



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

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

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

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

Reflections: Annual Performance

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

Based on data from the California Dashboard of the 2022-23 school year, there has been increase in key areas:

1. An increase of 8.9% was experienced in the English Learner Progress Indicator on the 2023 Dashboard.
2. The English Learner Progress Indicator experienced a significant boost, marking an increase of 8.9% on the 2023 Dashboard. This suggests notable progress or improvement within the English learner demographic, indicating that a larger proportion of individuals within this group are making strides in their English language proficiency. This growth could stem from various factors such as enhanced language instruction programs, targeted interventions, or increased support services tailored to English learners. Additionally, it may reflect a broader commitment to inclusivity and equity within educational systems, prioritizing the needs and progress of English learners to ensure they receive the necessary resources and support for academic success.
3. We continue to maintain a 0% of suspensions due to Escuela Popular' restorative justice approach.
4. The ELA and Math CAASPP data was not displayed on the 2023 dashboard for privacy. Less than 11 students were tested.

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

1. Math CGI: Local data indicates growth in math skills 10th-grade students, as measured by the Conditional Growth Index. The improvement in CGI suggests positive development in their mathematical abilities.
2. Reading CGI: Similarly, there is improvement in reading skills among 9th, 10th, 11th, and 12th grade students, suggesting strides in reading comprehension, fluency, and related skills.

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

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Escuela Popular Center for Training Careers Family Learning Center

Support for Identified Schools

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

Feedback from our educational partners and local data plays a pivotal role in Escuela Popular’s decision-making. Based on feedback from our educational partners and local data, there was an area that was identified as a priority to support student’s academic success. Escuela Popular has recognized that math achievement is an area needing improvement. The school is committed to enhancing student performance in mathematics through targeted interventions and support programs. This initiative aims to address existing gaps and ensure all students achieve their full potential in math. The math department has dedicated their collaborative meetings to reviewing the math module program. The math lab program helps students learn/review foundational math that will equip them with skills and knowledge to be successful in core math classes and therefore obtain the required credits students need to graduate. The math department has continued reviewing and recreating instructional materials. More tutorial videos have been created for the first levels of the math lab and math module levels. Tutorial videos are the main tool teachers use for the math module program and the math labs. Teachers reported that students did not have enough devices for all of their students. Also, the Chromebooks assigned to teachers have the capability to allow them to use certain apps, create more interactive projects and videos. In order to provide the necessary support to our students, the school purchased more devices to ensure all students have access to the tutorial videos and other apps that are essential for students’ learning. The school has replaced teacher’s Chromebooks for Windows based computers which have more functional features. Teachers will be able to use digital assessments to provide immediate feedback to students and use a myriad of digital and online resources. The student devices will be shared with other departments to implement more technology in the classroom. An essential need for the acquisition of devices is to increase the level of collaboration among students and to have them work on creative and challenging projects that require the application of higher thinking skills. We want to create a more robust program that meets the requirements of the 21st Century Skills. Through the use of technology, students will be better prepared for college and the workforce.

In addition to the purchase of devices, The Principal, Instructional leader, and the math department leader will conducting data analysis to identify any gaps in the curriculum or instruction. The Principal and Instructional leader will continue to gather data from local assessments and students' grades. This data will be analyzed during the math department meetings. Furthermore, the Principal and Instructional Leader will create an observation tool to conduct classroom observations and collect data that will be shared with individual teachers. Common themes and trends will be shared with the entire math department. The Principal and the Instructional Leader will continue to collaborate with the math department leader to create an action plan that will describe the type of support and training math teachers need to improve students' academic performance in math. The team will select effective evidence-based interventions, strategies and activities teachers will be implementing in their classrooms.

Monitoring and Evaluating Effectiveness

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

Escuela Popular will continue to use the following methods to monitor and evaluate the effectiveness of the plan to support student and school improvement.

1. The Facilities/Tech Department will distribute devices and collaborate with teachers to provide access to devices to all students. Tech support will be available for teachers that plan to implement technology in their classrooms.

Teachers that are new to using technology will have additional support.

2. The Principal and the Instructional Leader will review progress made in the implementation of the action plan. Data analysis will be conducted at the end of each assessment period and revisions of the plan will be made as needed.

We will continue gathering feedback from teachers and collaborate with them to provide students with the support they need.

3. The Principal and the Instructional Leader will create a system to capture all data gathered during classroom observations.

4. The professional development for teachers will be included in the school's 2024-2025 Professional Development Collaboration Schedule and adjustments will be made based on areas of need.

5. Student's grades and math progression will also be monitored regularly to ensure students are making progress to meet the requirements to obtain their high school diploma. --Additional interventions will be implemented to support any students who are not demonstrating academic progress.

6. Otus (a K-12 Student growth platform supporting standards-based grading, common assessment, data warehousing, & progress monitoring) will be used to keep track of students progress and data will be analyzed to make necessary changes in curriculum and teaching.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Staff	In October 2023 all school staff began the WASC self-study process and staff met in Focus Groups and two Whole School meetings to review goals and analyze progress made on actions. Through the self study recommendations were made for revised goals and actions aligning our WASC schoolwide action plan with the LCAP.
Students Families	School community completed the LCAP Feedback in the winter survey via • escuela Popular phone app. • Student Award Recognition Assemblies • 1:1 family student meetings connections

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

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

1. Set protocols and use collaboration time to analyze student achievement data to inform instruction.
2. Focus professional development time for language acquisition and English language development.
3. Schedule cross-disciplinary collaboration time to focus on the creation of interdisciplinary projects.
4. Develop College and Career Pathways for 9 -12 grade within the school's curriculum.
5. Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction
6. Hire a program case manager to take a preliminary assessment of student needs and manage services.
7. Provide intervention and additional support for students entering school with low literacy and academic skills.

8. Provide extracurricular and sports activities for students to support wellbeing.
9. Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student and family engagement and retention of students by providing students and families with information about the educational program, the objectives of the educational program, and a high school diploma, and the progress of students toward meeting grade-level standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because data continuously showed that students leave school prior to completing their graduation requirements. The team believes that if students and families are provided with a system to understand and track their academic progress toward mastery of their learning goals, they are more likely to be motivated and successfully complete their graduation requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The ratio of credits earned to credits attempted increases from previous year or reaches target %.	The ratio of credits earned to credits attempted is 71% Data Source: PowerSchool Information System Year: 2023-24			The ratio of credits earned to credits attempted increases from previous year or reaches target 85%.	
1.2	Increase the number of continuously enrolled/long-term students. (% of students	The number of continuously enrolled/long-term			Increase 3% from the base year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrolled 2 or more quarters during school year)	students for EPCTC program is 38.47%				
1.3	Implementation of Academic Content Standards aligned to rubrics designed to evaluate performance-based tasks..	9-12th Initial implementation. Local Indicator Priority 2 Self-Reflection Tool			Full Implementation and sustainability. Local Indicator Priority 2 Self-Reflection Tool	
1.4	Graduation Rates	51.2% Graduation Rate Source: Dashboard Additional Report - DASS One-Year Graduation Rate Report Year: 2022			Increase the number of graduates from the base year by 8%.	
1.5	Google Classroom Gradebook % of teachers utilizing the online academic achievement tracking system	70% of students have access to online academic achievement via Google Classroom gradebook.			100% of students have access to online academic achievement via Google Classroom gradebook.	
1.6	Access to a broad course of study	100% of students with access to and enrolled in a broad course of study			100% of students with access to and enrolled in a broad course of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Access to instructional materials	100% of students with access to materials Data Source: SARC Year: 2021-22			100% of students with access to materials	
1.8	Safe, functional, clean facilities	Good Data Source:SARC			Good Data Source:SARC	
1.9	% Appropriately assigned teachers	29.65% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report			32% "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Learning Goals (HS)	If we review and refine student learning goals in all courses, then students' awareness of learning goals will result in higher student engagement.		No
1.2	Establishment of Performance Tasks/Project Based Learning	Identify and establish performance based tasks/project-based learning in courses.	\$242,215.25	Yes
1.3	Establishment of Performance Tasks Rubrics	Design rubrics for selected performance based tasks/project based learning.		No
1.4	PD for Performance Tasks/Project Based Learning	Provide professional development to teachers on administering and assessing performance tasks.	\$204,380.75	Yes
1.5	100% Implementation of Performance Rubrics	Implement and monitor use of rubrics for performance tasks for all courses.	\$151,978.75	Yes
1.6	Google Classroom Tracking Learning Goals	Implement Google Classroom to house and track selected student learning goals.	\$9,855.50	No
1.7	PD for Google Classroom Tracking	Provide training to teachers, students, and families on use of Google Classroom for monitoring student progress.		No

Action #	Title	Description	Total Funds	Contributing
1.8	Google Classroom Tracking System	Monitor the use of Google Classroom by teachers and consistent updates on Google Classroom gradebook.		No
1.9	Data Analysis to Inform Instruction	Set protocols and use collaboration time to analyze student achievement data to inform instruction.	\$36,385.50	Yes
1.10	PD Strategic Plan	Develop a strategic plan, allocate resources, and offer professional development to teachers and school leadership, focusing on utilizing data analysis to enhance student achievement.	\$26,995.50	Yes
1.11	ELD PD	Focus PD time on language acquisition and English language development.	\$283,754.05	Yes
1.12	External PD	Create a partnership with SCCOE and other organizations for external PD.		No
1.13	Instructional Practices to Advance Student Achievement	Conduct surveys to analyze data and determine the effectiveness of the implemented PD/ best practices.		No
1.14	Data Analysis Protocol	Implement an ongoing, systemic data analysis protocol to modify instructional practices to advance student achievement.	\$225,934.75	Yes
1.15	PD Database	Adopt an online platform to track internal and external PD and analyze the effectiveness of the adoption of best practices.	\$11,305.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	NWEA Map Assessment % high school students will meet their Math growth target, as established by Measures of Academic Progress (MAP).	47% of students met their Math growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2023-24			5% annual increase of students who meet their Math grow target	
2.3	NWEA Map Assessment % high school students will meet their Reading growth target, as established by Measures of Academic Progress (MAP).	48% of students met their Reading growth target. (includes meeting growth target from fall to winter or winter to spring if not tested fall and spring) Data Source: NWEA (MAP System) Year: 2023-24			5% annual increase of students who meet their Math grow target	
2.4	NWEA Map Assessment % high school students will show positive growth on their Fall to Spring Lexile score.	67% of students show a positive growth on their fall to spring Lexile score. Data Source: NWEA (MAP System) Year: 2023-24			80% of students will show positive growth on their Fall to Spring Lexile score.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	SBAC Assessment % of 11th graders are meeting or exceeding standard in ELA and % in Math based on SBAC .	Data is suppressed because fewer than 11 students tested. Data Source: DataQuest CAASPP Reports Year: 2022-23			5% annual increase of 11th graders are meeting or exceeding standards in ELA and Math based on SBAC.	
2.6	% of English learners improving on ELPAC	22.9% making progress towards English language proficiency Data Source: CA School Dashboard ELPI Year: 2023			50% of English Learners improving on ELPAC or a 5% increase from the previous year.	
2.7	EL Reclassification Rate	0.6% Data Source: DataQuest EL Reclassification Year: 2023			Annual increase of 3% for EL Reclassification Rate	
2.8	A-G Completion Rate	0% A-G Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23			100% A-G Completion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CTE Pathway Completion Rate	0% Pathway Completion Rate Source: Dashboard College/Career Levels and Measures Report Year: 2022-23			8% Pathway Completion Rate	
2.10	AP Pass Rate	Not Applicable				
2.11	% of HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math	Data is suppressed because fewer than 11 students tested. Data Source: DataQuest CAASPP Reports Year: 2022-23			Annual increase of 3%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alignment of Curriculum	Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards.	\$83,157.25	Yes
2.2	Establish Learning Outcomes	Establish student learning outcomes by courses, utilizing assessment platforms and data.		No
2.3	College & Career Pathways	Develop College and Career Pathways within the school's curriculum.	\$84,371.50	Yes
2.4	Communication of Curriculum & Assessment	Communicate clearly to all educational partners the school's curriculum and assessment framework.	\$10,855.50	No
2.5	Refinement of Resources	Select instructional resources for each specific courses and departments.		No
2.6	PD for Classified & Certificated Staff: Tech & Assessments	Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction.	\$208,407.75	Yes
2.7	PD for New Curriculum	Coordinate Professional Development opportunities to support new curriculum frameworks.		No

Action #	Title	Description	Total Funds	Contributing
2.8	PD for School Leaders & Instructional Staff	Select, develop, and implement professional development for school leaders and instructional staff on use of adopted resources.	\$3,183.60	No
2.9	Allocation of Resources to Successfully Implement the Curriculum & Assessment Framework	Human and financial resources are allocated to successfully implement the curriculum and assessment framework.	\$43,610.00	No
2.10	Additional Academic Support	Teacher Assistants will provide additional academic support to ELD students or students who are not meeting learning outcomes.	\$75,646.50	Yes
2.11	Digital Literacy	Offer opportunities for students to develop digital literacy skills		Yes
2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	Establish dedicated cross-disciplinary collaboration sessions to concentrate on generating interdisciplinary projects and develop an action plan encompassing a timeline, outcomes, and metrics to facilitate the collaboration process.	\$10,855.50	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Provide students and families with academic, socio-emotional, and socioeconomic support to increase attendance, school connectedness, retention, graduation rate, and post-secondary success.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Efforts to seek student and parent/families input in decision making. Local Indicator Priority 3 Self-Reflection Tool	Full Implementation Local Indicator Priority 3 Self-Reflection Tool			Full Implementation & Sustainability Local Indicator Priority 3 Self-Reflection Tool	
3.3	Positive School Climate % participation in bi-annual Family & Student Feedback Survey	56% participation by adult students in bi-annual feedback surveys. Source: Fall 2023 survey			90% participation by students in bi-annual feedback surveys	
3.4	Suspension Rate	0% Source: DataQuest Suspension Rate Year: 2023			0% Source: DataQuest Suspension Rate	
3.5	Expulsion Rate	0% Source: DataQuest Expulsion Rate Year: 2023			0% Source: DataQuest Expulsion Rate	
3.6	Positive School Climate Bi-annual Student Feedback Survey % who respond positively that they feel	78.86% of staff, & students feel connected to Escuela Popular according to the survey responses.			Maintain a high percentage of staff, & students feel connected to Escuela Popular according to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safe & connected to the school: - Students - Teachers	Source: Fall 2023 survey			survey responses. 100% of staff, & students feel safe at Escuela Popular according to the survey responses.	
3.7	Attendance Rate	81.91% schoolwide Source: SIS Attendance Year: 2023-24			Increase attendance rate by 3% from previous year.	
3.8	Chronic Absenteeism	66.4 schoolwide Source: DataQuest Chronic Absenteeism Year: 2022-23			Decrease chronic absenteeism by 3%	
3.9						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Truancy & Student Services	All students who are experiencing truancy, personal needs, or academic concerns will have access to the Student Services team that includes case management as monitored by the student support team via PowerSchool reports or referrals.	\$15,894.00	Yes
3.2	Increase Family and Student Engagement	Through a variety of committees, events, and education families and students will have access to resources, support services, input in decision making and capacity building.	\$47,329.50	No
3.3	Program Case Manager	Hire a program case manager to take a preliminary assessment of student needs and manage services.	\$73,359.00	Yes
3.4	Needs Assessment	Create a needs assessment process to collect data on student needs and analyze available data (service logs) to determine appropriate support services.	\$12,396.00	Yes
3.5	Student Involvement	Increase the number of students who provide input through survey, participation in training, and committees.	\$47,329.50	No
3.6	Social-emotional Wellbeing	Provide professional mental health services, programs and trainings at the school site that is evidence based and sustainable.	\$18,780.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Community School	Support services for immigrant families and unaccompanied minors continue to be provided such as, childcare, transportation, student resource advocate, academic counselors, legal documentation and case management of basic need services along with a needs assessment process to collect data to determine services to support academic outcomes.	\$595,297.10	Yes
3.8	Academic Tutoring & Enrichment Programs	Coordinate a sustainable tutoring and enrichment program to support academic achievement and social emotional wellbeing.	\$98,071.75	Yes
3.9	Academic Achievement Recognition	Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, etc.		No
3.10	Educational Partners Communication	Communication with educational partners through ParentSquare, Google Classroom, Teacher Newsletters, Class Dojo, Social Media, Escuela Popular App, and website.		No
3.11	High School Post-secondary engagement	Dual/concurrent enrollment, and certificate obtainment is available to students while attending high school.		No
3.12	High School A-G course approvals	High School A-G course approvals for World History, U.S. History, American Government, Economics, Art, Spanish 2, and college preparatory elective High School A-G course approvals.	\$40,950.00	No

Action #	Title	Description	Total Funds	Contributing
3.14				

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
\$2,413,246	\$260,190

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
27.225%	0.000%	\$0.00	27.225%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Establishment of Performance Tasks/Project Based Learning Need: Low student performance data for English Learners and Low Income students. Scope:	Performance-based tasks and PBL will require students to actively engage with the material, making learning more meaningful and interesting. Students will better retain knowledge through the application of what they are learning.	Lesson Plans, Syllabus, and Scope and Sequence

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	Action: PD for Performance Tasks/Project Based Learning Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Equipping teachers with the skills to develop performance-based tasks and PBL will require students to actively engage with the material, making learning more meaningful and interesting. Students will better retain knowledge through the application of what they are learning.	Lesson Plans, Syllabus, and Scope and Sequence
1.5	Action: 100% Implementation of Performance Rubrics Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Performance-based tasks and PBL will require students to engage actively with the material, making learning more meaningful and interesting. Rubrics provide students with clarity on what is expected and allow teachers to evaluate student performance accurately with meaningful feedback.	Lesson Plans, Syllabus, Scope and Sequence, Rubrics.
1.9	Action: Data Analysis to Inform Instruction Need: Low student performance data for English Learners and Low Income students. Scope:	By consistently analyzing data, teachers can identify specific needs and gaps in understanding, particularly for English Learners and Low-Income students, enabling targeted interventions.	Student achievement data, progress monitoring reports, and assessment scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	Action: PD Strategic Plan Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide Schoolwide	Equips teachers with the skills to analyze data effectively and implement strategies that address the unique challenges faced by English Learners and Low-Income students.	Professional development attendance records, implementation fidelity checks, and student performance data.
1.11	Action: ELD PD Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Enhance teachers' ability to support English Learners in developing language proficiency.	Teacher PD attendance, ELPAC scores, and classroom observation reports.
1.14	Action: Data Analysis Protocol Need: Low student performance data for English Learners and Low Income students. Scope:	Equips teachers with the skills to effectively analyze data and implement strategies that address the unique challenges faced by English learners and low-income students. Systematic analysis of student performance allows for frequent modifications to curriculum and instructional practices, enhancing student outcomes.	Professional development attendance records, implementation fidelity checks, and student performance data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	Action: Alignment of Curriculum Need: High number of students not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Ensures that dual immersion programs are effectively supporting English language acquisition, helping ELs develop proficiency in both English and the partner language. Identifies gaps in current practices, leading to tailored interventions that address the specific needs of ELs.	Student achievement scores in language proficiency, math, science, and physical education to measure the impact of the revised curriculum.
2.3	Action: College & Career Pathways Need: High number of students not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Offer early exposure to career opportunities and post-secondary education pathways, which is crucial for English Learners and Low-Income students who may lack such resources.	Enrollment in pathway programs and successful completion of courses.
2.6	Action: PD for Classified & Certificated Staff: Tech & Assessments Need: High number of students not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Enhance the ability of staff to engage students by integrating technology into instruction, benefiting those with limited access to such resources at home.	PD attendance, technology usage reports, student engagement surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	Action: Additional Academic Support Need: High number of students do not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Teacher Assistants will provide additional academic support to ELD students or students who are not meeting learning outcomes.	Student achievement data, progress monitoring reports, and assessment scores.
2.11	Action: Digital Literacy Need: High number of students do not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Offer targeted digital literacy courses and integrate technology into the curriculum.	Course participation and student achievement data.
3.1	Action: Truancy & Student Services Need: High number of students experiencing chronic absenteeism and truancy. Scope: LEA-wide	Provide targeted support to address barriers to attendance and learning, ensuring these students receive necessary interventions.	Attendance records, PowerSchool reports, case management logs.

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
3.3	Action: Program Case Manager Need: Needs assessment data shows a wide variety of needs to address to support student success in school. Scope: LEA-wide	Ensures comprehensive assessment and management of services to address the unique needs of these students.	Case management reports, service utilization data, student outcome data.
3.4	Action: Needs Assessment Need: A high number of students do not meet their NWEA annual growth target in reading and math. Scope: LEA-wide	Efficiently collect data on student needs to determine appropriate support services to support student success.	Needs assessment data, service utilization data, and student outcome data
3.7	Action: Community School Need: Large concentration of immigrant families and unaccompanied minors. Scope: LEA-wide	Addresses barriers to education and ensures these students receive the necessary support for academic success.	Service utilization records, needs assessment data, academic performance data.

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
3.8	Action: Academic Tutoring & Enrichment Programs Need: Low student performance data for English Learners and Low Income students. Scope: LEA-wide	Provides additional academic support and enrichment opportunities, enhancing both academic and social-emotional outcomes.	Tutoring attendance, enrichment program participation, academic and social-emotional assessment results.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

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

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

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

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	8,863,965	2,413,246	27.225%	0.000%	27.225%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,662,299.50	\$0.00	\$0.00	\$0.00	\$2,662,299.50	\$2,013,667.15	\$648,632.35

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Learning Goals (HS)	All	No			All Schools	Year Round								
1	1.2	Establishment of Performance Tasks/Project Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$0.00	\$242,215.25	\$242,215.25				\$242,215.25	
1	1.3	Establishment of Performance Tasks Rubrics	All	No			All Schools	Year Round								
1	1.4	PD for Performance Tasks/Project Based Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$204,380.75	\$0.00	\$204,380.75				\$204,380.75	
1	1.5	100% Implementation of Performance Rubrics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$0.00	\$151,978.75	\$151,978.75				\$151,978.75	
1	1.6	Google Classroom Tracking Learning Goals	All	No			All Schools	Year Round	\$6,975.50	\$2,880.00	\$9,855.50				\$9,855.50	
1	1.7	PD for Google Classroom Tracking	All	No			All Schools	Year Round								
1	1.8	Google Classroom Tracking System	All	No			All Schools	Year Round								
1	1.9	Data Analysis to Inform Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$36,385.50	\$0.00	\$36,385.50				\$36,385.50	
1	1.10	PD Strategic Plan	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$26,995.50	\$0.00	\$26,995.50				\$26,995.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	ELD PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$283,754.05	\$0.00	\$283,754.05				\$283,754.05	
1	1.12	External PD	All	No			All Schools									
1	1.13	Instructional Practices to Advance Student Achievement	All	No			All Schools									
1	1.14	Data Analysis Protocol	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$225,934.75	\$225,934.75				\$225,934.75	
1	1.15	PD Database	All	No			All Schools		\$11,305.00	\$0.00	\$11,305.00				\$11,305.00	
2	2.1	Alignment of Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$83,157.25	\$0.00	\$83,157.25				\$83,157.25	
2	2.2	Establish Learning Outcomes	All	No			All Schools	Year Round								
2	2.3	College & Career Pathways	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$84,371.50	\$0.00	\$84,371.50				\$84,371.50	
2	2.4	Communication of Curriculum & Assessment	All	No			All Schools	Year Round	\$10,855.50	\$0.00	\$10,855.50				\$10,855.50	
2	2.5	Refinement of Resources	All	No			All Schools	Year Round								
2	2.6	PD for Classified & Certificated Staff: Tech & Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$208,407.75	\$0.00	\$208,407.75				\$208,407.75	
2	2.7	PD for New Curriculum	All	No			All Schools	Year Round								
2	2.8	PD for School Leaders & Instructional Staff	All	No			All Schools	Year Round	\$0.00	\$3,183.60	\$3,183.60				\$3,183.60	
2	2.9	Allocation of Resources to Successfully Implement the Curriculum & Assessment Framework	All	No			All Schools	Year Round	\$43,610.00	\$0.00	\$43,610.00				\$43,610.00	
2	2.10	Additional Academic Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Year Round	\$75,646.50	\$0.00	\$75,646.50				\$75,646.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Digital Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools									
2	2.12	Enhancing Interdisciplinary Collaboration: Structuring Sessions and Action Plans	All	No			All Schools		\$10,855.50	\$0.00	\$10,855.50				\$10,855.50	
3	3.1	Truancy & Student Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$15,894.00	\$0.00	\$15,894.00				\$15,894.00	
3	3.2	Increase Family and Student Engagement	All	No			All Schools	Year Round	\$47,329.50	\$0.00	\$47,329.50				\$47,329.50	
3	3.3	Program Case Manager	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$73,359.00	\$0.00	\$73,359.00				\$73,359.00	
3	3.4	Needs Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$11,556.00	\$840.00	\$12,396.00				\$12,396.00	
3	3.5	Student Involvement	All	No			All Schools	Year Round	\$47,329.50	\$0.00	\$47,329.50				\$47,329.50	
3	3.6	Social-emotional Wellbeing	All	No			All Schools	Year Round	\$18,780.00	\$0.00	\$18,780.00				\$18,780.00	
3	3.7	Community School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$573,697.10	\$21,600.00	\$595,297.10				\$595,297.10	
3	3.8	Academic Tutoring & Enrichment Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Year Round	\$98,071.75	\$0.00	\$98,071.75				\$98,071.75	
3	3.9	Academic Achievement Recognition	All	No			All Schools	Year Round								
3	3.10	Educational Partners Communication	All	No			All Schools	Year Round								
3	3.11	High School Post-secondary engagement	All	No			All Schools	Year Round								
3	3.12	High School A-G course approvals	All	No			All Schools	Year Round	\$40,950.00	\$0.00	\$40,950.00				\$40,950.00	
3	3.13							Year Round								

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
8,863,965	2,413,246	27.225%	0.000%	27.225%	\$2,418,245.40	0.000%	27.282 %	Total:	\$2,418,245.40
								LEA-wide Total:	\$2,418,245.40
								Limited Total:	\$0.00
								Schoolwide Total:	\$26,995.50

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Establishment of Performance Tasks/Project Based Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$242,215.25	
1	1.4	PD for Performance Tasks/Project Based Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$204,380.75	
1	1.5	100% Implementation of Performance Rubrics	Yes	LEA-wide	English Learners Low Income	All Schools	\$151,978.75	
1	1.9	Data Analysis to Inform Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,385.50	
1	1.10	PD Strategic Plan	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$26,995.50	
1	1.11	ELD PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$283,754.05	
1	1.14	Data Analysis Protocol	Yes	LEA-wide	English Learners Low Income	All Schools	\$225,934.75	

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	Alignment of Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	\$83,157.25	
2	2.3	College & Career Pathways	Yes	LEA-wide	English Learners Low Income	All Schools	\$84,371.50	
2	2.6	PD for Classified & Certificated Staff: Tech & Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	\$208,407.75	
2	2.10	Additional Academic Support	Yes	LEA-wide	English Learners Low Income		\$75,646.50	
2	2.11	Digital Literacy	Yes	LEA-wide	English Learners Low Income	All Schools		
3	3.1	Truancy & Student Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$15,894.00	
3	3.3	Program Case Manager	Yes	LEA-wide	English Learners Low Income	All Schools	\$73,359.00	
3	3.4	Needs Assessment	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,396.00	
3	3.7	Community School	Yes	LEA-wide	English Learners Low Income	All Schools	\$595,297.10	
3	3.8	Academic Tutoring & Enrichment Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$98,071.75	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,365,602.33	\$2,668,137.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Learning Goals	Yes	\$188,018.60	274676.01
1	1.2	Establishment of Performance Tasks	Yes		
1	1.3	Establishment of Performance Tasks Rubrics	Yes		
1	1.4	PD for Performance Tasks	Yes	\$286,707.90	258047.51
1	1.5	100% Implementation of Performance Rubrics	Yes	\$690,650.10	963638.19
1	1.6	Google Classroom Tracking Learning Goals	Yes	\$100,000.00	\$122853.91
1	1.7	PD for Google Classroom Tracking	Yes		
1	1.8	Google Classroom Tracking System	Yes	\$3,712.50	\$3712.50
2	2.1	Alignment of curriculum	Yes	\$11,305.00	\$7425.00
2	2.2	Establish Learning Outcomes	Yes		
2	2.3	College & Career Pathways	Yes	\$23,397.50	\$23397.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Communication of curriculum & assessment	Yes	\$3,588.00	\$3588.00
2	2.5	Refinement of Resources	Yes	\$9,421.48	\$9419.48
2	2.6	PD for classified & Certificated staff: tech & assessments	Yes		
2	2.7	PD for new curriculum	Yes		
2	2.8	PD for School Leaders and Instructional Staff	Yes		
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Yes	\$25,530.00	\$17770.00
2	2.10	Additional Academic Support	Yes	\$9,617.30	\$11295.66
2	2.11	Digital Literacy			
3	3.1	Truancy & Student Services	Yes	\$40,339.00	\$40339.00
3	3.2	Annual Parent Conference	Yes	\$2,000.00	\$1263.60
3	3.3	Tracking number of students using childcare services or transportation	Yes	\$731,411.00	\$732010.66
3	3.4	Culturally Responsive PD	Yes		
3	3.5	Academic Tutoring	Yes	\$87,636.80	\$115455.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Increase outreach and tracking of student services	Yes	\$50,366.00	\$43167.62
3	3.8	Academic Achievement Recognition	No Yes		
3	3.9	Promoting & tracking of Student Learning Center	No Yes	\$8,715.20	\$7178.64
3	3.10	Extracurricular activities	No Yes	\$46,429.00	\$22173.00
3	3.11	Monthly Stakeholder communication	No Yes		
3	3.12	Post-secondary projects/timeline	No Yes	\$3,383.25	\$3231.64
3	3.13	A-G course approvals	No Yes	\$31,500.00	
3	3.14	Post-secondary connection	No Yes	\$11,873.70	\$7493.70

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)
2,164,079	\$2,365,602.33	\$2,668,117.46	(\$302,515.13)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Learning Goals	Yes	\$188,018.60	\$274,676.01		
1	1.2	Establishment of Performance Tasks	Yes				
1	1.3	Establishment of Performance Tasks Rubrics	Yes				
1	1.4	PD for Performance Tasks	Yes	\$286,707.90	\$258,047.51		
1	1.5	100% Implementation of Performance Rubrics	Yes	\$690,650.10	\$963,618.19		
1	1.6	Google Classroom Tracking Learning Goals	Yes	\$100,000.00	\$122,853.91		
1	1.7	PD for Google Classroom Tracking	Yes				
1	1.8	Google Classroom Tracking System	Yes	\$3,712.50	\$3,712.50		
2	2.1	Alignment of curriculum	Yes	\$11,305.00	\$7,425.00		
2	2.2	Establish Learning Outcomes	Yes				
2	2.3	College & Career Pathways	Yes	\$23,397.50	\$23,397.50		
2	2.4	Communication of curriculum & assessment	Yes	\$3,588.00	\$3,588.00		
2	2.5	Refinement of Resources	Yes	\$9,421.48	\$9,419.48		

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	2.6	PD for classified & Certificated staff: tech & assessments	Yes				
2	2.7	PD for new curriculum	Yes				
2	2.8	PD for School Leaders and Instructional Staff	Yes				
2	2.9	Allocation of resources to successfully implement the curriculum and assessment framework	Yes	\$25,530.00	\$17,770.00		
2	2.10	Additional Academic Support	Yes	\$9,617.30	\$11,295.66		
3	3.1	Truancy & Student Services	Yes	\$40,339.00	\$40,339.00		
3	3.2	Annual Parent Conference	Yes	\$2,000.00	\$1,263.60		
3	3.3	Tracking number of students using childcare services or transportation	Yes	\$731,411.00	\$732,010.66		
3	3.4	Culturally Responsive PD	Yes				
3	3.5	Academic Tutoring	Yes	\$87,636.80	\$115,455.84		
3	3.6	Increase outreach and tracking of student services	Yes	\$50,366.00	\$43,167.62		
3	3.8	Academic Achievement Recognition	Yes				
3	3.9	Promoting & tracking of Student Learning Center	Yes	\$8,715.20	\$7,178.64		
3	3.10	Extracurricular activities	Yes	\$46,429.00	\$22,173.00		
3	3.11	Monthly Stakeholder communication	Yes				
3	3.12	Post-secondary projects/timeline	Yes	\$3,383.25	\$3,231.64		
3	3.13	A-G course approvals	Yes	\$31,500.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	Post-secondary connection	Yes	\$11,873.70	\$7,493.70		

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)
4,017,269	2,164,079	0%	53.869%	\$2,668,117.46	0.000%	66.416%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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