SCALE
LEADERSHIP
ACADEMY
EAST

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
Palo Verde Unified School District- SCALE Leadership Academy East	Chris Shockley Executive Director	chris.shockley@scaleacademy.org 888-315-4660 ext. 104

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.

SCALE Leadership Academy East is a non-classroom-based independent study charter school serving 1251 students in grades Transitional Kindergarten through 12th grade. Our school services pupils in Riverside, Orange, San Bernardino, Kern, Inyo, and San Diego counties. The demographics of our student population are approximately:

- 61% are socially and economically disadvantaged.
- 7.59%% receive special education services.
- 14.39% are identified as English Learners.
- 1.20% are foster youth.
- 4.72% are considered homeless.

During the 2023-24 school year, SLA employed 55 certificated and 16 classified employees and two temporary classified staff.

Vision Statement

SCALE Leadership Academy East is firmly committed to our educational model, emphasizing accountability, diversity, leadership, and learning. We believe that all students have the potential to excel in an environment of high expectations and robust support. Recognizing each child's unique gifts, SCALE offers a non-traditional setting that blends online learning, self-directed study, and project-based curriculum. Our high expectations are matched with excellent teacher support, more instructional minutes, and a wide range of electives, including college and career readiness and technology integration, which are not typically offered in traditional programs. Most importantly, we offer a personalized and flexible program tailored to each student at the beginning of every school year.

Mission Statement

Our mission at SCALE Leadership Academy East is to establish a TK-12 independent, exclusively virtual, non-classroom-based public

charter school that sets students on a path to success. SCALE supports students at their academic level through an Individualized Learning Plan (ILP) that incorporates strategies to help the whole child academically and emotionally. Our aim is that upon leaving SCALE Leadership Academy East, students:

- Are prepared to perform to their individual best and identify personal strengths to achieve success.
- Utilize technological resources and problem-solving skills to execute life skills and learning.
- Are motivated and can effectively communicate how to succeed, with an awareness of college expectations.
- Have developed a personal commitment to serve as leaders of the 21st century.

Reflections: Annual Performance

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

SCALE Leadership Academy East has demonstrated substantial progress in several key performance areas, as indicated by the California School Dashboard. The reduction in chronic absenteeism by 2.5% reflects the success of our attendance improvement strategies. Maintaining a 0% suspension rate highlights the effectiveness of our positive behavioral interventions and supportive school climate. Significant progress in English learner proficiency, with a 27.8% increase, showcases the effectiveness of our targeted instructional strategies. The graduation rate increased by 3.2%, indicating the strength of our support systems for student completion.

However, the low percentage of students prepared for college or a career (13%) suggests the need for more robust college and career readiness programs. Improvements in English Language Arts (3.1 points) and Mathematics (18.4 points) are encouraging, though further focus on data-driven instruction and additional support for struggling students is necessary. Meeting all local indicators, including the implementation of academic standards, parent and family engagement, local climate survey, and access to a broad course of study, demonstrates a solid foundation for providing a comprehensive and standards-aligned education. By continuing to implement targeted interventions and support, SCALE Leadership Academy East is well-positioned to build on its successes and address areas of need.

This academic year marked the third year of full implementation of Career Technical Education (CTE) courses at SCALE Leadership Academy East. These courses have provided students with valuable hands-on learning experiences and opportunities for internships, facilitated by the support of industry and community partners. This initiative has proven particularly beneficial for vulnerable student populations, such as African American and homeless students, by equipping them with practical skills and connecting them to potential career pathways. The ability to mark students as CTE completers will enhance our College/Career Indicator (CCI), reflecting our commitment to preparing students for success beyond high school.

The progress in our individualized learning plans (ILPs) has significantly contributed to the improved graduation rates and English learner proficiency, aligning with our mission to support students at their academic level and help the whole child academically and emotionally.

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.

SCALE Leadership Academy East, a non-classroom-based independent study charter school, has made significant strides in improving graduation rates. SCALE met the criteria in 23-24 to exit Comprehensive Support and Improvement (CSI) status. This achievement is a testament to the dedicated efforts of our staff, students, and community partners in fostering an environment conducive to academic success.

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

Educational Partner(s)	Process for Engagement
Parents, Teachers, School Board Members, Students, Community Partners, School Staff, District	SCALE Leadership Academy East prioritizes the engagement of educational partners throughout the year. Our educational partners include parents, teachers, school board members, and community partners. To ensure productive discussions, specific agenda topics are created, focusing on feedback and collaboration. Key Engagement Methods: Surveys: Regularly distributed to gather input and perspectives. Emails: Frequent communication to keep partners informed and involved. Scheduled Meetings: Weekly and monthly meetings to discuss key topics and gather feedback. Focused Agendas: Meetings are structured with specific agenda topics that address current priorities and gather targeted feedback. Feedback Analysis: All feedback from surveys and meetings is systematically reviewed and categorized by themes. A dedicated team analyzes this feedback to identify actionable items and areas for improvement. Action Planning: Based on the analyzed feedback, action plans are developed. These plans outline specific steps to address the identified

Educational Partner(s)	Process for Engagement
	issues or implement suggested improvements. Each action plan includes clear objectives, timelines, responsible personnel, and required resources. Implementation and Monitoring: Action plans are implemented with regular monitoring to ensure progress. Monthly updates are provided during stakeholder meetings to track the status of each action item. Continuous feedback is solicited to refine and adjust action plans as needed. Alignment with Mission and Vision: All actions and strategies are aligned with our mission to support students at their academic level through individualized learning plans (ILPs), and help the whole child academically and emotionally. Our vision of high expectations and robust support systems guides our engagement with educational partners. We emphasize the importance of accountability, diversity, leadership, and learning in every interaction. These outreach methods are critical for understanding the needs and perspectives of our partners, ensuring their feedback directly impacts our students. The engagement process has consistently been a priority for SLA East and is a central element in our LCAP planning.

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

SCALE Leadership Academy East places significant emphasis on the feedback provided by our educational partners in shaping our LCAP. The insights and recommendations from various stakeholders, including parents, teachers, school staff, student representatives, and the school board, play a crucial role in our decision-making process.

Sources of Feedback:
1. School Site Council Meetings: Regular meetings with parents, teachers, school staff, and student representatives to discuss and review school policies and practices.
2. School Climate Surveys: Conducted to gather information on the school environment and identify areas for improvement.
3. Parent and Student Surveys:These surveys collect valuable input on school programs, student needs, and parent concerns.
4. Teacher Surveys: Teachers provide feedback on instructional strategies, resources, and professional development needs.

5. School Board and District Feedback: Collaborative discussions with the school board and district officials to align our goals with broader educational policies and standards.

Impact on LCAP:

Attendance Improvement: Feedback highlighted the need for targeted strategies to reduce chronic absenteeism, leading to the implementation of more effective attendance programs.

Social-Emotional Learning (SEL) and Multi-Tiered System of Supports (MTSS): Input from surveys and meetings underscored the importance of supporting students' social-emotional development and providing tiered interventions to address diverse needs. These efforts have contributed to maintaining a 0% suspension rate and fostering a supportive school climate.

English Learner Proficiency: Stakeholder feedback emphasized the necessity for robust instructional strategies, which informed our approach and led to a significant increase in English learner proficiency.

Graduation Support Systems: Discussions with educational partners underscored the need for comprehensive support for student completion, influencing our strategies to improve the graduation rate.

College and Career Readiness: Surveys and meetings identified the need for stronger college and career readiness programs, prompting us to enhance our CTE courses and related support systems.

Instructional Practices: Feedback from various surveys and meetings led to the adoption and improvement of instructional practices across key areas:
A. Standards-Aligned English Language Arts (ELA): Implementation of data-driven instruction and targeted interventions aligned with state standards to improve student performance.
B. Standards-Aligned Mathematics: Focused on providing additional support for struggling students through personalized instruction and the use of innovative teaching methods, all aligned with state math standards, to boost math proficiency.

Parent Engagement: Emphasizing the importance of involving parents in the educational process, we have implemented various strategies to increase parent engagement. These include regular communication, workshops, and events designed to foster a collaborative relationship between the school and families, ensuring parents are actively involved in their children's education.

By incorporating feedback from these diverse sources, SCALE Leadership Academy East ensures that our LCAP is responsive to the needs and priorities of our educational community, ultimately fostering a supportive and effective learning environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SCALE Leadership Academy - East will sustain appropriate conditions for learning inclusive of: (1) remaining compliant with Williams requirements: (i) appropriate teacher assignment, (ii) sufficient instructional materials, and (iii) facilities in good repair. (2) ensuring pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LEA has selected this maintenance goal, as our baseline data indicates we fully meet these requirements at full implementation and our current systems are sustainable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% of teachers will be fully credentialed and appropriately assigned.	98% of teachers will be fully credentialed and appropriately assigned.			100% of teachers will be fully credentialed and appropriately assigned.	
1.2	100% of students will have standards-aligned instructional materials.	100% of students will have standards-aligned instructional materials.			100% of students will have standards-aligned instructional materials.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School will pass the school safety evaluation with 80% accuracy	School will pass the school safety evaluation with 80% accuracy			School will pass the school safety evaluation with 80% accuracy	
1.4	100% of staff will complete Safe School training, CPR and First Aid.	100% of staff will complete Safe School training, CPR and First Aid.			100% of staff will complete Safe School training, CPR and First Aid.	
1.5	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).			100% of Students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language).	

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	Teacher Certification	Teacher Certification- Teachers must be fully credentialed or in a program within a specific timeline to complete certification. Any teachers who are missing any items will complete waivers, and or take additional coursework for certification. Teachers with new credentials, will be sponsored through the induction program after a minimum hours/years teaching and with SCALE.	$2,206,770.00	No
1.2	Standards aligned curriculum	Providing digital access to all students enrolled through Acellus, Renaissance Learning. Provided all students at their request physical copies of school materials. Provided all families with their requested Wi-Fi Access and computers.	$100,835.00	No
1.3	Safety Compliance	To ensure the school passes the safety evaluation with 80% accuracy, we will continue to utilize our trained inspection teams and follow a quarterly inspection schedule. Using standardized checklists, we will document facility conditions and report findings. Based on these findings, we will develop and implement improvement plans, allocating necessary resources for repairs. Regular communication with stakeholders and ongoing safety training for staff and students will support a culture of safety. Follow-up inspections and feedback will ensure the effectiveness of our actions.	$46,757.00	No
1.4	Safety Compliance Training	Staff will complete the required Vector Solutions training modules, including comprehensive courses on CPR and First Aid. This ensures that all staff members are fully equipped with the necessary skills and knowledge to provide a safe and supportive environment for our students.	$126,403.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Student access to a broad course of study including core subjects and enrichment subject matter	All students enrolled in courses appropriately inclusive of a Broad Course of Study. Expanding the growth of our CTE program and the credentialing of our CTE teachers.	$1,060,699.00	No
1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	Students and families who have identified exceptional and or other educational needs access alternative standards aligned resources and enrichment.	$1,682,978.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SLA East will maintain full implementation of the adopted academic content and performance standards set by the State Board of Education. Over the next three years, we will focus on continuous improvement by initially meeting 50% of our metrics and progressing to 100% over the three-year cycle, ensuring that programs and services enable English learners to access both the Common Core academic content standards and the English Language Development standards.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA selected this Maintenance of Progress Goal to ensure the ongoing and consistent implementation of the adopted academic content and performance standards. This goal aims to uphold and enhance equity and access for English Learners (ELs) in alignment with State and Federal requirements. By focusing on continuous improvement and tracking progress over a three-year cycle, the LEA is committed to maintaining high standards while progressively achieving full compliance with all metrics. This approach ensures that all students, particularly ELs, receive the support they need to access and succeed in the Common Core academic content standards and the English Language Development standards as well as demonstrate proficiency and progress towards mastery and language acquisition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the	100% of SLA teachers will be trained to implement all CA standards including how EL's will access the			100% of SLA teachers will be trained to implement all CA standards including how EL's	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CCSS and ELD standards.	CCSS and ELD standards.			will access the CCSS and ELD standards.	
2.2	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 26%.			100% of English Learners will be identified and enrolled in the EL Support Hybrid Program with a consistent engagement rate of 60%.	
2.3	SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.			SLA East will implement targeted support strategies for EL's to achieve a minimum of 15% growth in English language proficiency as measured by variety assessments including but not limited to teacher made assessments and benchmarks.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	50% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	30% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4			50% of English Learners (ELs) will progress at least one English Learner Progress Indicator (ELPI) level OR maintain ELPI Level 4.	
2.5	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.	33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.			33% of EL pupils who maintained their current ELPI level, below level 4, will progress at least one English Learner Progress Indicator from the prior census.	
2.6	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.			33% of EL pupils who decreased at least one ELPI level from the prior census will progress at least one English Learner Progress Indicator or maintain their current level from the prior census.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.			100% of EL pupils who qualify for reclassification by scoring at Summative ELPAC Overall PL 4 will reclassify.	

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	ELL Teaching Resources	We have a robust team of specialists and teachers who collaboratively plan curriculum aligned with the ELD standards. This team provides additional instruction to support and enhance the general educational instruction, ensuring that the specific needs of English Learners are met effectively.	$172,522.00	Yes
2.2	ELL Professional Developments	Professional development workshops focused on ELs' standards and needs, aligning the SLA curriculum with the standards and providing ongoing support for teachers to differentiate instruction and scaffold learning for ELs. Collaboration, ongoing support, and a focus on language development instruction will help teachers effectively implement the standards and ensure ELs can access them, promoting their academic success.	$102,502.19	Yes
2.3	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for EL students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	$114,721.00	Yes
2.4	Targeted ELL Support and Growth Initiative	SLA East aims to identify the English proficiency levels of all English Learners (ELs) and place them in targeted instructional groups to support their growth. The goal includes providing small group instruction, integrating ELs into the mainstream curriculum, and offering specialized instruction where needed. This approach aims for a minimum of 15%	$25,502.19	Yes

Action #	Title	Description	Total Funds	Contributing
		increase in ELs advancing at least one proficiency level by the end of the school year. Regular assessments and data analysis will inform instruction and ensure ELs receive appropriate support. Additionally, professional development for teachers and increased parental involvement will support these efforts.		
2.5	Enhanced Language Acquisition Programs	Enhance and utilize the EL Hybrid Course	$25,502.19	Yes
2.6	Parent and Family Engagement	Conduct workshops and informational sessions for parents of English learners to help them support their children's language development at home. Partner with local community organizations to provide additional resources and support. Utilize a multilingual parent portal with resources, training videos, and regular updates on student progress. This portal can include interactive features such as live Q&A sessions and forums for parent collaboration.	$10,996.00	Yes
2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Cultural Enrichment Programs: Integrate cultural enrichment programs into the curriculum to build a supportive and inclusive school environment for English learners. Partnerships with cultural organizations and community groups. Host cultural exchange events, language immersion days, and multicultural celebrations to foster a sense of belonging and enhance language acquisition through experiential learning.	$170,392.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SLA East will improve by 9% (successful completion of additional indicators) each year and sustain pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This focus goal was selected to concentrate efforts on specific, measurable targets that drive continuous improvement and address various aspects of student achievement. The metrics include:

Academic Performance:

A1.0: Performance on CAASPP exams in ELA and Math.
A1.1-A1.3: Specific improvement targets for African American, SPED, and Hispanic students.

College and Career Readiness:

B1.0-D1.0: Completion of A-G requirements and CTE pathways.
D1.1: Reducing the percentage of students not prepared.

Advanced Placement and College Preparedness:

E1.0-F1.1: AP exam success rates and participation in college preparedness assessments.

Course Offerings and Participation:

H1.0-I1.0: Offering A-G approved courses, dual enrollment opportunities, and CTE courses.
J1.0-K1.0: Proficiency in core academic areas for elementary and middle school students.

The goal is specific and measurable, with clear benchmarks for success across various aspects of pupil achievement. It has a comprehensive scope that covers a wide range of indicators, including academic performance, college readiness, career preparation, and language proficiency. By targeting a 9% annual increase in successful completions, the goal emphasizes continuous improvement, which is

both ambitious and attainable. Additionally, the goal addresses the needs of diverse student populations, including African American, SPED, Hispanic, English learners, and economically disadvantaged students.

The associated actions detail how these improvements will be achieved, including identifying necessary resources such as staffing, funding, and programs to support these interventions. The implementation plan includes a robust system for regular monitoring and feedback to ensure progress and accountability.

This goal aligns with California's State Priorities 4 (Pupil Achievement) and 8 (Other Pupil Outcomes), focusing on improving academic performance, college readiness, and overall student outcomes. By setting specific targets for various student groups, the LEA aims to address and reduce achievement gaps, ensuring equity in education. The emphasis on a 9% annual improvement reflects a commitment to continuous growth and excellence in education, striving to elevate the overall performance of all students. The goal's broad scope ensures that multiple aspects of student achievement are addressed, from elementary to high school, covering both academic and career readiness. Additionally, the goal's reliance on specific metrics ensures a data-driven approach to decision-making and resource allocation, promoting accountability and transparency. This focus goal was selected to concentrate efforts on these critical areas, ensuring targeted and effective improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	50% of all students will score Level 3 or higher on the CAASPP exams in ELA and Math, or achieve Level 3 in one of these subjects and demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) or in the subject where proficiency was not met. Additionally, 50% of students scoring below Level 3 in both ELA and Math will demonstrate a	19% of students scored a level 3 or higher in ELA & Math.			50% of all students will score Level 3 or higher on the CAASPP exams in ELA and Math, or achieve Level 3 in one of these subjects and demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) or in the subject where proficiency was not met. Additionally,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) in these subjects.				50% of students scoring below Level 3 in both ELA and Math will demonstrate a 5% growth rate (as measured by the DFS or 30 average SGP as measured by Star 360) in these subjects.	
3.2	100% of African American students will reduce their distance from standard by 27.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 27.1 points (ELA) per year across the African American student population.	Currently, 100% of African American students at SLA East are 86.4 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 27.1 points over the next three years.			100% of African American students will reduce their distance from standard by 27.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 27.1 points (ELA) per year across the African American student population.	
3.3	100% of SPED students will reduce their distance from standard by 36.1 points (ELA), or the	100% of SPED students at SLA East are 113.4 points below the standard in ELA,			100% of SPED students will reduce their distance from	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year across the SPED student population.	serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.			standard by 36.1 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 points (ELA) per year across the SPED student population.	
3.4	100% of EL students will reduce their distance from standard by 24 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 24 points (ELA) per year across the student population.	100% of EL students at SLA East are 82 points below the standard in ELA, serving as the baseline for our targeted annual reduction of 24 points over the next three years.			100% of EL students will reduce their distance from standard by 24 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 24 points (ELA) per year across the student population.	
3.5	100% of Homeless students will reduce their distance from standard	100% of homeless students at SLA East are 53.5 points below			100% of Homeless students will reduce their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 18 points (ELA) per year across the student population.	the standard in ELA, serving as the baseline for our targeted annual reduction of 18 points over the next three years			distance from standard by 18 points (ELA), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 18 points (ELA) per year across the student population.	
3.6	100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the Hispanic student population.	100% of Hispanic students at SLA East are 95.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 36.1 points over the next three years.			100% of Hispanic students will reduce their distance from standard by 36.1 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 36.1 (MATH) points per year across the Hispanic student population.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	100% of EL students will reduce their distance from standard by 35 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 35 (MATH) points per year across the Hispanic student population.	100% of EL students at SLA East are 101.1 points below the standard in Math, serving as the baseline for our targeted annual reduction of 35 points over the next three years.			100% of EL students will reduce their distance from standard by 35 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 35 (MATH) points per year across the Hispanic student population.	
3.8	100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the Hispanic student population.	100% of homeless students at SLA East are 87.2 points below the standard in Math, serving as the baseline for our targeted annual reduction of 29 points over the next three years.			100% of Homeless students will reduce their distance from standard by 29 points (MATH), or the equivalent percentage, per testing year for three consecutive years, or achieve an average growth of 29 (MATH) points per year across the Hispanic student population.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	40% of high-school students will have successfully completed A-G requirements.	40% of high-school students will have successfully completed A-G requirements.			40% of high-school students will have successfully completed A-G requirements.	
3.10	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways			40% of high-school students will have successfully completed Career and Technical Education (CTE) Pathways	
3.11	100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE course will be offered continuous enrollment with our community partners for completion of a career certification post graduation.	100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE course will be offered continuous enrollment with our community partners for completion of a career certification post graduation.			100% of students not completing A-G requirements or who have not successfully completed Career and Technical Education (CTE) Pathways but have completed 1 CTE course will be offered continuous enrollment with our community partners for completion of a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					career certification post graduation.	
3.12	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways			20% of high-school students will have successfully completed A-G requirements AND Career and Technical Education (CTE) Pathways	
3.13	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.			SLA East will decrease the percentage of students not prepared by 15% each year over the course of 3 years thereby shifting them into the approaching prepared or fully prepared categories.	
3.14	50% of pupils that take AP exams will pass with a score of 3 or higher.	50% of pupils that take AP exams will pass with a score of 3 or higher.			50% of pupils that take AP exams will pass with a score of 3 or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	Each year, 17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College Coursework), until 50% of college bound 11th grade students are participating.	17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College Coursework), until 50% of college bound 11th grade students are participating.			Each year, 17% of 11th grade college bound pupils will opt into the Early Assessment Program (EAP) or any subsequent assessment of college preparedness (including AP, IB, CLEP, ACT, SAT, High School GPA, High School Math GPA, High School and College Coursework), until 50% of college bound 11th grade students are participating.	
3.16	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.	80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will demonstrate college readiness.			80% of grade eleven pupils who opt-in to participate in the Early Assessment Program (EAP) or any subsequent assessment of college preparedness will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					demonstrate college readiness.	
3.17	100% of all high school students will be offered A-G approved course.	100% of all high school students will be offered A-G approved course.			100% of all high school students will be offered A-G approved course.	
3.18	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.			100% of all high school students will be offered Concurrent / Dual Enrollment opportunities.	
3.19	90% of all 11th and 12th graders will successfully complete 2 CTE courses.	90% of all 11th and 12th graders will successfully complete 2 CTE courses.			90% of all 11th and 12th graders will successfully complete 2 CTE courses.	
3.20	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.			School will advertise and make available Golden State Merit Diploma and other specialized/personalized options.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.21	90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.			90% of students grades K/TK - 6 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	
3.22	90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.			90% of students grades 7 - 8 will demonstrate proficiency in English, Mathematics, Social sciences, Science, Visual and performing arts (VAPA), Health and Physical education (PE) courses.	

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	Assessing students	Required assessments for all students will be completed throughout the year, as well as testing resources (computers, headsets, wi-fi) and expenditures. Our technical assistants help maintain systems for communication and platform access.	$192,106.00	No
3.2	Assessing students	Throughout the year, formative assessments and benchmark assessments will be utilized to monitor student progress and make necessary adjustments to instruction. A new benchmarking system will be acquired and implemented in 2024-2025 school year. The overall goal is to use a robust system of assessment to inform instruction, promote continuous improvement, and achieve the targeted academic performance outcomes.	$48,413.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Data-Driven Instruction	To achieve the academic performance goals set for SLA East, a comprehensive data-driven instruction approach will be implemented. This involves regularly analyzing CAASPP data and Star 360 data to identify areas of strength and weakness.	$52,398.00	No
3.4	Data-Driven Instruction	Professional development on data analysis for teachers will be a critical component, ensuring they are equipped to interpret and act on the data effectively. Dedicated "Data Dive" days will be scheduled, during which teachers will have the opportunity to delve deeply into interim assessment data, diagnostic data, and benchmark assessments. Interim assessments and diagnostic tools will be integrated into the instructional plan, providing timely insights into student progress.	$28,598.00	No
3.5	Data-Driven Instruction Training	The implementation of this data-driven approach will require significant resources, including professional development workshops. Additionally, the integration of adaptive technologies and regular monitoring systems will necessitate an investment in both technology and training, ensuring that teachers can utilize these tools effectively to enhance student learning outcomes.	$29,331.60	No
3.6	Multi-Tiered Systems of Supports (MTSS)	Differentiated Multi-Tiered Systems of Support (MTSS) targeting the specific needs of low-income, African American, Homeless, and English	$125,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learner students to improve achievement. This includes professional development for teachers on differentiated instruction and culturally responsive teaching practices, with universal, targeted, and intensive interventions. Support for low-income students will address socio-economic barriers through technology access. For African American students, we will enhance mentorship programs, develop culturally relevant curriculum, and engage families through community events. Homeless students will receive stability and support via coordination with social services and local agencies. English learners will benefit from bilingual education programs and family language support, while Hispanic students will receive increased family engagement and academic support, including resources in their native language. These comprehensive actions aim to provide tailored guidance and resources to ensure the success of all students.		
3.7	Curriculum Alignment	Ensure the curriculum is aligned with CAASPP standards. Conduct curriculum audits with curriculum specialists.	$67,022.00	No
3.8	Parental Engagement: Assessment Workshop	Increase parental involvement in their children's education. Host workshops to help parents understand the CAASPP standards and LEA Assessment protocols and how they can support their children at home. Materials in multiple languages and flexible meeting times.	$12,164.50	No
3.9	Individualized Education Plans (IEPs)	Ensure IEPs are effectively implemented and regularly reviewed. Conduct regular IEP meetings to set and review goals, and adjust instructional strategies as needed. Conduct regular IEP audits to set and review goals, and adjust instructional strategies as needed.	$15,821.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Specialized Instruction	Provide specialized instruction tailored to the needs of SPED students. Use evidence-based teaching methods and adaptive learning technologies.	$102,910.50	No
3.11	Collaboration Between General and Special Education Teachers	Foster collaboration between general education and special education teachers. Implement co-teaching models and regular planning meetings.	$16,539.00	No
3.12	Parental Support: Students with Special Needs	Engage parents of SPED students in the educational process. Provide training and resources for parents to support their children's learning at home.	$5,045.00	No
3.13	College and Career Readiness Support	College and career counseling services tailored to support unduplicated student populations, including African American and Homeless students. We will implement a comprehensive counseling program to ensure students know A-G requirements and CTE pathways. Partnerships with local community colleges will expand dual enrollment opportunities, enabling students to earn college credits while in high school. We will conduct intensive preparation workshops for SAT, ACT, and AP exams. Additionally, we will increase parent and community engagement through workshops and virtual sessions, utilizing partnerships for resources. These efforts aim to enhance college and career readiness, providing our students with the guidance and resources needed for academic and career success.	$381,392.00	No

Action #	Title	Description	Total Funds	Contributing
3.14	Comprehensive AP Support Program	Become a testing site to enhance accessibility for our students.	$5,412.00	No
3.15	Expanded A-G Approved Course Offerings	Increase the number of A-G approved courses available to students, ensuring a wide range of subjects that meet college entrance requirements.	$58,256.00	No
3.16	Proficiency in core academic areas for elementary and middle school students	Enhance core academic programs for elementary and middle school students, focusing on English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, and Physical Education (PE).	$63,265.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SLA East will continuously enhance parent engagement and school climate by fostering active parental involvement. The LEA will actively seek parent input in decision-making processes and promote parental participation in programs for all students, including specific efforts for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA chose this goal because it incorporates regular feedback loops and surveys to gauge parent satisfaction and identify areas for improvement. Additionally, this goal fosters active parental involvement by creating opportunities for parents to participate in school activities and decision-making processes. Finally, this goal reinforces regular communication channels between the school and parents.This goal includes actions that may be ongoing without significant changes, tracking performance on metrics not addressed in other goals. It encompasses various aspects of parent engagement and school climate improvement, affecting the entire student population while also focusing on specific student groups. It is reflective of continuous effort and involves enhancing and fostering existing practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of parents will be solicited for input in making decisions for the school.	100% of parents will be solicited for input in making decisions for the school.			100% of parents will be solicited for input in making decisions for the school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.			80% of parents will participate in biannual parent teacher conferences and Individual Learning Plan (ILP) Review if applicable.	
4.3	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.			100% of parents of students of unduplicated pupils will be offered trainings linked to student learning and social-emotional development.	
4.4	100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.	100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.			100% of parents will be solicited for parental participation in programs for individuals with exceptional needs.	
4.5	80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.	80% of stakeholders experience the school climate as positive and safe as indicated by annual parent, student, and staff surveys.			80% of stakeholders experience the school climate as positive and safe as indicated by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					annual parent, student, and staff surveys.	

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
4.1	Parent Engagement	Parent engagement involves fostering collaborative partnerships between parents and the school to support student success. It includes effective communication, parent education, conferences, volunteering opportunities, resource centers, family events, and home- school partnerships.	$43,069.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Regular Parent Surveys	Conduct biannual surveys to solicit input from parents on school decisions, including curriculum changes, extracurricular activities, and school policies.	$58,374.00	No
4.3	Enhanced Parent and Community Engagement	Targeted outreach strategies to involve parents and guardians in their children's education. Workshops, resources, and collaborations with community organizations are offered to support parents and address the unique needs of unduplicated student groups and their families.	$77,299.20	No
4.4	Parent Advisory Committees	Reinforce the Parent Advisory Committees (PACs) that meet monthly - quarterly to discuss school decision-making. Use virtual meeting platforms like Zoom to include parents who cannot attend in person, ensuring wider participation.	$52,547.00	No
4.5	Parent Participation: PTC	Offer flexible scheduling for parent-teacher conferences, including evenings. Use an online scheduling tool to manage appointments. Provide virtual conference options to accommodate parents who are unable to attend in person.	$54,374.00	No
4.6	Parent Participation: ILP	Conduct workshops to help parents understand the ILP process and how to support their child's learning at home.	$11,276.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Parent Training Programs	Offer monthly training sessions on topics such as literacy support, math skills, and social-emotional learning. Partner with local universities and educational organizations for expertise. Record training sessions and create an online resource library for parents to access at any time.	$44,389.00	No
4.8	Social-Emotional Learning (SEL) Workshops	Conduct SEL workshops to help parents support their child's emotional well-being. Utilize SEL programs like Second Step or e-Luma to provide structured content. Continue to utilize a parent newsletter with SEL tips and strategies, distributed both digitally and in print.	$13,586.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SLA East will continuously improve and maintain pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation, with all metrics being met within 5%.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA chose this goal because it utilizes a range of metrics (attendance, chronic absenteeism, dropout rates, and graduation rates), providing a holistic view of pupil engagement. It has a balanced focus addressing both attendance and graduation metrics ensures that engagement is tracked throughout the students' educational journey. The goal emphasizes continuous improvement, suggesting that efforts to enhance pupil engagement will be ongoing rather than one-time initiatives. The goal includes a measurable target (metrics being met within 5%), which provides a clear benchmark for success. The goal involves ongoing efforts to improve and maintain pupil engagement, indicating a continuous process rather than a single, focused intervention. This approach ensures that various aspects of pupil engagement are monitored and enhanced, reflecting a comprehensive and inclusive strategy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Students will attend school at a rate of 93% or more	Students will attend school at a rate of 93% or more			Students will attend school at a rate of 93% or more	
5.2	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.	Chronic absenteeism will be identified, addressed, and rectified in 80% of all cases.			Chronic absenteeism will be identified, addressed, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					rectified in 80% of all cases.	
5.3	90% of middle school students will graduate, except for those who relocate.	90% of middle school students will graduate, except for those who relocate.			90% of middle school students will graduate, except for those who relocate.	
5.4	SLA East will maintain a high school dropout rate of less than 5%.	The baseline dropout rate is > 5%			SLA East will maintain a high school dropout rate of less than 5%.	
5.5	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.			90% of high school students will graduate within a 4th or 5th-year cohort or matriculate into a GED, Credit Recovery, or CTE/Vocational Program.	
5.6	Pupil suspension rates will not exceed 10%.	Pupil suspension rates will not exceed 10%.			Pupil suspension rates will not exceed 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Pupil expulsion rates will not exceed 5%	Pupil expulsion rates will not exceed 5%			Pupil expulsion rates will not exceed 5%	

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
5.1	Culturally Responsive Teaching and Curriculum	Educators will receive professional development opportunities to enhance their cultural competence and meet the diverse needs of unduplicated student group populations.	$119,182.56	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Targeted Academic Support	Additional resources will be allocated for academic interventions. Personalized support will be provided through tutors, additional staff duties, and evidence-based strategies will be implemented to improve student outcomes and address the specific needs of unduplicated populations, including African American and Homeless students.	$157,318.00	Yes
5.3	Targeted Academic Support	Additional resources allocated for academic interventions, personalized support will be provided through additional staff duties, and evidence-based strategies will be implemented to improve student outcomes.	$125,819.00	No
5.4	Expanded Social-Emotional Support	Efforts will be made to enhance support services, including additional counseling services and contracting professionals like school psychologists or social workers, to address the specific needs of unduplicated populations, including African American and Homeless students.	$1,183,287.00	Yes
5.5	Data Analysis and Monitoring	Data analysis and monitoring involve the systematic collection, analysis, and interpretation of data to inform decision-making and track progress towards goals in education for all students. It helps SCALE identify trends, disparities, and areas for improvement, enabling targeted interventions and resource allocation. By utilizing data effectively, we can make informed decisions, evaluate interventions, and continuously improve educational outcomes.	$52,424.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Remedy Chronic Absenteeism	To remedy chronic absenteeism, we will reexamine the academic intervention program, early alert system, and truancy process for identifying and rectifying attendance issues. Reports will be generated every four weeks to monitor and address attendance concerns promptly. Use data analytics platforms to monitor attendance patterns. Use predictive analytics to forecast absenteeism trends and intervene before patterns become problematic.	$56,351.00	No
5.7	Attendance Incentive Programs	Implement monthly and quarterly attendance incentive programs that reward students for maintaining high attendance rates.	$88,329.00	No
5.8	Parent Engagement and Education	Conduct workshops and informational sessions to educate parents on the importance of regular school attendance and how they can support their children. Collaborate with community organizations for additional support and resources. Utilize attendance tracking mobile app for parents to monitor their child's attendance and receive notifications and tips.	$22,402.00	No
5.9	Credit Recovery Programs	Expand credit recovery programs to help students make up for missed credits and stay on track for graduation. Use online credit recovery platforms and hire additional instructors. Continue to implement an	$79,124.00	No

Action #	Title	Description	Total Funds	Contributing
		accelerated learning option that allows students to recover credits more quickly through intensive, short-term courses.		

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
$$2,018,138	$

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
14.893%	5.077%	$554,953.98	19.970%

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

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
2.1	**Action:** ELL Teaching Resources **Need:** SLA East's identified need is to provide tailored educational support for English Learners through a curriculum aligned with ELD standards and additional instruction by a team of specialists and teachers. **Scope:** Limited to Unduplicated Student Group(s)	The actions are specifically designed to address the needs of English Learners by utilizing a dedicated team of specialists and teachers who collaboratively develop a curriculum that aligns with ELD standards. This curriculum planning is complemented by additional instruction aimed at enhancing the general educational content, ensuring that the specialized needs of English Learners are effectively met. This strategic approach is intended to improve academic outcomes for English Learners by providing them with the necessary support and resources to succeed in their educational journey.	2.1
2.2	**Action:** ELL Professional Developments **Need:**	The actions designed to address the needs of English Learners at SLA East include conducting professional development workshops that focus on ELD standards and the specific needs of ELs. These workshops are aimed at equipping teachers with the knowledge and skills to align the SLA curriculum with these standards, and provide them	2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The identified need for professional development and ongoing support for teachers to effectively integrate ELD standards into the SLA curriculum, differentiate instruction, and scaffold learning specifically for English Learners. This is aimed at enhancing teachers' ability to support language development and ensure that English Learners can fully access and benefit from the curriculum, thereby promoting their academic success **Scope:** Limited to Unduplicated Student Group(s)	with ongoing support to differentiate and scaffold learning. Additionally, fostering collaboration among teachers and emphasizing language development instruction are key components of these actions. This comprehensive approach helps ensure that teachers can effectively implement the standards, enabling English Learners to access and succeed in their academic pursuits.	
2.3	**Action:** Data Analysis and Monitoring **Need:** The identified need is for systematic data analysis and monitoring to inform decision-making and track progress towards educational goals for English Learners. This includes identifying trends, disparities, and areas for improvement, which enables targeted interventions and effective resource allocation. By effectively utilizing data, SCALE can make informed decisions, evaluate interventions, and continuously improve educational outcomes for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the need for enhanced data-driven decision-making and monitoring for English Learners at SCALE include the systematic collection, analysis, and interpretation of data related to their educational progress. This action is intended to help SCALE identify trends, pinpoint disparities, and highlight areas that require improvement. By doing so, it enables the formulation of targeted interventions and the strategic allocation of resources. Utilizing data effectively allows for informed decision-making, the ability to evaluate the effectiveness of interventions, and supports continuous improvement in the educational outcomes of English Learners.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Targeted ELL Support and Growth Initiative **Need:** The identified need for unduplicated pupils, specifically English Learners (ELs) at SLA East, is the precise identification of their English proficiency levels to effectively place them in targeted instructional groups. This approach is aimed at enhancing their academic growth through small group instruction, integration into the mainstream curriculum, and specialized instruction where necessary. Additionally, the goal is to increase their English proficiency by at least one level for a minimum of 15% of ELs by the end of the school year. To support this, there is a need for regular assessments and data analysis to tailor instruction and ensure appropriate support, coupled with professional development for teachers and increased parental involvement to bolster these educational strategies.	The actions designed to address the needs of English Learners at SLA East are strategically developed to support and enhance their educational outcomes. Firstly, by identifying the English proficiency levels of all ELs, the school can effectively place these students in targeted instructional groups. This is complemented by providing small group instruction tailored to their specific needs, integrating ELs into the mainstream curriculum, and offering specialized instruction where necessary to support their academic growth. The plan includes a measurable goal of achieving a minimum of 15% increase in ELs advancing at least one proficiency level by the end of the school year, which sets a clear benchmark for assessing progress. Regular assessments and data analysis are integral parts of this strategy, enabling continuous monitoring and adjustments to instruction based on detailed, data-driven insights. Furthermore, the action plan incorporates professional development for teachers, equipping them with the necessary skills and knowledge to effectively teach and support ELs. Increased parental involvement is also a critical component, ensuring that the educational efforts extend beyond the classroom and engage the broader community in supporting the academic success of English Learners. This holistic approach aims to create a supportive and effective educational environment for ELs at SLA East.	2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.5	**Action:** Enhanced Language Acquisition Programs **Need:** The identified Is to enhance and utilize the EL Hybrid Course effectively. This implies a need for improvements in the course structure and content to better serve English Learners, and to make full use of this hybrid educational model to meet their learning needs more efficiently **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the need to enhance and utilize the EL Hybrid Course will involve several strategic components.	2.5
2.6	**Action:** Parent and Family Engagement **Need:** The identified need is to empower parents of English Learners with the knowledge and resources necessary to support their children's language development at home. This includes providing accessible and comprehensive support through workshops, informational sessions, and a multilingual parent portal. Additionally, the need extends to enhancing parental engagement and collaboration by	The actions designed to address the needs of parents of English Learners (ELs) are structured to enhance their capacity to support their children's language development effectively at home. Here's how each component is aimed at addressing the specific needs: Workshops and Informational Sessions: Conducting these sessions provides parents with the necessary knowledge and skills to assist their children in language acquisition and educational activities. These workshops aim to educate parents on language development strategies and how to create a supportive learning environment at home.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	partnering with local community organizations to offer additional resources and creating an interactive platform for ongoing communication and support. **Scope:** Limited to Unduplicated Student Group(s)	Partnership with Local Community Organizations: By partnering with these organizations, the school can extend its reach and provide a broader array of resources and support to parents. This can include access to materials, additional educational programs, or even services like tutoring and counseling that might not be directly available through the school. Multilingual Parent Portal: The implementation of a multilingual parent portal ensures that all information and resources are accessible to parents in their native languages, reducing language barriers. This portal serves as a central hub for: Resources and Training Videos: These tools offer step-by-step guidance and educational content that parents can use to help their children. Regular Updates on Student Progress: Keeping parents informed about their child's academic progress and areas needing attention allows them to be proactive in seeking additional support or providing reinforcement at home. Interactive Features: Live Q&A sessions and forums for parent collaboration foster a community of support among parents. These features enable parents to ask questions directly to educators, share experiences, and receive peer advice. These actions are collectively designed to empower parents, giving them the tools and support needed to play an active role in their children's education, particularly in developing English proficiency. This, in turn, helps ensure that ELs have the support both at school and at home to succeed acadically.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	**Action:** Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates **Need:** The identified need is to foster a supportive and inclusive school environment for English Learners by integrating cultural enrichment programs into the curriculum. This involves creating opportunities for cultural engagement and exchange through partnerships with cultural organizations and community groups. Additionally, the need extends to enhancing language acquisition and cultural understanding through experiential learning events like cultural exchange events, language immersion days, and multicultural celebrations, aiming to strengthen the sense of belonging among students from diverse backgrounds. **Scope:** Limited to Unduplicated Student Group(s)	The actions designed to address the need for a supportive and inclusive environment for English Learners (ELs) through cultural enrichment programs are structured as follows: Integration of Cultural Enrichment Programs into the Curriculum: This action involves embedding cultural education within the existing curriculum to provide all students, especially ELs, with a deeper understanding of various cultures. This integration helps in creating a curriculum that reflects the diverse backgrounds of students, which can enhance student engagement and inclusivity. Partnerships with Cultural Organizations and Community Groups: By forming partnerships with local cultural organizations and community groups, the school can bring authentic cultural experiences into the educational setting. These partnerships enable the provision of resources, guest speakers, and unique learning opportunities that might otherwise be unavailable. They also help in bridging school activities with the wider community, making education more relevant to students' real-world experiences. Hosting Cultural Exchange Events: These events provide a platform for students to share their own cultures and learn about others. Such exchanges are vital in promoting mutual respect and understanding among students from diverse backgrounds. Language Immersion Days: Implementing language immersion days where students	2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		participate in activities conducted in different languages can significantly boost language acquisition and confidence among ELs. These immersive experiences allow students to practice new languages in a natural and engaging context. Multicultural Celebrations: Celebrating different cultures through school events not only educates students about the world around them but also helps to foster a sense of belonging and pride among those from different ethnic backgrounds. These celebrations can be instrumental in promoting inclusivity and reducing feelings of isolation among ELs. Overall, these actions are designed not just to educate but to celebrate diversity, thereby creating a more welcoming and supportive school environment that acknowledges and respects the cultural contributions of all students, particularly English Learners. This holistic approach enhances language skills and cultural awareness, key components in the academic and social success of ELs.	
3.6	**Action:** Multi-Tiered Systems of Supports (MTSS) **Need:** The identified needs are as follows: Targeted Support for Low-Income Students: Addressing socio-economic barriers, particularly through technology access, to	The actions designed to address the needs of low-income, African American, homeless, and English learner students through Differentiated Multi-Tiered Systems of Support (MTSS) are strategically formulated as follows: Professional Development for Teachers: Conducting professional development workshops focused on differentiated instruction and culturally responsive teaching practices equips educators with the skills needed to effectively address	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ensure these students have the tools they need for academic success. Culturally Responsive Teaching for African American Students: Enhancing mentorship programs, developing culturally relevant curricula, and increasing family engagement through community events to support their academic achievement. Stability and Support for Homeless Students: Coordinating with social services and local agencies to provide stability and necessary support to address their unique challenges. Bilingual Education and Family Support for English Learners: Implement bilingual education programs and provide language support for their families to facilitate better communication and learning. Increased Family Engagement and Academic Support for Hispanic Students: Providing resources in their native language and fostering greater family involvement to improve educational outcomes. Professional Development for Teachers: Training teachers on differentiated instruction and culturally responsive teaching practices to effectively meet the diverse needs of these student groups. Implementation of Multi-Tiered Systems of Support (MTSS): Establishing universal, targeted, and intensive interventions tailored to	students' diverse needs. This ensures that teachers can provide appropriate support through universal, targeted, and intensive interventions. Support for Low-Income Students: Addressing socio-economic barriers by providing technology access ensures that low-income students have the necessary tools to fully engage in their education. This includes supplying devices and ensuring reliable internet connectivity. Culturally Responsive Support for African American Students: Enhancing mentorship programs connects students with role models and provides additional academic and social support. Developing culturally relevant curricula ensures that the educational content resonates with students' experiences and backgrounds. Engaging families through community events fosters a supportive home environment and strengthens school-family partnerships. Stability and Support for Homeless Students: Coordinating with social services and local agencies provides homeless students with stability and the necessary support to navigate their unique challenges. This includes ensuring access to housing, healthcare, and other essential services and creating a stable foundation for academic success. Bilingual Education and Family Support for English Learners: Implementing bilingual education programs helps English learners improve their language skills while continuing their education. Family language support ensures that parents can	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the specific needs of low-income, African American, Homeless, and English Learner students to enhance their academic achievement. **Scope:** Limited to Unduplicated Student Group(s)	effectively communicate with the school and support their children's learning at home. Increased Family Engagement and Academic Support for Hispanic Students: Offering resources in their native language helps Hispanic students and their families better understand and engage with the educational material. Enhanced family involvement initiatives encourage parents to participate actively in their children's education, providing a supportive home environment. Comprehensive Implementation of MTSS: Establishing a multi-tiered approach with universal interventions for all students, targeted interventions for groups requiring additional support, and intensive interventions for those with the highest need ensures that each student receives the support they need to succeed. This includes regular monitoring and adjustments based on student progress and feedback.	
5.1	**Action:** Culturally Responsive Teaching and Curriculum **Need:** The identified need is to provide educators with professional development opportunities that focus on enhancing their cultural competence. This training is essential to equip	The actions designed to address the need for enhanced cultural competence among educators to meet the diverse needs of unduplicated student group populations are as follows: Professional Development Workshops: Conducting comprehensive workshops focused on cultural competence will provide educators with the tools and understanding necessary to address the diverse cultural backgrounds of their students. These workshops will cover topics such as implicit	5.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	teachers with the skills and knowledge necessary to effectively address and meet the diverse needs of unduplicated student group populations, ensuring equitable and inclusive education for all students. **Scope:** Limited to Unduplicated Student Group(s)	bias, inclusive teaching practices, and culturally responsive pedagogy. Ongoing Training and Support: Implementing continuous training sessions throughout the school year ensures that educators can regularly update and refine their skills. This could include follow-up sessions, peer mentoring, and access to online resources and courses on cultural competence. Collaborative Learning Communities: Establishing professional learning communities (PLCs) where educators can share experiences, strategies, and best practices related to cultural competence. These PLCs foster a collaborative environment for teachers to learn from each other and discuss challenges and solutions. Resource Development and Accessibility: Creating and disseminating resources such as guidelines, toolkits, and instructional materials that focus on culturally responsive teaching practices. These resources should be easily accessible to all educators for reference and implementation. Feedback and Reflection Mechanisms: Incorporating regular feedback loops and reflection opportunities for educators to assess their own cultural competence and its impact on their teaching. This could involve self-assessment tools, student feedback, and peer reviews to encourage continuous improvement. Engagement with Diverse Communities: Encouraging educators to engage with the communities of their unduplicated pupils through	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		community events, home visits, and partnerships with local cultural organizations. This direct engagement helps teachers gain a deeper understanding of their students' backgrounds and builds stronger relationships. Incentives and Recognition: Providing incentives for educators who actively participate in professional development and demonstrate improved cultural competence in their teaching. This could include certifications, awards, and recognition at school events to motivate and acknowledge their efforts. These actions aim to create a supportive and informed teaching environment where educators are well-equipped to meet the diverse needs of unduplicated students, ultimately fostering a more inclusive and equitable educational experience.	
5.2	**Action:** Targeted Academic Support **Need:** The identified need based on the statement is to allocate additional resources for academic	The actions designed to address the need for additional academic support for unduplicated populations, including African American and Homeless students, are structured as follows: Allocation of Additional Resources: Increased funding and resources will be dedicated to academic interventions. This ensures that there are sufficient materials, programs, and support	5.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	interventions and provide personalized support to improve student outcomes for unduplicated populations, specifically targeting African American and Homeless students. This includes employing tutors, assigning additional staff duties, and implementing evidence-based strategies to address their specific educational needs. **Scope:** Limited to Unduplicated Student Group(s)	systems in place to effectively assist students in need. Employment of Tutors: Hiring qualified tutors to provide personalized support to students who require additional help. These tutors will work one-on-one or in small groups to address specific academic challenges and help students improve their performance. Additional Staff Duties: Reassigning or extending the duties of existing staff to focus on academic interventions. This may include teachers, paraprofessionals, and support staff who can offer targeted assistance and monitor student progress. Implementation of Evidence-Based Strategies: Utilizing proven strategies and interventions that have been shown to be effective in improving student outcomes. This includes data-driven instruction, differentiated teaching methods, and targeted interventions tailored to the needs of African American and Homeless students. Personalized Support Plans: Developing individualized learning plans for students based on their unique needs and circumstances. These plans will outline specific goals, interventions, and support mechanisms to help each student succeed. Regular Monitoring and Assessment: Continuously assessing student progress through formative and summative assessments. Regular monitoring allows for timely adjustments to interventions and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ensures that students are on track to meet their academic goals. Professional Development for Staff: Providing training for teachers and support staff on effective intervention strategies, cultural competence, and best practices for working with diverse student populations. This ensures that all staff members are equipped to support the academic and social-emotional needs of students. Collaboration with Community Resources: Partnering with local organizations and agencies to provide additional support and resources for students and their families. This can include access to social services, counseling, and extracurricular programs that enhance student well-being and academic success. By focusing on these comprehensive actions, SLA East aims to provide the necessary support and interventions to improve the academic outcomes of unduplicated students, particularly those who are African American and Homeless. This tailored approach ensures that each student receives the personalized attention and resources they need to thrive academically.	
5.4	**Action:** Expanded Social-Emotional Support **Need:**	The actions designed to address the need for enhanced support services for unduplicated populations, including African American and Homeless students, are structured as follows: Increasing Counseling Services: Expanding the availability of counseling services within the school to ensure that all students have access to mental	5.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The identified need is to enhance support services by increasing counseling services and contracting professionals, such as school psychologists and social workers, to address the specific needs of unduplicated populations, particularly African American and Homeless students. This is aimed at providing comprehensive support to address their academic, social, and emotional needs. **Scope:** Limited to Unduplicated Student Group(s)	health support. This includes hiring additional counselors to reduce the student-to-counselor ratio, allowing for more individualized attention and support. Contracting Professionals: Bringing in external professionals, such as school psychologists and social workers, to provide specialized support. These professionals can offer expert guidance and interventions for students dealing with complex social, emotional, and psychological issues. Targeted Support Programs: Developing specific programs and initiatives that address the unique challenges faced by African American and Homeless students. These programs will focus on fostering resilience, providing academic support, and addressing socio-emotional needs. Collaboration with Community Resources: Partnering with local agencies and organizations to extend the range of support services available to students. This can include access to healthcare, housing assistance, and other community resources that help address the broader needs of homeless students. Professional Development for Staff: Providing training for teachers, counselors, and staff on how to identify and support students with mental health needs. This includes training on cultural competence and trauma-informed care to ensure that all staff members are equipped to handle the diverse needs of the student population.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Regular Monitoring and Assessment: Implementing systems to regularly monitor and assess the well-being of students. This allows for early identification of issues and timely intervention. Tools such as surveys, check-ins, and progress tracking will be utilized. Creating a Supportive School Environment: Promoting a school culture that prioritizes mental health and well-being. This includes creating safe spaces for students to express themselves, offering peer support programs, and fostering a sense of community and belonging. Parental and Family Involvement: Engaging families in the process by providing them with resources and support. This includes workshops and informational sessions that help parents understand how to support their children's mental health and well-being at home. These comprehensive actions are designed to provide a robust support system that addresses the specific needs of unduplicated populations, ensuring that African American and Homeless students receive the necessary care and resources to succeed both academically and emotionally.	

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

Additional Concentration Grant Funding

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

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 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	$13,550,909	$2,018,138	14.893%	5.077%	19.970%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,998,668.93	$1,291,306.00			$9,289,974.93	$3,696,726.91	$5,593,248.02

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	Teacher Certification	All		No				Annual	$2,200,334.00	$6,436.00	$1,630,469.00	$576,301.00			$2,206,770.00	
1	1.2	Standards aligned curriculum	All		No				Annual	$0.00	$100,835.00	$100,835.00				$100,835.00	
1	1.3	Safety Compliance	All		No				Annual	$0.00	$46,757.00	$46,757.00				$46,757.00	
1	1.4	Safety Compliance Training	All		No				Annual	$0.00	$126,403.00	$126,403.00				$126,403.00	
1	1.5	Student access to a broad course of study including core subjects and enrichment subject matter	All		No				Annual	$686,634.00	$374,065.00	$617,382.00	$443,317.00			$1,060,699.00	
1	1.6	Broad Course of Study & Support Services for Extraordinary or Atypical Needs.	All		No				Annual	$86,389.00	$1,596,589.00	$1,660,004.00	$22,974.00			$1,682,978.00	
2	2.1	ELL Teaching Resources	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$34,504.40	$138,017.60	$172,522.00				$172,522.00	
2	2.2	ELL Professional Developments	English	Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Annual	$0.00	$102,502.19	$102,502.19				$102,502.19	

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)											
2	2.3	Data Analysis and Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$83,992.00	$30,729.00	$114,721.00				$114,721.00	
2	2.4	Targeted ELL Support and Growth Initiative	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$25,502.19	$25,502.19				$25,502.19	
2	2.5	Enhanced Language Acquisition Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$25,502.19	$25,502.19				$25,502.19	
2	2.6	Parent and Family Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$10,996.00	$10,996.00				$10,996.00	
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$170,392.00	$170,392.00				$170,392.00	
3	3.1	Assessing students	All	No				Annual	$0.00	$192,106.00	$132,991.00	$59,115.00			$192,106.00	
3	3.2	Assessing students	All	No				Annual	$0.00	$48,413.00	$48,413.00				$48,413.00	
3	3.3	Data-Driven Instruction	All	No				Annual	$0.00	$52,398.00	$52,398.00				$52,398.00	
3	3.4	Data-Driven Instruction	All	No				Annual	$0.00	$28,598.00	$28,598.00				$28,598.00	

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
3	3.5	Data-Driven Instruction Training	All		No				Annual	$0.00	$29,331.60	$29,331.60				$29,331.60	
3	3.6	Multi-Tiered Systems of Supports (MTSS)	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$125,571.00	$122,871.00	$2,700.00			$125,571.00	
3	3.7	Curriculum Alignment	All		No			All Schools	Annual	$0.00	$67,022.00	$67,022.00				$67,022.00	
3	3.8	Parental Engagement: Assessment Workshop	All		No				Annual	$0.00	$12,164.50	$12,164.50				$12,164.50	
3	3.9	Individualized Education Plans (IEPs)	Students Disabilities	with	No				Annual	$0.00	$15,821.00	$15,821.00				$15,821.00	
3	3.10	Specialized Instruction	Students Disabilities	with	No				Annual	$0.00	$102,910.50	$102,910.50				$102,910.50	
3	3.11	Collaboration Between General and Special Education Teachers	All Students Disabilities	with	No				Annual	$0.00	$16,539.00	$16,539.00				$16,539.00	
3	3.12	Parental Support: Students with Special Needs	Students Disabilities	with	No				Annual	$0.00	$5,045.00	$5,045.00				$5,045.00	
3	3.13	College and Career Readiness Support	All		No				Annual	$0.00	$381,392.00	$381,392.00				$381,392.00	
3	3.14	Comprehensive AP Support Program	All		No				Annual	$0.00	$5,412.00	$5,412.00				$5,412.00	
3	3.15	Expanded A-G Approved Course Offerings	All		No				Annual	$0.00	$58,256.00	$58,256.00				$58,256.00	

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
3	3.16	Proficiency in core academic areas for elementary and middle school students	All	No				Annual	$0.00	$63,265.00	$63,265.00				$63,265.00	
4	4.1	Parent Engagement	All	No				Annual	$565.00	$42,504.00	$43,069.00				$43,069.00	
4	4.2	Regular Parent Surveys	All	No				Annual	$0.00	$58,374.00	$58,374.00				$58,374.00	
4	4.3	Enhanced Parent and Community Engagement	All	No				Annual	$0.00	$77,299.20	$77,299.20				$77,299.20	
4	4.4	Parent Advisory Committees	All	No				Annual	$0.00	$52,547.00	$52,547.00				$52,547.00	
4	4.5	Parent Participation: PTC	All	No				Annual	$0.00	$54,374.00	$54,374.00				$54,374.00	
4	4.6	Parent Participation: ILP	All	No				Annual	$0.00	$11,276.00	$11,276.00				$11,276.00	
4	4.7	Parent Training Programs	All	No				Annual	$0.00	$44,389.00	$44,389.00				$44,389.00	
4	4.8	Social-Emotional Learning (SEL) Workshops	All	No				Annual	$0.00	$13,586.00	$13,586.00				$13,586.00	
5	5.1	Culturally Responsive Teaching and Curriculum	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Annual	$23,836.51	$95,346.05	$119,182.56				$119,182.56	

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
5	5.2	Targeted Academic Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Annual	$157,170.00	$148.00	$116,324.00	$40,994.00			$157,318.00	
5	5.3	Targeted Academic Support	All	No				Annual	$125,554.00	$265.00	$125,819.00				$125,819.00	
5	5.4	Expanded Social-Emotional Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Annual	$291,769.00	$891,518.00	$1,037,382.00	$145,905.00			$1,183,287.00	
5	5.5	Data Analysis and Monitoring	All	No				Annual	$5,979.00	$46,445.00	$52,424.00				$52,424.00	
5	5.6	Remedy Chronic Absenteeism	All	No				Annual	$0.00	$56,351.00	$56,351.00				$56,351.00	
5	5.7	Attendance Incentive Programs	All	No				Annual	$0.00	$88,329.00	$88,329.00				$88,329.00	
5	5.8	Parent Engagement and Education	All	No				Annual	$0.00	$22,402.00	$22,402.00				$22,402.00	
5	5.9	Credit Recovery Programs	All	No				Annual	$0.00	$79,124.00	$79,124.00				$79,124.00	

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
$13,550,909	$2,018,138	14.893%	5.077%	19.970%	$2,017,897.13	0.000%	14.891 %	**Total:**	$2,017,897.13
								LEA-wide Total:	$0.00
								Limited Total:	$2,017,897.13
								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 (%)
2	2.1	ELL Teaching Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$172,522.00	
2	2.2	ELL Professional Developments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$102,502.19	
2	2.3	Data Analysis and Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$114,721.00	
2	2.4	Targeted ELL Support and Growth Initiative	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,502.19	
2	2.5	Enhanced Language Acquisition Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,502.19	
2	2.6	Parent and Family Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,996.00	

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 (%)
2	2.7	Progress in English Learner Progress Indicator (ELPI) levels and reclassification rates	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$170,392.00	
3	3.6	Multi-Tiered Systems of Supports (MTSS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$122,871.00	
3	3.7	Curriculum Alignment				All Schools	$67,022.00	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$119,182.56	
5	5.2	Targeted Academic Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$116,324.00	
5	5.4	Expanded Social-Emotional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$1,037,382.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,792,447.91	$9,191,159.00

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	Teacher Certification	No	$3,904,805.56	$2,905,469
1	1.2	Standards aligned curriculum	No	$396,873.81	$100,835
1	1.3	Safety Compliance	No	$75,624.56	$46,757
1	1.4	Student access to a broad course of study including core subjects and enrichment subject matter.	No	$2,377,235.56	$1,164,026
1	1.5	Broad Course of Study & Support Services for Extraordinary or Atypical Needs	No	$3,760,484.56	$1,960,005
2	2.1	ELL Teaching Resources	Yes	$182,849.56	$172,522
2	2.2	ELL Professional Developments	Yes	$76,506.56	
2	2.3	Data Analysis and Monitoring	Yes	$41,965.28	$114,721
3	3.1	Assessing students	No	$1,271,374.56	$232,991
3	3.2	A-G, career and college readiness, CTE, dual-enrollment, etc. course pathways.	No	$266,829.56	$197,005
3	3.3	Multi-Tiered Systems of Supports (MTSS)	Yes	$131,061.56	$125,571

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	3.4	Instructional technology and strategies	No	$80,655.56	$125,291
3	3.5	Reading and Math Interventions	No	$78,074.61	$157,500
3	3.6	College and Career Readiness Support	Yes	$154,205.56	$113,447
4	4.1	Parent engagement	No	$151,981.56	$143,069
4	4.2	Enhanced Parent and Community Engagement	Yes	$79,953.56	
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	$119,182.56	
5	5.2	Targeted Academic Support	Yes	$212,846.97	$116,325
5	5.3	Targeted Academic Support	No	$236,589.56	$425,819
5	5.4	Expanded Social-Emotional Support	Yes	$151,381.56	$1,037,382
5	5.5	Data Analysis and Monitoring	No	$41,965.28	$52,424

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)
2,055,650	$1,149,953.17	$1,500,696.02	($350,742.85)	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)
2	2.1	ELL Teaching Resources	Yes	$182,849.56	$182,849.56	0.000%	0.000%
2	2.2	ELL Professional Developments	Yes	$76,506.56	0	0.000%	0.000%
2	2.3	Data Analysis and Monitoring	Yes	$41,965.28	$114,720.71	0.000%	0.000%
3	3.3	Multi-Tiered Systems of Supports (MTSS)	Yes	$131,061.56	$122,871.46	0.000%	0.000%
3	3.6	College and Career Readiness Support	Yes	$154,205.56	$113,446.88	0.000%	0.000%
4	4.2	Enhanced Parent and Community Engagement	Yes	$79,953.56	0	0.000%	0.000%
5	5.1	Culturally Responsive Teaching and Curriculum	Yes	$119,182.56	0	0.000%	0.000%
5	5.2	Targeted Academic Support	Yes	$212,846.97	$75,331.02	0.000%	0.000%
5	5.4	Expanded Social-Emotional Support	Yes	$151,381.56	$891,476.39	0.000%	0.000%

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)
10,930,037	2,055,650	0.00%	18.807%	$1,500,696.02	0.000%	13.730%	$554,953.98	5.077%

Local Control and Accountability Plan 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.

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:

  o 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]).

  o 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.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o 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)](#);

    o **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.

  o 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,

  o 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

    o 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.

    o 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.

    o 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.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

- o 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.

- o 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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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:

  o 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.

  o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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