of parents, staff, & students feel safe at Escuela Popular according to the survey responses.			Maintain a high percentage of parents, staff, & students feel connected to Escuela Popular according to the survey responses. 100% of parents, staff, & students feel safe at Escuela Popular according to the survey responses.	
3.8	Attendance Rate	92.5% schoolwide 92.8% Grades K-8 92.4% Grades 9-12 Source: SIS Attendance Year: 2023-24			Increase attendance rate by 3% from previous year.	
3.9	MS dropout Rate	1%			0%	
3.10	Chronic Absenteeism	35.4% schoolwide Data Source: DataQuest Chronic Absenteeism Year: 2022-23			Decrease chronic absenteeism by 3%	

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	Truancy & Chronic Absenteeism	All students who are experiencing truancy, personal needs, or academic concerns will receive a phone call and/or face-to-face contact with the Student Services team and/or Teachers that includes case management as monitored by the student support team via PowerSchool reports or referrals.	\$29,518.00	Yes
3.2	Increase Family and Student Engagement	Through a variety of committees, events, and education families will have access to resources, support services, input in decision making and capacity building.	\$57,289.30	Yes
3.3	Program Case Manager	Hire a program case manager to take a preliminary assessment of student needs and manage services.	\$39,501.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Needs Assessment	Create a needs assessment process to collect data on student needs and analyze available data (service logs) to determine appropriate support services.	\$9,084.00	No
3.5	Parent & Student Involvement	Increase the number of students and parents/families who provide input through survey, participation in training, committees, and ELAC/SSC.	\$57,289.30	No
3.6	Social-emotional Wellbeing	Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.	\$36,110.40	No
3.7	Community School	Support services for immigrant families and unaccompanied minors continue to be provided such as, childcare, transportation, student resource advocate, academic counselors, legal documentation and case management of basic need services along with a needs assessment process to collect data to determine services to support academic outcomes	\$69,400.20	Yes
3.8	Academic Tutoring & Enrichment Programs	Coordinate a sustainable tutoring and enrichment program to support academic achievement and social emotional wellbeing.	\$81,691.25	Yes
3.9	Academic Achievement Recognition	Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, etc.		No

Action #	Title	Description	Total Funds	Contributing
3.10	Educational Partners Communication	Communication with educational partners through ParentSquare, Google Classroom, Teacher Newsletters, Class Dojo, Social Media, Escuela Popular App, and website.		No
3.11	High School Post-secondary Engagement	Dual/concurrent enrollment, and certificate obtainment is available to students while attending high school.		No
3.12	High School A-G Course Approvals	Obtain A-G course approval for World History, U.S. History, American Government, Economics, Art, Spanish 2, and college preparatory elective.	\$22,050.00	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
\$1,500,290	\$164,913

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
26.684%	0.000%	\$0.00	26.684%

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
1.2	Action: Establishment of Performance Tasks/project based learning (HS) Need: Low student performance data for English Learners and Low Income students. Scope:	Performance-based tasks and PBL will require students to actively engage with the material, making learning more meaningful and interesting. Students will better retain knowledge through the application of what they are learning.	Lesson Plans, Syllabus, and Scope and Sequence

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
	LEA-wide		
1.10	Action: Data Analysis to Inform Instruction Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	By consistently analyzing data, teachers can identify specific needs and gaps in understanding, particularly for English Learners and Low-Income students, enabling targeted interventions.	Student achievement data, progress monitoring reports, and assessment scores.
1.11	Action: PD Strategic Plan Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Equips teachers with the skills to analyze data effectively and implement strategies that address the unique challenges faced by English Learners and Low-Income students.	Professional development attendance records, implementation fidelity checks, and student performance data.
1.12	Action: ELD PD Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Enhance teachers' ability to support English Learners in developing language proficiency.	Teacher PD attendance, ELPAC scores, and classroom observation reports.
1.15	Action: Data Analysis Protocol	Equips teachers with the skills to effectively analyze data and implement strategies that	Professional development attendance records,

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: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	address the unique challenges faced by English learners and low-income students. Systematic analysis of student performance allows for frequent modifications to curriculum and instructional practices, enhancing student outcomes.	implementation fidelity checks, and student performance data.
2.1	Action: Alignment of Curriculum Need: High number of students do not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Ensures that dual immersion programs are effectively supporting English language acquisition, helping ELs develop proficiency in both English and the partner language. Identifies gaps in current practices, leading to tailored interventions that address the specific needs of ELs.	Student achievement scores in language proficiency, math, science, and physical education to measure the impact of the revised curriculum.
2.3	Action: College & Career Pathways Need: High number of students do not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Offer early exposure to career opportunities and post-secondary education pathways, which is crucial for English Learners and Low-Income students who may lack such resources.	Enrollment in pathway programs and successful completion of courses.
2.6	Action: PD for Classified & Certificated staff: Tech & Assessments	Enhance the ability of staff to engage students by integrating technology into instruction, benefiting those with limited access to such resources at home.	PD attendance, technology usage reports, student engagement surveys.

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: High number of students with limited access to technology at home. Scope: LEA-wide		
3.1	Action: Truancy & Chronic Absenteeism Need: High number of students experiencing chronic absenteeism and truancy. Scope: LEA-wide	Provide targeted support to address barriers to attendance and learning, ensuring these students receive necessary interventions.	Attendance records, PowerSchool reports, case management logs.
3.2	Action: Increase Family and Student Engagement Need: Increase family engagement to support students. Scope: LEA-wide	Increase family engagement and support, crucial for the academic success of English Learners and low income students.	Participation rates and feedback surveys
3.3	Action: Program Case Manager Need: Needs assessment data shows a wide variety of needs to address to support student success in school.	Ensures comprehensive assessment and management of services to address the unique needs of these students.	Case management reports, service utilization data, student outcome data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.7	Action: Community School Need: Large concentration of immigrant families and unaccompanied minors. Scope: LEA-wide	Addresses barriers to education and ensures these students receive the necessary support for academic success.	Service utilization records, needs assessment data, academic performance data.
3.8	Action: Academic Tutoring & Enrichment Programs Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Provides additional academic support and enrichment opportunities, enhancing both academic and social-emotional outcomes.	Tutoring attendance, enrichment program participation, academic and social-emotional assessment results.

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
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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.

The services provided to English learners, low-income students, and foster youth will increase proportionally due to the increase in funding. The increased percentage is met by all the actions and services included in the Local Control Accountability Plan. As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The funds we will receive enable us to continue offering an extended school day, hiring high quality teachers, and offer specialized training to our staff to ensure our subgroups are receiving instruction tailored to their needs.

Additional Concentration Grant Funding

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

The school will allocate funds to recruit, train, and increase number of staff to provide additional support services for students, including tutoring, Saturday Academy, enrichment activities, and extra course offerings.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20
Staff-to-student ratio of certificated staff providing direct services to students		1:30

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	5,622,493	1,500,290	26.684%	0.000%	26.684%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,734,053.95	\$0.00	\$0.00	\$0.00	\$2,734,053.95	\$2,261,228.45	\$472,825.50

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	Student Learning Goals (HS)	All	No			All Schools	Year Round								
1	1.2	Establishment of Performance Tasks/project based learning (HS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$229,071.05	\$0.00	\$229,071.05				\$229,071.05	
1	1.3	Establishment of Performance Tasks Rubrics	All	No			All Schools	Year Round								
1	1.4	PD for Performance Tasks/project based learning (DL & HS)	All	No			All Schools	Year Round	\$322,432.40	\$0.00	\$322,432.40				\$322,432.40	
1	1.5	100% Implementation of Performance Rubrics	All	No			All Schools	Year Round	\$227,469.90	\$0.00	\$227,469.90				\$227,469.90	
1	1.6	Google Classroom Tracking Learning Goals Determine Tracking Learning System for TK-3rd grades	All	No			All Schools	Year Round	\$10,764.50	\$2,016.00	\$12,780.50				\$12,780.50	
1	1.7	PD for Google Classroom Tracking	All	No			All Schools	Year Round								
1	1.8	Google Classroom Tracking System	All	No			All Schools	Year Round								
1	1.9	80/20 Dual Immersion Program	All	No			All Schools	Year Round	\$0.00	\$22,641.40	\$22,641.40				\$22,641.40	
1	1.10	Data Analysis to Inform Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$56,216.10	\$56,216.10				\$56,216.10	

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
						Low Income										
1	1.11	PD Strategic Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$32,141.10	\$32,141.10				\$32,141.10	
1	1.12	ELD PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$293,945.50	\$293,945.50				\$293,945.50	
1	1.13	External PD	All	No			All Schools									
1	1.14	Instructional Practices to Advance Student Achievement	All	No			All Schools									
1	1.15	Data Analysis Protocol	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$218,063.50	\$0.00	\$218,063.50				\$218,063.50	
1	1.16	PD Database	All	No			All Schools		\$7,592.50	\$0.00	\$7,592.50				\$7,592.50	
2	2.1	Alignment of Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$79,026.85	\$0.00	\$79,026.85				\$79,026.85	
2	2.2	Establish Learning Outcomes	All	No			All Schools	Year Round								
2	2.3	College & Career Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$86,573.50	\$0.00	\$86,573.50				\$86,573.50	
2	2.4	Communication of Curriculum and Assessment Framework	All	No			All Schools	Year Round	\$14,644.50	\$0.00	\$14,644.50				\$14,644.50	
2	2.5	Refinement of Resources	All	No			All Schools	Year Round	\$14,644.50	\$0.00	\$14,644.50				\$14,644.50	
2	2.6	PD for Classified & Certificated staff: Tech & Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$286,513.30	\$1,092.70	\$287,606.00				\$287,606.00	
2	2.7	PD for New Curriculum	All	No			All Schools	Year Round	\$31,768.00	\$0.00	\$31,768.00				\$31,768.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	PD for School Leaders and Instructional Staff	All	No			All Schools		\$0.00	\$3,182.70	\$3,182.70				\$3,182.70	
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	All	No			All Schools	Year Round	\$43,610.00	\$0.00	\$43,610.00				\$43,610.00	
2	2.10	Student Instructional Support	All	No			All Schools	Year Round	\$334,066.00	\$0.00	\$334,066.00				\$334,066.00	
2	2.11	Digital Literacy	All	No			All Schools									
2	2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	All	No			All Schools		\$14,644.50	\$0.00	\$14,644.50				\$14,644.50	
3	3.1	Truancy & Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$29,518.00	\$0.00	\$29,518.00				\$29,518.00	
3	3.2	Increase Family and Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$57,289.30	\$0.00	\$57,289.30				\$57,289.30	
3	3.3	Program Case Manager	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$0.00	\$39,501.00	\$39,501.00				\$39,501.00	
3	3.4	Needs Assessment	All	No			All Schools	Year Round	\$8,244.00	\$840.00	\$9,084.00				\$9,084.00	
3	3.5	Parent & Student Involvement	All	No			All Schools	Year Round	\$57,289.30	\$0.00	\$57,289.30				\$57,289.30	
3	3.6	Social-emotional Wellbeing	All	No			All Schools	Year Round	\$36,110.40	\$0.00	\$36,110.40				\$36,110.40	
3	3.7	Community School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$48,151.20	\$21,249.00	\$69,400.20				\$69,400.20	
3	3.8	Academic Tutoring & Enrichment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Year Round	\$81,691.25	\$0.00	\$81,691.25				\$81,691.25	

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
3	3.9	Academic Achievement Recognition	All	No			All Schools	Year Round								
3	3.10	Educational Partners Communication	All	No			All Schools	Year Round								
3	3.11	High School Post-secondary Engagement	All	No			All Schools	Year Round								
3	3.12	High School A-G Course Approvals	All	No			All Schools	Year Round	\$22,050.00	\$0.00	\$22,050.00				\$22,050.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,622,493	1,500,290	26.684%	0.000%	26.684%	\$1,560,043.35	0.000%	27.746 %	Total:	\$1,560,043.35
								LEA-wide Total:	\$1,560,043.35
								Limited Total:	\$0.00
								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	1.2	Establishment of Performance Tasks/project based learning (HS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$229,071.05	
1	1.10	Data Analysis to Inform Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,216.10	
1	1.11	PD Strategic Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,141.10	
1	1.12	ELD PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$293,945.50	
1	1.15	Data Analysis Protocol	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,063.50	
2	2.1	Alignment of Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,026.85	
2	2.3	College & Career Pathways	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$86,573.50	

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 (%)
					Low Income			
2	2.6	PD for Classified & Certificated staff: Tech & Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$287,606.00	
3	3.1	Truancy & Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,518.00	
3	3.2	Increase Family and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,289.30	
3	3.3	Program Case Manager	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,501.00	
3	3.7	Community School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,400.20	
3	3.8	Academic Tutoring & Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,691.25	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,090,068.06	\$2,164,705.59

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	Student Learning Goals	Yes	\$308,002.40	\$356,564.84
1	1.2	Establishment of Performance Tasks	Yes		
1	1.3	Establishment of Performance Tasks Rubrics	Yes		
1	1.4	PD for Performance Tasks	Yes	\$323,661.70	\$323661.70
1	1.5	100% Implementation of Performance Rubrics	Yes	\$656,033.50	\$622,444.34
1	1.6	Google Classroom Tracking Learning Goals	Yes	\$100,000.00	\$51,074.41
1	1.7	PD for Google Classroom Tracking	Yes		
1	1.8	Google Classroom Tracking System	Yes	\$3,712.50	\$3712.50
1	1.9	80/20 Dual Immersion Program	Yes	\$22,124.40	\$22,124.40
2	2.1	Alignment of curriculum	Yes	\$11,305.00	\$7425.00
2	2.2	Establish Learning Outcomes	Yes		

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	2.3	College & Career Pathways	Yes	\$24,845.00	\$24845.00
2	2.4	Communication of curriculum and assessment framework	Yes	\$2,883.60	\$2883.60
2	2.5	Refinement of Resources	Yes	\$5,073.11	\$5,072.03
2	2.6	PD for classified & Certificated staff: tech & assessments	Yes		
2	2.7	PD for new curriculum	Yes		
2	2.8	PD for School Leaders and Instructional Staff	Yes		
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Yes	\$25,530.00	\$17770.00
2	2.10	Student Instructional Support	Yes	\$253,176.00	\$487996.75
2	2.11	Digital Literacy			
3	3.1	Truancy & Chronic Absenteeism	Yes	\$19,320.00	\$19,320.00
3	3.2	Annual Parent Conference	Yes	\$2,000.00	\$680.40
3	3.3	Tracking number of students using childcare services or transportation	Yes	\$31,827.00	\$49,057.00
3	3.4	Culturally Responsive PD	Yes		
3	3.5	Academic Tutoring	Yes	\$147,894.00	\$93,000.16

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)
3	3.6	Increase outreach and tracking of student services	Yes	\$32,358.00	\$23849.12
3	3.8	Academic Achievement Recognition	Yes		
3	3.9	Promoting & tracking of Student Learning Center	Yes	\$7,960.40	\$6256.63
3	3.10	Extracurricular activities	Yes	\$70,696.00	\$41178.00
3	3.11	Monthly Stakeholder communication	Yes		
3	3.12	High School Post-secondary projects/timeline	Yes	\$3,383.25	\$1740.11
3	3.13	High School A-G course approvals	Yes	\$31,500.00	
3	3.14	Post-secondary connection	Yes	\$6,782.20	\$4049.60

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)
\$1,365,782.00	\$2,090,068.06	\$2,164,705.59	(\$74,637.53)	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	Student Learning Goals	Yes	\$308,002.40	\$356564.84		
1	1.2	Establishment of Performance Tasks	Yes				
1	1.3	Establishment of Performance Tasks Rubrics	Yes				
1	1.4	PD for Performance Tasks	Yes	\$323,661.70	\$323661.70		
1	1.5	100% Implementation of Performance Rubrics	Yes	\$656,033.50	\$622444.34		
1	1.6	Google Classroom Tracking Learning Goals	Yes	\$100,000.00	\$51074.41		
1	1.7	PD for Google Classroom Tracking	Yes				
1	1.8	Google Classroom Tracking System	Yes	\$3,712.50	\$3712.50		
1	1.9	80/20 Dual Immersion Program	Yes	\$22,124.40	\$22124.40		
2	2.1	Alignment of curriculum	Yes	\$11,305.00	\$7425.00		
2	2.2	Establish Learning Outcomes	Yes				
2	2.3	College & Career Pathways	Yes	\$24,845.00	\$24845.00		
2	2.4	Communication of curriculum and assessment framework	Yes	\$2,883.60	\$2883.60		

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	2.5	Refinement of Resources	Yes	\$5,073.11	\$5072.03		
2	2.6	PD for classified & Certificated staff: tech & assessments	Yes				
2	2.7	PD for new curriculum	Yes				
2	2.8	PD for School Leaders and Instructional Staff	Yes				
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Yes	\$25,530.00	\$17770.00		
2	2.10	Student Instructional Support	Yes	\$253,176.00	\$487996.75		
3	3.1	Truancy & Chronic Absenteeism	Yes	\$19,320.00	\$19320.00		
3	3.2	Annual Parent Conference	Yes	\$2,000.00	\$680.40		
3	3.3	Tracking number of students using childcare services or transportation	Yes	\$31,827.00	\$49057.00		
3	3.4	Culturally Responsive PD	Yes				
3	3.5	Academic Tutoring	Yes	\$147,894.00	\$93000.16		
3	3.6	Increase outreach and tracking of student services	Yes	\$32,358.00	\$23849.12		
3	3.8	Academic Achievement Recognition	Yes				
3	3.9	Promoting & tracking of Student Learning Center	Yes	\$7,960.40	\$6256.63		
3	3.10	Extracurricular activities	Yes	\$70,696.00	\$41178.00		
3	3.11	Monthly Stakeholder communication	Yes				
3	3.12	High School Post-secondary projects/timeline	Yes	\$3,383.25	\$1740.11		

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)
3	3.13	High School A-G course approvals	Yes	\$31,500.00			
3	3.14	Post-secondary connection	Yes	\$6,782.20	\$4049.60		

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)
2,905,183	\$1,365,782.00	0%	47.012%	\$2,164,705.59	0.000%	74.512%	\$0.00	0.000%