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
Alameda Community Learning Center	Allyson Schoolcraft Principal	allyson.schoolcraft@alamedaclc.org 510-995-4300

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.

The Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential, Project-Based Learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of art, math, and science to become aware of how the universe works and to create novel tools; and developing an understanding of how government, economics, and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement, and we seek to provide each learner with the supports needed to succeed.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations, is by far more likely to achieve these goals. We provide all learners with a rigorous, Common Core-based curriculum, that promotes the practice and mastery of California's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The ACLC educational model has consistently increased learning opportunities and results for all learners. ACLC's State and local school comparison has trended high in the past few years, earning one of the best dashboard rankings in the Alameda area. We were recently ranked the #2 charter middle school (#3 for high school) in Alameda County by Niche.com and #6 charter middle school in all of California our of 635 schools (#16 for high school, out of 495 schools), received an "A" overall Niche grade, and were named one of the top schools in that nation by US News & World Report. In May of 2023 we were awarded a 6 year accreditation by WASC, showing their belief in our processes and structures for self examination and growth.

The student body reflects the demographics of the ethnically and socioeconomically diverse East Bay Area. ACLC embraces its diversity and seeks to foster ways of further diversifying the student body. It is an open and accepting learning community where all students, regardless of background or gender identity, feel safe, cared for, and supported, and receive an outstanding education that prepares them for college and/or a career.

ACLC has a total enrollment of 391 students as of 05/13/2024. The ethnic/racial makeup of our student population is self-reported as 19.2% Caucasian (75 of 391), 30.7% Asian (120 of 391), 13% African-American (51 of 391), 18.2% Hispanic (71 of 391), 1.5% Filipino or Pacific Islander (6 of 391), and .50% American Indian or Alaskan Native (2 of 391). 13.6% of our student identify as Two or More Races. (59 of 391) 15.1% of our students are classified as English Learners (70 of 398), and 3.3% of our students are not classified or declined to state their ethnicity (13 out of 391). 36.8% are eligible for Free and/or Reduced (FRL) price lunch (144 of 391).

Reflections: Annual Performance

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

Overall, ACLC's Dashboard performance remains strong, with every measure staying in the blue or green, except for CAASPP math performance, which remains in the yellow, but scores are increasing. Our graduation rate increased from 89.5% in 2022 to 94.1% in 2023. We attribute some of this progress to the hiring of a part-time facilitator specifically for running Learning Labs and helping learners who are struggling to stay on track with their coursework. Our chronic absenteeism dropped to below 10%, and the biggest decreases were with our socioeconomically disadvantaged students and our English Learners. This indicates growth in our family connectedness, which has been a priority this year. Our suspension rate is rated blue and has demonstrated additional decline. Additionally, all student groups with performance levels scored in the green range, reflective of equitable discipline outcomes.

Regarding CAASPP performance, for 2022-2023, while overall performance in English is still in the green zone and 20.9 points above average, almost every sub group declined in performance, with ELs and Socioeconomically disadvantaged students showing the largest decreases and performance in the orange band. In math, the average score increased slightly, but remains in the yellow zone, below the standard. While most subgroups declined, there was growth for our African American and Hispanic/Latino students, though they still are performing significantly below the school average. Learners with IEPs showed the greatest decline in math.

Reflections: Technical Assistance

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

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

ACLC Learners, families, staff, and community members have had input in this process, in examining data, and in the creation and validation of the goals of this LCAP. Through a combination of formal and informal surveys to parents, learners, and staff which were discussed in committee meetings; open invite family meetings; parent, learner, staff, and community members sitting on our board, as well as public links and invitations to all board meetings, we have attempted to make our school's past, present, and future plans transparent and public. We had one round of focus groups this year, with groups for Latinx families, African American/black families, Middle Eastern and Arabic speaking families, and AAPI families. We hope to increase the frequency of meeting for these groups, moving into future years.

The ACLC Board, comprised of elected learners, staff, parents, and community members, has examined data, reviewed reports, gotten updates on LPAC goals, and discussed and given feedback on goals. We have shared our goals and actions with staff in Professional Development and gotten feedback on action steps and shared future plans with staff.

From all of these various stakeholder groups, the feedback was fairly consistent: we have identified the right goals, these goals are hard to reach, and that we need to keep our focus on better aligning financial, programatic, and human resources to meet these goals. Specifically, we need to continue to disaggregate data with an eye for disproportionality and quickly move to address those inequities that we find.

Ass we considered our continued goals and the new changes we would make to meet them, the shifts that we are making in staffing and structure align directly with stakeholder feedback:
1. We need to continue our focus on Social Emotional Learning with our learners. We ran our first year of having Advisory periods 1-2 times a month this year, a first in ACLC history. Moving forward, we hope to expand the reach of Advisory while also either formalizing a curriculum or adopting one. This allows for specific SEL lessons to be implemented across the school and gives time to address "hot topics" and empowers learns to be part of the solution.

2. We are reconfiguring the administrative team to have a Dean of Students. This is a shift from the third admin being focused on curriculum. This aligns with the voiced and perceived need to continue to focus on student life at ACLC. This position will allow for additional support of learner affinity groups and additional cultural events and celebrations that reflect our learners.

Through our WASC self-study process last-year, and the surveys and learner, staff, and family feedback this year, we also identified the following areas for growth:
A. Classroom Routines: Need for consistent routines and structures within and across classroom spaces.
B.Project-Based Learning: Develop more consistent and expert implementation of project-based learning across grade levels and subject areas; continue to train both new and returning facilitators on the components of gold-standard PBL implementation.
C. Achievement Gap: Academic performance for learning who are ELs or who IEPs and learners who identify as African American or Latinx is lower than the school-wide average (CAASPP and GPA).
D. MTSS: Continue analysis of tiered supports for academics, behavior, and social emotional, adding new tier 2 and 3 interventions as needed
E. Project Period: Continue to improve the structure, effectiveness, and supervision of project period
F. Advisory: Continue to flush out the Advisory program and curriculum as a time for Tier 1 SEL instruction and programming.
G. College & Career Readiness: Continue to build a college-going culture through Junior & Senior seminar, grade-level college trips, community college classes, and career fairs.
H. Student Governance: revamp and relaunch Student Leadership and Judicial Committee to be more equitable and to better serve the goal of building learner participation and connectedness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With an equity lens, collect, analyze, and act on data to drive instruction and curricular achievement for all learners	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, and respond to data from multiple stakeholder sources, as well as academic data, in order to increase program effectiveness and to respond to community needs.

This will happen in the instructional program via curriculum-embedded assessments, as well as through external, standards-aligned assessments like MAP and CAASPP. We will use staff professional development time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments, summative assessments, and qualitative data in determining instructional moves.

We will continue to use school-wide structures, like our Leadership class, as well as surveys of our learners, families, and staff to gather information about other aspects of ACLCs programming. We will also use the ACLC Board as a vehicle for making meaning of and responding to this data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Learner surveys	In 2023-2024, 90% of all learners completed the learner survey.			95% of all learners complete the learner survey	
1.2	Family surveys	In 2023-2024, 14% of families completed the family survey			60% of families complete the family survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Learner, Family, and Staff surveys	In 2023-2024, 1 survey was sent per year to each stakeholder group			2 surveys sent per year to each stakeholder group	
1.4	NWEA MAP Completion	tbd.			95% of learners complete MAP during each assessment window	
1.5	MAP Data Analysis Proficiency	In 2023-2024, 85% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support			95% of facilitators can proficiently analyze MAP data to make instructional decisions without direct support	
1.6	PBL Benchmarks	Not tracked			Facilitators will instruct learners in completing at least two benchmark PBL projects each semester.	
1.7	Using Benchmark Data	Not tracked			Facilitators will engage in a data deep dive on at least one PBL benchmark each semester.	
1.8	IXL Implmentation	66% of math facilitators used IXL to monitor learner mastery of standards			100% of math facilitators will use IXL to monitor learner mastery of standards	
1.9	Equity lens	66% of facilitators can disaggregate data and assess for			90% of facilitators can disaggregate data and assess for	

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

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	Professional Development Time for Data Analysis and Instruction	We will allot time in professional development to instructing facilitators in how to access and understand various data points Moving forward, we will require that all facilitators implement at least two high quality PBL benchmarks each semester (approximately one per quarter) and will have them bring granular data from one of those to PD for analysis.	$220,561.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Equity focused PD	We will continue to offer equity focused professional development so that facilitators have strategies with which to respond when they determine that there is an inequitable outcome happening in their classroom. Facilitators will be guided in doing personal, introspective equity work, as well as develop more tools for their toolboxes for responding to equity concerns 1. Continue to voice in writing, public documents, and with learners, families, and staff that equity and anti-racism is key to our mission statement 2. Reflect by analyzing past recommendations from administration around PD, Accountability, and Curriculum and identify components already implemented, make plans to monitor and evaluate their outcomes. 3. Identify new components of improving equity and anti-racism for the 2024-25 school year including building relationships and interconnectedness across intersectionality. 3. Create regular opportunities for the ACLC Team to gather feedback and input regarding the process and goals, and make further recommendations 4. Continue to hire and work with outside professionals in order to move this work forward when our staff internally cannot or should not be leading the work due to race, ethnicity, and power dynamics within the workplace	$220,558.00	No
1.3	Services for Students with Disabilities	The Special Education Department will continue its emphasis on providing quality professional development (PD) opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities. ACLC will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC ag graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all UC a-g courses. ACLC will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to	$1,181,077.00	No

Action #	Title	Description	Total Funds	Contributing
		student educational programming as well as expand the training for EL learners.		
1.4	Instructional Foci	1. ACLC will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and MultiTiered Systems of Support (MTSS). 2. ACLC will continue to provide differentiated supports to staff to improve student/staff relationships, school climate, and academic success. 3. Professional development offered through the Special Education Department will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring 4. ACLC will ensure that staff receives intensive support in Equity and Inclusion, Project Based Learning training, Trauma-Informed Practices, meeting Common Core Standards, PBIS, and MTSS. 5. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Departments will recieve coaching from administration as well as from their department leads.	$729,525.00	No
1.5	Instructional Resources and Materials	ACLC will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. The Technology Department will continue to work with schools on digital device needs and ensure access for all learners for learning purposes. New devices or parts will be purchased to replace broken or lost devices. This includes Chromebook parts, warranties, and whiteboards ACLC will continue to provide access to MAP and IXL as means for gathering data around academic progress. PD will continue to be provided around usage and best practice related to MAPS and IXL	$104,984.00	No
1.6	Hire and Retain Diverse Classroom Teachers, Certificated Support	ACLC will increase quality of the teacher applicant pool through targeted outreach and support: 1. Recruitment events hosted by colleges and universities with large percentages of minority students.	$1,248,810.00	No

Action #	Title	Description	Total Funds	Contributing
	Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students	2. Offering early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). 3. Regularly monitoring potential barriers to the initial and continued employment of diverse candidates. 4. ACLC will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. 5. ACLC will continue to provide all departments with general supplies and operating expenses.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support learners in becoming college and career ready	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC continues to align resources --human, financial, and programmatic--to ensure that all learners are given access to standards-aligned instruction that will prepare learners for the diverse rigors of college, as well as to information and personalized support in learning about college and career success.

Through a relentless focus on Common Core Standards, and a continual push to combine appropriate rigor and scaffolding supports, we will work to ensure our staff deeply understand and are actively teaching relevant standards. Given our project-based learning approach, this means focusing on standards-aligned projects that engage learners in authentic demonstrations of learning.

Through a combination of staffing, curriculum choices, scheduling, and school-wide events, we will ensure that learners graduate eligible and prepared for four year college and for meaningful career options. We will also expose learners to a variety of career choices and their associated pathways by the time they graduate from ACLC via curriculum, field trips, special education, and counseling staff activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	University of California eligibility upon graduation. (Exception for learners with IEPs on	In 2023-2024, 97.3% of learners are UC eligible (excluding learners with			Maintain a minimum of 95% of learners being UC eligible	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	alternate graduation pathways)	IEPs on alternate graduation paths)			(excluding learners with IEPs on alternate graduation paths)	
2.2	ACLC Graduation Requirements	In 2023-2024 97.5% of graduating learners have completed ACLC's additional graduation requirements (college class, senior project & presentation, internship, senior website portfolio)			98% of graduating learners will have completed ACLC's additional graduation requirements (college class, senior project & presentation, senior website portfolio)	
2.3	College/Career Preparedness	For the 2022-2023 school year, 64.7% of learners are reported as being prepared for College/Career according to the CA Schools Dashboard			80% of learners will be reported as being prepared for College/Career according to the CA Schools Dashboard	
2.4	Career Preparation	During the 2023-2024 school year, 11th/12th graders has two exposures to career preparation and 6th-9th graders had one exposure to career preparation			All learners will have at least two exposures to career preparation annually	
2.5	College Going Culture	During the 2023-2024 school year, 7th, 9th, 11th, and 12th graders participated in college visits.			Learners at all grade levels will participate in a college trip or activity annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	College Courses	In 2023-2024, graduating learners have passed an average of 7.5 college classes while a student at ACLC			Graduating learners will maintain an average of at least 4 college classes while a student at ACLC	
2.7	Project Based Learning Proficiency	In the 2023-2024 school year, 75% of facilitators are proficient in designing and implementing standards-aligned project-based learning			90% of facilitators are proficient in designing and implementing standards-aligned project-based learning	
2.8	Access to College Counseling	In the 2023-2024 school year, whole class college counseling began in the second semester of 8th grade and individual counseling began second semester of 10th grade			Learners will begin receiving whole class college counseling during the first semester of 8th grade and will begin receiving individual college counseling during the first semester of 10th grade	
2.9	College/Career Preparedness Equity	In 2022-2023 there was a 16 percentage point difference between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners			There will be a difference of 8 percentage points or less between the college/career preparedness scores of socioeconomically disadvantaged and non-disadvantaged learners	

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	College Counseling	Continue with our College Counselor at 32 hours a week in order to support college and career preparation via whole group and small group presentations and 1:1s with learners and families. Moving forward, we will... 1. Continue college counseling hours at approximately 30 hours/week. 2. Revise and update the College & Career Scope & Sequence document that plainly outlines the various opportunities to increase college & career knowledge and skills at each grade level of our school 3. Increase the career offerings and opportunities for our learners so that 3 options are available. 4. Continue to provide group sessions on college and career topics for our middle and high school learners and families	$44,982.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		5. Increased support to learners and families with enrollment in the Peralta community college system.		
2.2	Emphasis on standards-aligned Project-Based Learning (PBL)	Provide PBL trainings and leveled professional development to all facilitators. Monitor classroom instruction for standards-aligned PBL instruction and provide coaching to move practice. STANDARDS-ALIGNED PROJECT BASED LEARNING (PBL): Moving forward, we will... 1. Ensure that new-to-ACLC facilitators get trained in the 3 learning goals and 7 components of Gold Standard PBL 2. All core classes are based in a research-backed, standards-aligned curriculum. We will use Illustrative Mathematics for math instruction, Lab Aids for science, Teachers' Curriculum Institute for history, and Common Literature for English Language Arts 3. Provide quarterly opportunities for facilitators to learn about and collaborate around PBL, including data analysis of benchmarks, and how the ACLC PBL focus can best fit with standards-aligned instruction 4. Update the project calendar for internal use so that we can identify gaps in projects for our learners and ensure they have a high quality experience in each grade level 5. Offer to pay for the June 2025 PBL Works conference for all interested facilitators	$344,179.00	No
2.3	College & Career Scope & Sequence	Our college counselor and admin team will continue to work with our school counselor to review and revise the college and career scope and sequence that outlines key events, information sessions, or support at each grade level that helps expose our students to college and career information. Examples of these types of events include: Financial Aid/FAFSA Night, UC vs. CSU Info. Session, grade level appropriate exposure to colleges, trade schools and other post high school opportunities.This document will be shared with all parents and learners so they know which supports they will receive each year. This is a continued	$63,246.00	No

Action #	Title	Description	Total Funds	Contributing
		goal to steadily increase the number of college and career offerings each year over time. These events will be in addition to the small group meetings and the 1:1s that they already have with our learners and their families, but will ultimately hold us accountable for this important "college and career preparation" focus of our school and our LCAP goals ACLC will continue to support learners enrolling in dual-enrollment courses.		
2.4	School Safety	1. ACLC will ensure that school safety and security continue to be a priority that is monitored by school staff including the annual update of School Safety Plans. Support will include training opportunities for all staff on the plan and emergency response procedures. 2. Emergency communications upgrades through "Share911" will continue as planned. Facilities will be safe and well maintained.	$180,436.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure that learners have access to effective services, supports, and interventions	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ACLC values our diverse community. As our demographics change and we increasingly accept learners who are behind in literacy and numeracy skills, it is crucial that we have plans in place to meet their needs. As such, we will continue to align resources to better support all learners in becoming college and career ready. Furthermore, our learners come to us with a varying levels of need and skills in regards to social-emotional and behavioral support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Failing grades	In 2023-2024, 10.4% of learners finished S1 with a GPA below a 2.0			5% of less of learners will finish a semester of the year with a GPA below a 2.0	
3.2	Suspension rate	In 2023-2024, the suspension rate for all students was 2.4%			Maintain a suspension rate at or below 2.5%	
3.3	MTSS Tracking	In 2023-2024, our current MTSS tracking tool has not been updated consistently, making it difficult to quickly access			Our MTSS process will be refined and any tracking document will be kept regularly updated, making it	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		information about a learner's current need for support (tier 1/2/3) and/or quickly identify what supports are in place for that learner			easy to quickly access information about learners' needs and what supports are in place for that learner.	
3.4	Academic Intervention	In 2023-2024, ACLC implemented one school-wide academic intervention (MAS).			ACLC will implement 2-3 school-wide or department-wide academic interventions.	
3.5	Reclassification Rate	In 2022-2023, ACLC reclassified 38.5% of English Learners.			ACLC will maintain an annual EL reclassification rate of at least 20%	
3.6	SBAC English Score	In the 2022-2023 school year, socioeconomically disadvantaged leaners performed 30.7 points below the average.			Socioeconomically disadvantaged learners will perform within 15 points of the average.	
3.7	MAP Score Improvement (Fall to Winter)	In the 2022-2023 school year, the percentage of learners in the bottom two quintiles on the NWEA MAP assessment decreased by 8.8% in math and 21% in reading from the fall to winter			The percentage of learners in the bottom two quintiles on the NWEA MAP assessment will decrease by 15% in math and 25% in reading from the fall to winter	

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	Instructional Model	We will work to identify, learn, and practice our "AIM" - an acronym for "ACLC Instructional Model." The goal is to establish and agree upon a core set of pedagogical components that make up good teaching practice at ACLC while acknowledging that standards-aligned and Project Based Learning require different approaches. Moving forward, we will... 1. Name and identify a need for common approaches to instruction at our school, rooting this need in the developmental needs of learners for consistency and predictability. 2. Develop a shared list of the components of our instructional model (example: Hook/Launch, Content Delivery, Practice & Processing in whole class, as a small group, and individually, Closure/Exit Ticket). 3. Conduct lesson plan audits and classroom visits to ensure that these instructional delivery model components are finding their way from professional development (PD) into the lesson plans and	$329,301.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		classrooms. 4. Provide a menu of PD options for facilitators who require support in ensuring these practices are implemented in their classes.		
3.2	Revise MTSS Processes and Documentation	1. We will work to streamline our MTSS processes such that the documentation and process itself are refined and captured in a centralized place and updated at least monthly 2. Developing a system to use data analysis and capture a comprehensive snapshot of a learner over time will allow for the team to easily determine learners in need of additional intervention and know what interventions a learner is receiving or has received in the past. 3. We will work toward data collection that will enable us to be able to assess the efficacy and impact of interventions.	$148,750.00	No Yes
3.3	Restorative Practices Implementation	1. Dedicate professional development time to refine and increase restorative practices implementation via facilitator use in classrooms 2. Provide training to facilitators and learner representative to integrate restorative practices into our Judicial Committee system.	$148,750.00	No Yes
3.4	Counseling Groups	ACLC will build out their Tier 2 counseling supports through the development of counseling groups based around a common need, increasing counseling access for learners in need	$57,544.00	No
3.5	Comprehensive Counseling Program	ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college/career/community readiness, inclusive of research-based, social emotional approaches, and a multi-tiered system of support (MTSS).	$292,339.00	No

Action #	Title	Description	Total Funds	Contributing
		1.Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student needs and promote students' academic, social-emoitional, and college readiness. 2. Administration will provide time to revise school discipline protocols in collaboration with integrated site support teams where relevant. 4. ACLC will continue to work on developing focused actions to reduce the disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities and learners of color. 5. ACLC will continue to build capacity for the implementation of Positive Behavioral Intervention & Supports (PBIS) and restorative justice strategies in order to teach students social-emotional competencies and behavioral expectations with increased clarity. ACLC will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from staff. 4. ACLC will continue to monitor suspension and expulsion data, attendance, and chronic absenteeism. The Family & Learner Liaison will make data available to appropriate classroom facilitators in order to continue to support the improvement cycle and provide preventative services and responsive resources as appropriate for all students under an MTSS framework. 5. ACLC will continue to support site capacity with the implementation of comprehensive 6-12 counseling services that increase academic, social-emotional, and college, career, and community readiness inclusive of research-based social-emotional approaches, a MultiTiered System of Support (MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to student's needs and promote students' academic, social-emotional, and college readiness.		
3.6	English Language Learner Monitoring	ACLC will stipend a position to provide ELD Coordination throughout the year, including but not limited to monitoring learner progress toward reclassification. communicating with learners about their progress toward reclassification, and liaising with families about the reclassification process and their learners' progress.	$13,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote engagement through connection and belonging for our diverse learners and families.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Belonging	In 2023-2024, 88.5% of learners reported that they feel like they belong at ACLC on the mid year learner survey. Results disproportionately low for Latinx & Arabic/Middle Eastern learners			At least 92% of learners will report that they feel like they belong at ACLC. No racial disproportionalities will be present	
4.2	Connection to staff	In 2023-2024, 81.5% of learners reported that they have at least two adults on campus that they trust, as reported			At least 90% of learners will report that they have at least two adults on campus that they trust.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in the midyear learner survey.				
4.3	Peer Acceptance	In 2023-2024, 8.3% of learners reported that their culture, race, gender identity, and/or religion were not accepted by other learners. These learners were disproportionately African America, Latinx, Indigenous/First Nation. or Arabic/Middle Eastern			5% of fewer of learners will report that they are not accepted by other learners with no racial/cultural disproportionality	
4.4	Affinity/Cultural Events	In 2023-2024, ACLC held 4 school day affinity/cultural celebrations and 4 family affinity/cultural events			ACLC will hold at least 6 school day affinity/cultural events and at least 5 family affinity/cultural events	
4.5	Chronic Absenteeism	In 2022-2023, 9.4% of learners were chronically absent			Less than 7% of learners are chronically absent.	
4.6	Family survey participation	In 2023-2024, only 6.9% of families responded to the annual family survey			At least 40% of families respond to the annual family survey	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Staff will continue to receive regular professional development around topics of diversity, equity, anti-racism and inclusion and be provided resources to deepen their understanding of the work. Examples include but are not limited to: 1. Thinking through how to include diversity of voice in the instructional materials 2. Group learning the history of Indigenous people, people of color, and the LGBTQ community through a multitude of opportunities 3. ensuring equity of voice in all spaces in ACLC, 4. identify and remove barriers to inclusive engagement, 5. cultivate an inclusive community	$173,558.00	No
4.2	Orientation programing - All	ACLC administration will develop and lead more structured and purposeful orientation programming for the 6th and 9th grade that utilizes older peers as mentors. The Assistant Lead and Dean will collaborate and coordinate these experiences with intentionality around learners feeling connected to school and their peers. Ongoing throughout the year, the peer/mentor relationships will have opportunities to reconnect and strengthen building cross-age alliess and supports within the school.	$72,689.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Administrative Support	ACLC's Dean of Students will support a positive school culture, including helping learners to plan cultural based clubs, events, and celebrations. In conjunction with the Lead Facilitator and Assistant Lead Facilitator, the HS Leadership will liaise with the cultural based clubs to offer support for events and create connections across student groups.	$167,900.00	No Yes
4.4	Advisory Program	ACLC will continue the development and roll-out of a formal advisory program to support learner development of skills such as empathy, respect, conflict resolution, self-awareness, relationship skills, responsible decision making, etc.	$27,030.00	No Yes
4.5	nterpretation/Translation ELL	Key documents for families/students will be translated and available in Spanish, Mandarin, and Arabic. Interpretation will be provided for school wide events as needed.	$34,694.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$359,488.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.550%	0.000%	$0.00	8.550%

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
2.1	**Action:** College Counseling **Need:** Additional and earlier access to information about college and career options **Scope:** Schoolwide	The 1:1 meetings will allow for the individual needs of unduplicated pupils to be met and provide sufficient time for families to have their questions about college. All learners benefit from the information provided by the presentations and benefit from the individualized attention that the 1:1s provide.	College and Career preparedness indicator, A-G completion, number of college classes taken

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
3.1	**Action:** Instructional Model **Need:** A stronger tier 1 academic program that has embedded entry points and scaffolds will result in fewer learners needing Tier 2/3 academic interventions. **Scope:** Schoolwide	Unduplicated pupils will have greater access to the general curriculum. These strategies benefit all learners and especially those who need additional academic support. They are to be provided class-wide.	Admin will conduct lesson plan audits and classroom visits to ensure that these practices are finding their way from Professional Development and into lesson plans and classrooms.
3.2	**Action:** Revise MTSS Processes and Documentation **Need:** Access to appropriate and effective Tier 2 and 3 interventions when needed. **Scope:** Schoolwide	These learners will be included in the regularly scheduled progress monitoring. Any learner may need Tier 2 and 3 supports at various times.	COST team meeting notes; analysis of learners receiving interventions, duration and dosage, and impact of the assigned interventions.
3.3	**Action:** Restorative Practices Implementation **Need:** Tier 1 and 2 behavior support and skill development **Scope:** Schoolwide	Restorative practices help to set a strong underpinning for tier 1 behavior support and provide some specific tier 2 responses for when learners need additional support with their behavior. All learners benefit from this orientation towards behavior and behavioral skill building.	Suspension rate
4.3	**Action:** Administrative Support	The Dean of Students will help learners to develop these participation opportunities and learners of all	sense of belonging, connection to adults,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Opportunities to connect with others sharing their affinities and to learn from and celebrate the affinities of others **Scope:** Schoolwide	affinities will benefit from the events and celebrations	acceptance from peers, chronic absenteeism
4.4	**Action:** Advisory Program **Need:** Skill building in social-emotional topics and increased social-emotional skill building in peers **Scope:** Schoolwide	An advisory program explicitly teaches social-emotional skills so that learners grow themselves, and also benefit from the social-emotional growth of others	sense of belonging, acceptance by others, chronic absenteeism

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
3.6	**Action:** English Language Learner Monitoring **Need:**	By providing information to learners and families about the reclassification process and their progress, they develop agency around achieving reclassification.	Reclassification rate; ELPAC scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Learners success to college and career options is increased with their ability to access English while in school. **Scope:** Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,204,548.00	359,488.00	8.550%	0.000%	8.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,564,036.00	$758,118.00	$371,799.00	$110,460.00	$5,804,413.00	$4,866,924.00	$937,489.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development Time for Data Analysis and Instruction	All ELs, African American, Students w/ Disabilities	No					$220,436.00	$125.00	$220,561.00				$220,561.00	
1	1.2	Equity focused PD	All English Learners, African American, Students w/ Disabilities	No					$220,433.00	$125.00	$220,558.00				$220,558.00	
1	1.3	Services for Students with Disabilities	Students with Disabilities	No					$1,060,041.00	$121,036.00	$896,318.00	$259,869.00		$24,890.00	$1,181,077.00	
1	1.4	Instructional Foci	All Students with Disabilities English Language Learners and African American Students	No					$618,246.00	$111,279.00	$702,426.00	$27,099.00			$729,525.00	
1	1.5	Instructional Resources and Materials	All	No					$49,000.00	$55,984.00	$104,984.00				$104,984.00	
1	1.6	Hire and Retain Diverse Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino, English Learners, Foster, Homeless, Low Income Students	All	No					$882,672.00	$366,138.00	$1,116,162.00	$129,648.00	$3,000.00		$1,248,810.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	College Counseling	All African American Students, ELLs, Low Income	No Yes	School wide				$44,982.00	$0.00	$44,982.00				$44,982.00	
2	2.2	Emphasis on standards-aligned Project-Based Learning (PBL)	All	No					$318,500.00	$25,679.00	$163,559.00	$27,099.00	$153,521.00		$344,179.00	
2	2.3	College & Career Scope & Sequence	All	No					$59,500.00	$3,746.00	$63,246.00				$63,246.00	
2	2.4	School Safety	All	No					$105,044.00	$75,392.00	$180,436.00				$180,436.00	
3	3.1	Instructional Model	All	No Yes	School wide				$316,827.00	$12,474.00	$62,354.00	$62,474.00	$204,473.00		$329,301.00	
3	3.2	Revise MTSS Processes and Documentation	All	No Yes	School wide				$148,750.00	$0.00	$92,550.00	$31,200.00		$25,000.00	$148,750.00	
3	3.3	Restorative Practices Implementation	All	No Yes	School wide				$148,750.00	$0.00	$33,196.00	$104,984.00		$10,570.00	$148,750.00	
3	3.4	Counseling Groups	All	No					$57,544.00	$0.00	$57,544.00				$57,544.00	
3	3.5	Comprehensive Counseling Program	All	No					$210,339.00	$82,000.00	$222,813.00	$69,526.00			$292,339.00	
3	3.6	English Language Learner Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$13,500.00	$0.00	$13,500.00				$13,500.00	
4	4.1	Professional Development	All	No					$173,433.00	$125.00	$173,558.00				$173,558.00	
4	4.2	Orientation programing - All	All	No					$59,497.00	$13,192.00	$47,689.00			$25,000.00	$72,689.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Administrative Support	All African American, Latine, Arabic speakers, AAPI	No Yes	School wide				$132,400.00	$35,500.00	$85,876.00	$46,219.00	$10,805.00	$25,000.00	$167,900.00	
4	4.4	Advisory Program	All	No Yes	School wide				$27,030.00	$0.00	$27,030.00				$27,030.00	
4	4.5	nterpretation/Translation ELL	All English Learners	No		English Learners			$0.00	$34,694.00	$34,694.00				$34,694.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,204,548.00	359,488.00	8.550%	0.000%	8.550%	$359,488.00	0.000%	8.550 %	**Total:**	$359,488.00
								LEA-wide Total:	$0.00
								Limited Total:	$13,500.00
								Schoolwide Total:	$345,988.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	College Counseling	Yes	Schoolwide			$44,982.00	
3	**3.1**	Instructional Model	Yes	Schoolwide			$62,354.00	
3	**3.2**	Revise MTSS Processes and Documentation	Yes	Schoolwide			$92,550.00	
3	**3.3**	Restorative Practices Implementation	Yes	Schoolwide			$33,196.00	
3	**3.6**	English Language Learner Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners		$13,500.00	
4	**4.3**	Administrative Support	Yes	Schoolwide			$85,876.00	
4	**4.4**	Advisory Program	Yes	Schoolwide			$27,030.00	
4	**4.5**	nterpretation/Translation ELL			English Learners		$34,694.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,028,302.00	$6,028,304.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Coaching Increase	No	$200,000.00	214,025.00
1	**1.2**	Intervention Aide Increase	Yes	$153,532.00	169,567.00
1	**1.3**	Professional Development (PD) Time for Course Landing Pages, MAP Proficiency Support, and Benchmarks	No	$245,000.00	247,944.00
1	**1.4**	Schoolwide Self Study and Mission Review	No	$225,000.00	234,086.00
1	**1.5**	Equity Task Force (ETF) Work	No	$172,000.00	203,739.00
1	**1.6**	Aligned Course of Study and Curriculum	No	$557,893.00	549,432.00
1	**1.7**	Instructional Resources and Materials	No	$375,750.00	375,780.00
1	**1.8**	Instructional Programs and Services for Students	Yes	$305,619.00	295,749.00
2	**2.1**	Increase in College Counseling	No	$125,000.00	115,963.00
2	**2.2**	Focus on Standards-Aligned Project Based Learning (PBL)	No	$245,000.00	275,327.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Adopt and Implement Research-Based English Curriculum	No	$155,000.00	197,763.00
2	2.4	Adopt and Implement a New Research-Based Math Curriculum	No	$145,000.00	148,559.00
2	2.5	Create a College and Career Scope and Sequence	No	$160,000.00	160,804.00
2	2.6	Safe and Secure Schools	No	$115,000.00	129,463.00
3	3.1	Professional Development in Support of Universal Design for Learning (UDL) Strategies	No	$310,120.00	319,738.00
3	3.2	Define and Implement an Instructional Model Identifying Components of Strong Pedagogy	No	$230,000.00	241,573.00
3	3.3	Intervention Aide Increase	No	$153,532.00	0.00
3	3.4	Revise MTSS (Multi Tiered Systems of Support) Processes & Documentation	No	$360,000.00	362,621.00
3	3.5	Add a full-time Family and Learner Liaison role to our school.	Yes	$235,609.00	211,394.00
3	3.6	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support	Yes	$469,037.00	471,381.00
3	3.7	Provide for Student Health and Wellness	No	$346,000.00	371,487.00
3	3.8	School Support Staff and Resources	No	$155,000.00	177,372.00
3	3.9	Attractive, Clean and Well Maintained Schools	No	$174,210.00	185,249.00
3	3.10	Increase instructional minutes through summer school	Yes	$220,000.00	166,816.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.11**	Increase invention for English Language Learners	Yes	$195,000.00	202,472.00

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)
338,540.00	$993,956.00	$993,956.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Intervention Aide Increase	Yes	$100,000.00	116,035.00		
1	1.8	Instructional Programs and Services for Students	Yes	$288,919.00	279,049.00		
3	3.5	Add a full-time Family and Learner Liaison role to our school.	Yes	$205,000.00	181,394.00		
3	3.6	Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support	Yes	$325,037.00	335,006.00		
3	3.10	Increase instructional minutes through summer school	Yes				
3	3.11	Increase invention for English Language Learners	Yes	$75,000.00	82,472.00		

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)
4,178,473.00	338,540.00	0	8.102%	$993,956.00	0.000%	23.788%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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