

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: John Henry High School

CDS Code: 07-77354-0132233

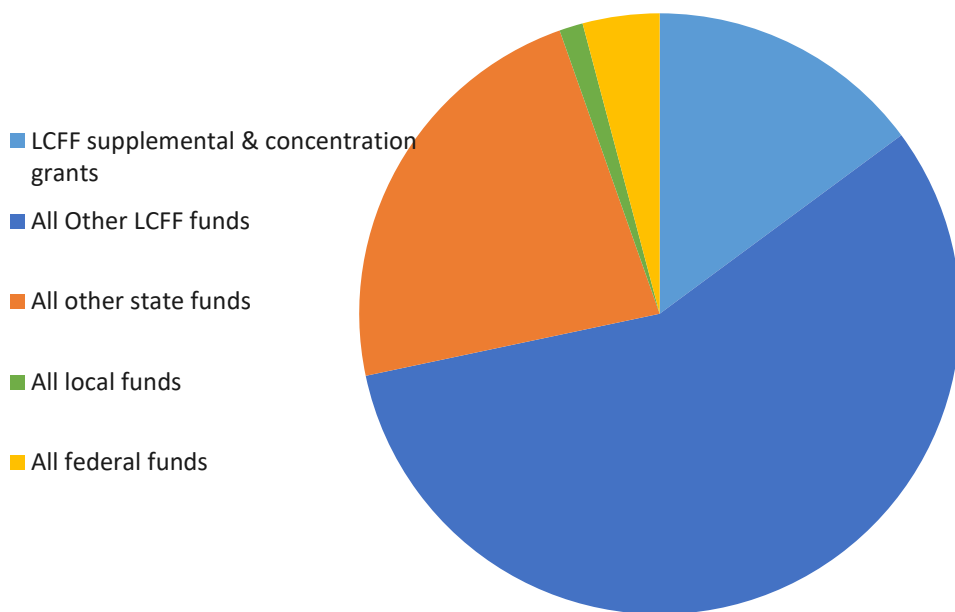
School Year: 2024-2025

LEA contact information: Jennifer Crocker, jcrocker@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-2025 School Year

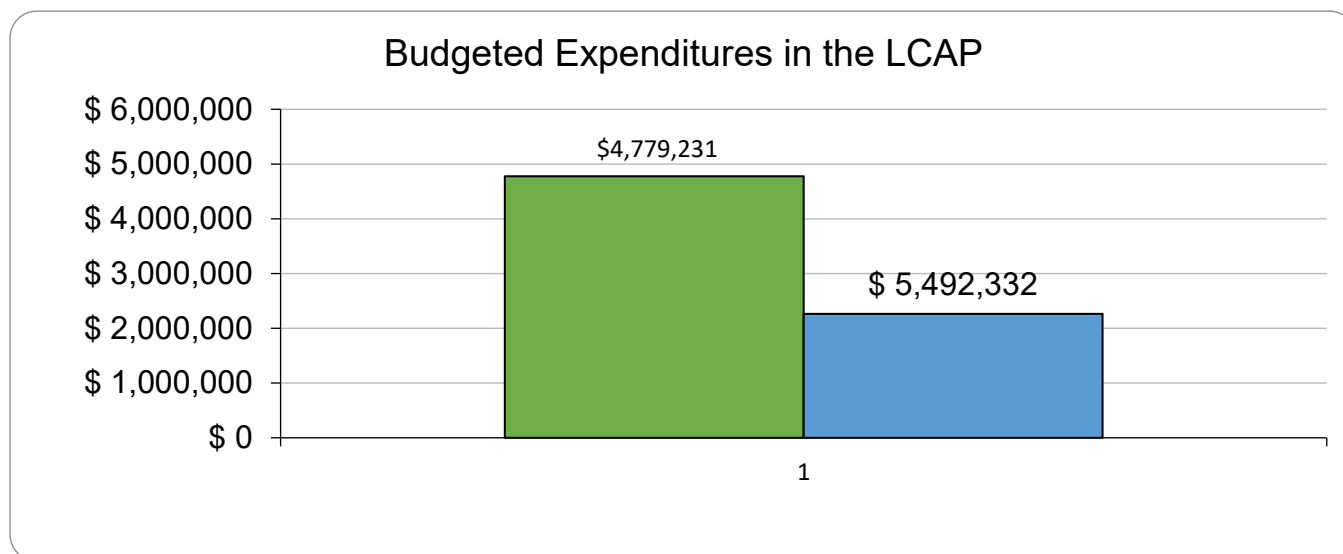
Projected Revenue by Fund Source



This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is \$6,666,659.00, of which \$4,779,231.00 is Local Control Funding Formula (LCFF), \$1,527,125.00 is other state funds, \$84,879.00 is local funds, and \$275,424.00 is federal funds. Of the \$4,779,231.00 in LCFF Funds, \$991,391.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Henry High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

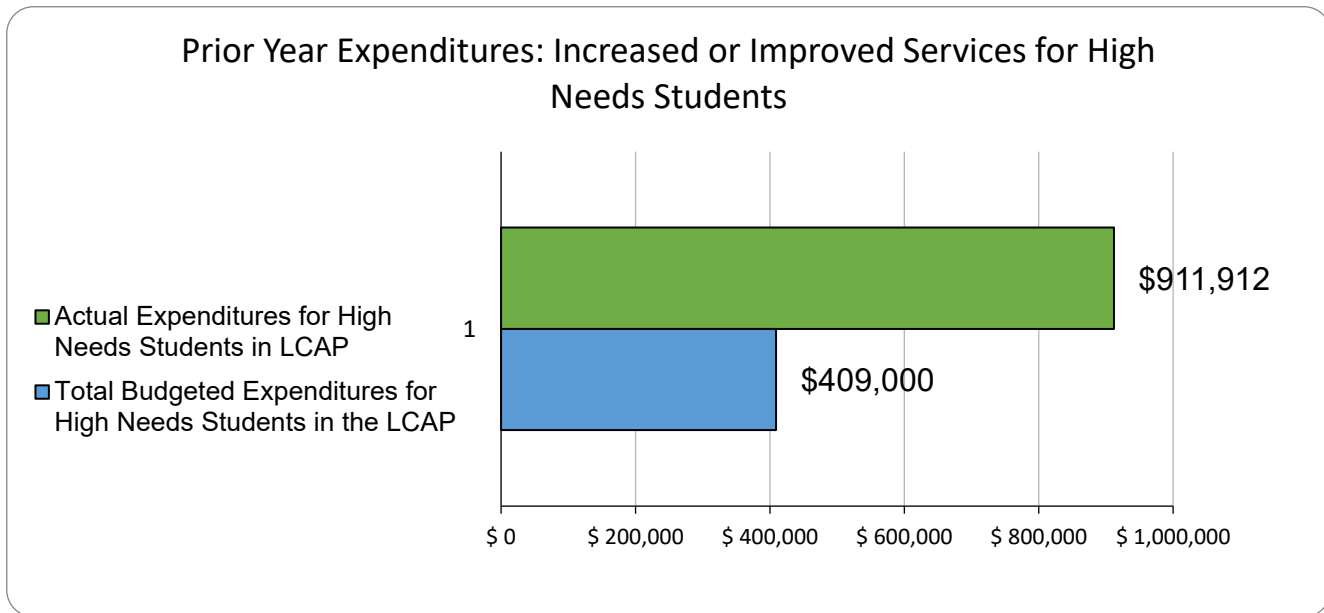
The text description of the above chart is as follows: John Henry High School plans to spend \$4,779,231.00 for the 2024-2025 school year. Of that amount, \$2,264,518.33 is tied to actions/services in the LCAP and \$2,514,712.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Some of the General Fund Budget Expenditures for next year that are not described in the LCAP include: rent for facilities, vendors and staff that are not directly tied to actions in the LCAP, expenditures put towards the school's 5% reserves, and the fund balance.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, John Henry High School is projecting it will receive \$991,391.00 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend \$1,111,561.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what John Henry High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Henry High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, John Henry High School's LCAP budgeted \$409,000.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent \$911,912.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Jennifer Crocker, Site Director	Jcrocker@amethodschools.org , 510-235-2439

Goals and Actions

Goal 1

Goal 1	Description
1	Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of applicable courses with CCSS/ NGSS aligned Instructional Materials have a publishing date within the last 10 years	2020-2021 93% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2021-2022: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2022-2023: 100% of applicable courses with CCSS/ NGSS aligned Instructional Materials were published within the past 10 years	2023–2024 TBD Summer 2024	100% of applicable courses with CCSS/ NGSS aligned Instructional Materials published within the past 10 years
Percentage of students participating in advanced placement exams achieving a score of “3” or higher	2019-2020 44.3% of students who took an advanced placement exam received a score of “3” or higher	2020-2021 50.72% of students who took an advanced placement exam received a score of “3” or higher	2021-2022 49.35% of students who took an advanced placement exam received a score of “3” or higher	2022-2023 33.33% of students who took an advanced placement exam received a score of “3” or higher	60% of students who take an advanced placement exam receive a score of “3” or higher
Percent of EL students making progress toward proficiency as measured by the CA School Dashboard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 52.8% (High ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	2022-2023 33.7% (Very Low ranking) of English Learners making progress toward English proficiency as reported on the 2022 CA School Dashboard	Increase to 65% (Very High Ranking) of English Learners making progress toward English proficiency as measured by the CA School Dashboard
Percent of EL students reclassifying each year	2020-2021 Reclassification Rate: 21%	2021-2022 Reclassification Rate: 20%	2022-2023 Reclassification Rate: 2.8%	2023–2024 TBD Summer 2024	At least 25% reclassification rate
Percent of students maintaining proficiency or moving up at least 1 quintile, as measured through NWEA’s MAP	2020-2021 Math: 56% Reading: 47%	2021-2022 Math: 50% Reading: 50%	2022-2023 Math: 20% Reading: 18%	2023–2024 TBD Summer 2024	At least 70% for each subject
College and Career Indicator as measured by the CA School Dashboard	All Students: 60%	2020-2021 CCI: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2021-2022 CCI: Not Reported In 2022 per 2022 CA School Dashboard	2022-2023 CCI: All Students: 32.9%	At least 60% of student identified as Prepared for College and Career as identified by the CA School Dashboard
A-G completion as a percentage	2019-2020 88% of graduating seniors have met A-G requirements	2020-2021 97% of graduating seniors have met A-G requirements	2021-2022 97% of graduating seniors have met A-G requirements	2022–2023 92.7% of graduating seniors have met A-G requirements	95% of graduating seniors will have completed all A-G requirements

Implementation of CCSS/NGSS curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	100% of courses are using CCSS/NGSS aligned curriculum	Maintain 100% of courses using CCSS/ NGSS aligned curriculum
SBAC ELA Meeting or Exceeding the State Standard	2019-2020 Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard per 2021 CA School Dashboard	2020-2021 61.05% Meeting or Exceeding the State Standard	2021-2022 44.78% Meeting or Exceeding the State Standard	2022-2023 23.06% Meeting or Exceeding the State Standard	60% or more proficient (2021 state avg: 59.24%)
SBAC Math Meeting or Exceeding the State Standard	2019-2020 2019–20 results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19)	2020-2021 51.06% Meeting or Exceeding the State Standard	2021-2022 38.09% Meeting or Exceeding the State Standard	2022-2023 9.59% Meeting or Exceeding the State Standard	40% or more proficient (2021 state avg: 34.6%)

Goal 1 Analysis

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

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

The school implemented Actions 1.1 - 1.8 as planned, with some minor differences. There were minor differences in planned versus actual implementation for Actions 1.1 and 1.4. Due to transitions in staff and school leadership, the school did not implement Naviance curriculum for Advisory and instead expanded its use of IXL, which is an online math curriculum. This has been an ongoing intervention in prior years, but was expanded this year. The other action that differed was 1.4; the school continued to offer full Spanish language courses from Spanish I to AP Spanish but does not currently have a second language offering due to lack of student interest and staffing. In future years, the LCAP will be updated to reflect this change.

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.

Overall for this year's Estimated Actuals, there were some differences between budgeted and actual. This is due to a misunderstanding of the instructions for last year's LCAP Action Tables. Some of the budgeted expenditures from last year's approved LCAP did not accurately reflect the actual planned expenditures at the school site during the 2023-24 school year; in some cases the amount budgeted was too low, resulting in the school's actual expenditures (provided in this Annual Update) to appear much higher than the budgeted. However, they are in line with the amount received from the state and reflect the actual expenses at the school site.

This is resulting in carryover for the upcoming 24-25 school year, but we have corrected the mistake for future years. We have developed the planned expenditures for the 2024-25 school year with a much better understanding of the Action Tables instructions and they describe the school's planned expenditures in a much clearer way, including marking the appropriate actions as "contributing."

Other specific differences include: Action 1.1 costs were reduced due to the changes described above. For Action 1.2, the cost of the license to provide assessments throughout the year was higher than originally planned since we are providing three assessments per year instead of the two we had planned for. For Action 1.3, the original planned expenditure budget did not include funds spent on staff salaries to support this action. The estimated actuals include this information. For Action 1.8, after assessing our technology equipment, connectivity, and student devices, the school invested in purchasing new student devices and upgrades to our technology equipment and licenses to ensure that each student was provided with technology that best supports their learning. This investment will be beneficial for many years to come.

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

Overall, we saw mixed results with the effectiveness for this goal's actions. We continued to provide standards-aligned materials and instruction for students with a broad course of study. The school has a very high number of English learner students, particularly Level 1 students, which makes this an ongoing area of focus for the school. We did not meet our goal for English learners' progress towards English proficiency but have hired a new instructor to support our English learners and have strengthened our staff preparedness efforts in order to continue working towards this goal. We did not meet our goals for CCI and A-G but were very close in achieving the A-G desired outcome and the results still far outpaced the statewide average for A-G completion rates.

We are still implementing all the elements of Action 1.4 to support a college-going culture and college preparedness for students in grades 9-12. There is a national shortage of AP-qualified teachers which has made it challenging to offer AP courses for our students. In addition to the

described actions to support these areas, we're doing additional college tours and doing a college and career day to expose students to new career options. We've had students visit trade schools and had them visit our schools. One other area that we did not meet our goals was for SBAC ELA & Math. Like most other schools across the nation, our students have experienced significant learning loss due to COVID-19 pandemic. Our students in particular faced numerous challenges over the last few years which we are addressing with additional math and ELA interventions (see below for more).

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

As part of a school plan and response to our decreased English learner reclassification, math and reading scores, we have identified the need for appropriate intervention curricula for students with identified needs to supplement the core materials. We've successfully identified an intervention curriculum for mathematics by implementing IXL and Lexia Powerup, however, we are conducting further research to be able to implement additional ELA interventions, particularly for English learners. We are also going to add actions to the LCAP which reflect the school's new implementation of college and career readiness activities.

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

Goal 2

Goal 2	Description
2	Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional staff retention from previous school year	39% of teachers retained from 19-20 to 20-21	63% of teachers retained from 20-21 to 21-22	50% of teachers retained from 21-22 to 22-23	11% of teachers retained from 22-23 to 23-24	At least 75% retention from the previous year
Quantity and retention of paraprofessionals	Paraprofessionals, 100% retention from previous years	Paraprofessionals, 66% retention from previous year	Paraprofessionals, 100% retention from previous year	2023-2024 TBD Fall 2023	Maintain at least 3 Paraprofessionals with a 66% retention
Staff expressing satisfaction with professional support and development	2020-2021 88% of staff expressed satisfaction with professional support and development	2021-2022 65% of staff expressed satisfaction with professional support and development	2022-2023 Not available	2023-2024 TBD Summer 2024	At least 90% report being “satisfied” or “very satisfied” with the scope and depth of provided professional development and support
Teacher credentials	2019-2020 SARC: 65% Fully credentialed	2020-2021 SARC: 71% Fully credentialed (not included on SARC)	2021-2022 SARC: 52.5% fully credentialed	2023-2024 SARC: TBD Summer 2024	100% of teachers considered fully credentialed, as reported on SARC
Teacher Sense of Safety and School Connectedness as a Percentage	2020-2021 96% of staff report feeling safe from harm while at school and 96% of staff report that they work in a cooperative and team-oriented environment	2021-2022 95% of staff report feeling safe from harm while at school and 91% of staff report that they work in a cooperative and team-oriented environment	2022-2023 Not available	2023-2024 TBD Summer 2024	At least 90% report feeling safe and at least 85% report feeling a sense of belonging

Goal 2 Analysis

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

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

The school implemented Actions 2.1 - 2.4 as planned, with some minor differences. There were minor differences in planned versus actual implementation for actions outcomes 2.2. JHHS has been impacted by national staffing shortages, and we have experienced difficulty retaining highly qualified staff to fill every role at the school. This has significantly impacted our AP courses. We currently have vacancies in the AP Spanish and AP Chemistry. We are interviewing candidates now to hire for this role in the coming school year and are implementing our robust Professional Learning Community program to support the professional development of our current staff and to support a high teacher retention rate for the coming year.

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.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 2.2. Pandemic related issues continued to affect in person teacher staffing related to classroom coverage. However, all courses were assigned and staffed correctly according to appropriate credentialing or long-term substitute.

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

The school met its goal for paraprofessional retention, however we did not meet our teacher retention goal. As a result, we've strengthened our onboarding process for teachers through a robust Jump Start week of professional learning for new teacher hires. New teachers have received targeted professional development and coaching support through collaborations with peers and instructional coaches.

Given the turnover of leadership to a new school director, the former school director did not administer surveys in their last year of leading the school, therefore we are not able to analyze the new results relating to this metric and its associated actions. However, in the first two years of this LCAP the school achieved this goal. In the current school year, the new school director is building strong relationships with all staff and is implementing a new survey for teacher satisfaction and teacher engagement that will be administered moving forward.

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

As part of a school plan and response to staff shortages and recruitment, we have identified the need to host job fairs as a network, offer teacher retention incentives, and staff referral programs. AMPS will continue to actively participate in statewide, college and local job fairs.

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

Goal 3

Goal 3	Description
3	Create an engaged parent community that is invested in and connected to the school culture and academic program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation of families at events and/or meetings throughout the school year	2020-2021 65% of families have participated in an event and/or meeting at least once this year	2021-2022 55% of families have participated in an event and/or meeting at least once this year	2022-2023 Not available	2023-2024 TBD Summer 2024	100% of families participate in at least one event and/or meeting throughout the year
Parents/ guardians responding to annual YouthTruth survey	2020-2021 37% of parents responded to annual YouthTruth survey	2021-2022 11% of parents responded to annual YouthTruth survey	2022-2023 Not available	2023-2024 TBD Summer 2024	70% of parents/ guardians responding to annual YouthTruth survey
Parents reporting that they feel valued by the school	2020-2021 86% of families who responded to survey reported that they feel valued by the school	2021-2022 77% of families who responded to survey reported that they feel valued by the school	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of families reporting that they feel valued by the school
Rate of families reporting that they feel empowered to play a role in decision-making at the school	2020-2021 74% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2021-2022 63% of parents who responded to survey reported that they feel empowered to play a role in decision-making at the school	2022-2023 Not available	2023-2024 TBD Summer 2024	80% of parents reporting that they feel empowered to play a role in decision-making at the school
Parents sense of representation and involvement in parent/family groups such as FST, ELAC, and other committees	2020-2021 76% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2021-2022 65% of families who responded to survey reported that they feel represented by parent/family groups such as the FST, ELAC, and other committees	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees

Percentage of families feeling safe and a sense of school connectedness	2020-2021 88% of families who responded to survey said that their child's learning environment is safe 82% of parents who responded to survey reported that they feel engaged with the school	2021-2022 79% of families who responded to survey said that their child's learning environment is safe 74% of parents who responded to survey reported that they feel engaged with the school	2022-2023 Not available	2023-2024 TBD Summer 2024	95% of families responding that their child's learning environment is safe 90% of parents responding that they feel engaged with the school
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Goal 3 Analysis

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

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

Overall, the school implemented a majority of the actions as planned. The school did not use Navience and Kickboard in the current school year and therefore families were not provided with opportunities to access those platforms. However we did provide Parent Square, our district wide communication system, which continues to be a powerful tool, with families reporting easy access to information through the portal. FST meetings have been held online and in-person to help support families with the implementation of this program.

Overall, John Henry High School, families, and the community have committed to meaningful partnerships that enhance student achievement, necessary to become successful members of society. John Henry High School created a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

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.

The planned budgeted expenditures mirror the actual budgeted expenditures for this goal, with the exception of Action 3.3. Due to staff and leadership changes, the implementation of Navience and Kickboard was not an option. However, with the training and expansion of Parent Square, staff can effectively communicate with families.

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

Overall, the school was only partially successful in making progress towards this goal. We met the desired outcomes for 3.1 and 3.4, and came very close to meeting the target for metrics 3.2 and 3.5, with all these areas showing consistent progress over time.

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

Navience and Kickboard: Based on our review of the level of expenditures and implementation of the intended services, this program will see a decrease in funding that will continue into the coming school year.

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

Goal 4

Goal 4	Description
4	Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students expressing a sense of belonging and support at the school	2020-2021 57% of students who responded to annual survey reported that they feel part of the school's community 76% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2021-2022 46% of students who responded to annual survey reported that they feel part of the school's community 66% of students who responded to annual survey reported that teachers are willing to give extra help on school work if they need it	2022-2023 Not available	2023-2024 TBD Summer 2024	80% of students reporting that they feel part of the school's community 90% of students reporting that teachers are willing to give extra help on schoolwork if they need it
Students expressing a belief that respect is commonplace at the school	2020-2021 82% of students who responded to annual survey reported that adults in the school treat students with respect 71% of students who responded to annual survey reported that most students at the school are friendly	2021-2022 69% of students who responded to annual survey reported that adults in the school treat students with respect 67% of students who responded to annual survey reported that most students at the school are friendly	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting that adults in the school treat students with respect 80% of students reporting that most students at the school are friendly
Students expressing that they enjoy coming to school on a regular basis	2020-2021 40% of students who responded to annual survey reported that they enjoy school most of the time	2021-2022 49% of students who responded to annual survey reported that they enjoy school most of the time	2022-2023 Not available	2023-2024 TBD Summer 2024	70% of students reporting that they enjoy school most of the time
Percent of students responding to YouthTruth survey	2020-2021 94% of students submitted responses to YouthTruth survey	2021-2022 95.5% of students submitted responses to YouthTruth survey	2022-2023 Not available	2023-2024 TBD Summer 2024	98% of students submitting responses to Youth Truth survey
Percent of students reporting they feel safe at school	2020-2021 77% of students who responded to annual survey reported feeling safe during school	2021-2022 63% of students who responded to annual survey reported feeling safe during school	2022-2023 Not available	2023-2024 TBD Summer 2024	90% of students reporting feeling safe during school

Suspension rate as a percentage	2019-2020 Suspension Rate: 2.7%	2020-2021 Suspension Rate: 0%	2021-2022 Suspension Rate: 6.7%	2022-2023 Suspension Rate: 4.7%	Maintain below 3%
Expulsion rate as a percentage	2019-2020 Expulsion: 1 Expulsion rate: 0.3%	2020-2021 Expulsion: 0	2021-2022 Expulsion rate: 0.0%	2022-2023 Expulsion rate: 0.0%	Maintain less than 1%
Attendance Rate as a percentage	2019-2020 94% attendance rate as measured by annual report	2020-2021 attendance rate as measured by annual report	2021-2022 attendance rate as measured by annual report	96.43%	96% attendance rate as measured by annual report
4-year Adjusted Cohort Graduation Rate as a percentage	2019-2020 83.1% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (97.5% 5-year Cohort Graduation Rate)	2020-2021 74.3% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (N/A) 5-year Cohort Graduation Rate)	2021-2022 74.4% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (78.4% 5-year Cohort Graduation Rate)	2022-2023 69.6% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest (71.8% 5-year Cohort Graduation Rate)	90% 4-year Adjusted Cohort Graduation Rate as measured by CA Dataquest
Graduating seniors accepted into a 4-year college/ university as a percentage	2019-2020 88% of graduating seniors admitted to a 4-year college/ university	2020-2021 of graduating seniors admitted to a 4-year college/ university	2021-2022 of graduating seniors admitted to a 4- year college/ university	2022-2023 TBD Summer 2024	95% of graduating seniors admitted to a 4- year college/ university
Graduation Rate as a percentage	2020-2021: 99%	2021-2022----- %	2022-2023 69.62%	2023-2024 Data Not Available	Maintain 96% or above
High School dropout rate	2019-2020 4.6%	2020-2021 5.8%	2021-2022 3.9%	2022-2023 30.38%	Maintain less than 5
Chronic Absenteeism Rate as a percentage	2019-2020 Not calculated by CA Dataquest	2020-2021 12.7% Chronic Absenteeism Rate as measured by CA Dataquest	2021-2022 25.9% Chronic Absenteeism Rate as measured by CA Dataquest	2022-2023 6.3% Chronic Absenteeism Rate as measured by CA Dataquest	Less than 10% Chronic Absenteeism Rate as measured by CA Dataquest
Facilities in good repair	2020 SARC: Good Status	2021 SARC: Good Status	2022 SARC: Good Status	2023 SARC: Exemplary Status	Maintain Good Status or above as reported on SARC

Goal 4 Analysis

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

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

Overall, The school did not experience any substantive differences in the planned actions and actual implementation of the actions for this goal. All actions and services were implemented.

John Henry High School provided supplementary staffing and resources to support college and career outcomes for students, including school counselors. We were also able to support our annual college and career fair activities. We provided Advanced Placement testing and financial support for that testing to students as well as PSAT testing to a limited extent.

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.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

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

For our college and career readiness we have added a plan to expand college tour opportunities for 2023-24. A desire to offer more field trips was a frequent recommendation of educational partners, especially students but also parents and teachers. John Henry High School is committed to supporting and funding cultural celebration events, some which have traditionally been funded through student fundraising.

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

Due to the school's continued focus on this goal, and the overall success we experienced in implementing past actions towards this goal, we will continue implementing a similar version of this goal and its associated actions for the coming year. We will update the metrics and desired outcomes as necessary to reflect continued growth and/or maintenance of positive outcomes.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High School	Jennifer Crocker, Site Director	Jcrocker@amethodschools.org, 510-235-2439

Plan Summary 2024-2025

General Information

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

John Henry High School (JHHS) is a free and public charter school that believes in the promise of hard-working students from diverse perspectives, socio-economic statuses, backgrounds, and talents. It is one of six schools under the Amethod Public Schools (AMPS) charter management organization. AMPS is a 501(c)(3) nonprofit organization that was founded in Oakland with the intent to create charter schools that reduce the academic achievement disparity that exists among the different student subgroups. The organization’s flagship school, Oakland Charter Academy, founded in 1993, is the oldest charter school in the City of Oakland, and the 14th school chartered in the state of California. For thirty years, AMPS has been serving thousands of Bay Area families through a small-scale school model focused on equipping students with the skills of diligence and personal responsibility. AMPS demonstrates through strong academic results that any child can be successful if they receive a high-quality, personalized education.

JHHS was established in 2015 in Richmond, California and currently serves 331 students in grades 9-12. JHHS enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, acquire a love of learning, and a personal identity built upon community and character. We foster strong, independent, and curious students who advocate for themselves and their communities. We believe that every child deserves a world-class education. JHHS is open to all students who wish to attend, but seeks to serve families that have an income below the federal poverty line in Richmond, one of the most diverse communities in the San Francisco Bay Area. JHHS families are hardworking, blue collared, middle-class workers. They take pride in their communities and strive to improve those around them. Education is a top priority for our families as many of our scholars are first generation high school graduates. In the 2022-23 school year, JHHS served 83.7% socioeconomically disadvantaged students, 32.0% English learners, and 11.8% students with disabilities. 97.9% of the students identify as students of color, the vast majority of which identify as Hispanic/Latino (93.7%).

JHHS’s educational program provides a space that is safe, joyful, affirming, and academically rigorous. We understand that for each student to achieve success, their individual needs must be addressed in collaboration with all stakeholders. JHHS supports student excellence through our Multi-Tiered System of Supports (MTSS), which ensures that students are met at their current level and provided with the

personalized academic, behavioral, health, and other supports they need. JHHS has a network of paraprofessional educators and tutors who offer individualized academic support and keep in touch with families to provide regular support, encouragement, and feedback. Student progress is measured continually, with grade-level meetings held monthly to share best practices, discuss possible intervention methods, and create action plans for teachers and students.

JHHS is well known in our community for having a strong college-going culture. We offer a variety of elective and AP courses that are A-G aligned and all students are put on an A-G course pathway. We provide robust, one-on-one college application assistance to all seniors, and help students and families navigate the complex financial assistance programs to ensure that college is a real possibility. For example, we hold Cash for College evening events and assist our families with filling out FAFSA and Dream Act applications.

Reflections: Annual Performance

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

JHHS made good progress in the rate of students graduating A-G, 92.7% in 2022-23, almost meeting the goal of 95%. We are proud of this accomplishment in preparing our graduates for college. We supplement this rigorous course schedule with other college-focused opportunities, for example college tours and a college and career day that exposes students to new career options.

One area of challenge was meeting SBAC goals in English and math, which were red dashboard indicators in 2023. For ELA, the Hispanic student group is 60.6 points below standard and there was a decline of 44.2 points. Socioeconomically disadvantaged students were 70.7 points below standard and there was a decline of 51.5 points. For math, the Hispanic student group is 151 points below standard and there was a decline of 19.3 points and the Socioeconomically disadvantaged student group is 153.9 points below standard with a decline of 20.3 points.

JHHS students, like many students nationally, experienced significant learning loss due to the COVID-19 pandemic. Socioeconomically disadvantaged students, English learners, and other vulnerable groups particularly faced numerous challenges over the last few years, which we are addressing at JHHS with additional math and ELA interventions. JHHS provides targeted intervention through small group instruction in classroom lessons and activities, supported by paraprofessionals. We adopted new intervention supports, IXL and Lexia Powerup, to provide practice opportunities that are individualized to each student's specific academic needs. Paraprofessional tutors support skill acquisition and strategies. The after school/enrichment program focuses on student's comprehension in Mathematics standards. Workshops have been organized to support staff with learning action plans for students. We contracted with IXL and Lexia as supplemental programs with the goal of meeting students where they are at and providing practice opportunities that are individualized to increase growth.

Given the high percentage of English learner students, 32%, JHHS is expanding the variety and intensity of support for this subgroup, especially for our high number of Level 1 students. JHHS did not meet our goal for English learners' progress towards English proficiency, which was a red dashboard indicator in 2023. To improve the support offered, we hired a new instructor and have provided all staff with extensive training on instructional strategies for supporting the inclusion of English learners. Additionally, JHHS is focused on increasing the graduation rate for English learner students, which was three levels below the rate of "all" students. Counselors are working one-on-one with English learner students in danger of not graduating because of credit deficiency and/or a low GPA, and will help students develop individualized learning plans to get them on track to graduate. Students will be strongly encouraged to avail themselves of credit/grade recovery options.

JHHS established new school leadership in fall 2023. The new administration has established a strong staff culture at JHHS with high

expectations – to provide a rigorous academic environment and build strong relationships with students that allow them to thrive. Teachers are supported with targeted professional development and coaching support through collaborations with peers and instructional coaches. We look forward to positive changes under the guidance of the new leadership team.

Reflections: Technical Assistance

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

John Henry High School is eligible for Technical Assistance, in the form of Differentiated Assistance, due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. As a result, the school has been working with the Contra Costa County Office of Education (CCCOE) to address these performance areas. Efforts include: participating in monthly professional development meetings hosted by CCCOE in the spring of 2024, performing a root cause analysis on the low performing indicators, surveying stakeholders to develop action items for next year, and conducting empathy interviews with at least 5 members of the school community (students, parents, teachers, staff, etc.). The school is utilizing the results of these efforts to inform planning for the 2024-25 school year, including addressing key areas identified by our educational partners. The actions in this LCAP that are related to the implementation of our Differentiated Assistance work include Actions 1.1, 1.2, 1.4., 3.1, and 3.3.

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.

John Henry High School has been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

John Henry High School is eligible for Comprehensive Support and Improvement in the current school year. As described above, John Henry High has partnered with the Contra Costa County Office of Education to conduct a needs assessment. We began this work in the spring of 2024 by learning about how to conduct empathy interviews with our stakeholders and undergoing a complex data review protocol to analyze student data and its implications, including a breakdown of the data by subgroup in order to identify resource inequities. Our analysis focused on student academic data, teacher preparedness, and school culture/student engagement. This process did not yield any resource inequities in terms of the availability of school programs and supports, which are available to all students. However, there are performance gaps for some of our subgroups. Of particular concern for the CSI Plan is the English learner graduation rate. This leads us to focus additional

resources for these students, above what is currently being offered, which is described in detail below.

In spring of 2024 we also conducted a needs assessment to identify what needs and assets are currently in place at the school site. This process solicited direct input from teachers and staff, parents and families, and students, via several methods including: stakeholder feedback surveys, monthly Family, Student, and Teacher meetings, monthly coffees with the principal, weekly teacher professional developments, and ongoing student assemblies, public board meetings, and faculty and department meetings. All members of the school community were invited to participate and feedback was obtained from a wide range of educational partners, including those representing socioeconomically disadvantaged students, students with disabilities, English learners, and educational partners from all racial and ethnic backgrounds at our school. The needs assessment included both quantitative and qualitative data, data from the California Schools Dashboard, local academic assessment data, and interview data from group and one-on-one conversations. The questions asked covered a wide range of topics including student achievement, school culture, and other supports provided by the school. The feedback received from our education partners informed all aspects of the CSI plan and LCAP. Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management, and how to differentiate instruction for English Language Learners. Parents and families want the school to prioritize the safety of children as well as a desire for increased communication. Students expressed interest in adding athletics options and increasing fun activities at the school.

As a result of the above feedback from our education partners, the robust data analysis and needs assessment process, and an exploration of evidence-based interventions (as defined by ESSA as Tiers 1-3) available via resources such as College Board and the What Works Clearinghouse, we have identified the following interventions to be implemented at the school:

- Curriculum adoption criteria
- Targeted professional development plans focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation
- Teacher recruitment and retention strategies to minimize turnover rate and ensure stability and continuity for students
- New teacher support programs
- Reclassification guidelines and communication to parents and students regarding progress towards reclassification
- Hiring an additional Paraprofessional to support English Learners throughout the school day
- More intentional master scheduling to ensure that high achieving teachers are placed with student groups who need the most support
- Improved tracking systems for progress towards graduation for all student groups but specifically English Learners
- Supports to ensure that students who need to recover credits establish a plan early and that the college advisor can monitor progress and communicate concerns to students and parents
- Increase parent communication by sending out a weekly announcement on the ParentSquare platform
- Add additional sports based on student interest and facility availability, as well as a monthly club day to increase student engagement
- Hiring two additional positions, an EL Coordinator and an MTSS Coordinator, to support student achievement and the efforts of the CSI plan
- Partnering with IXL and Lexia to provide supplemental programs that meet our scholars where they are at and provide practice opportunities which are individualized to student needs in order to maximize their growth.

Monitoring and Evaluating Effectiveness

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

Formative/summative assessments drive the instructional planning necessary to increase student achievement and performance. Common Core standards are used for developing pacing guides for core content departments along with EL Core Standards. We have contracted with IXL and Lexia and will monitor and evaluate progress by using these tools and student performance data.

The school administrator team will evaluate student progress with teaching staff on a quarterly basis. During professional development sessions and staff meetings, they will review interim student data on internal assessments. Interventions will be provided based upon students' individual data, and the overall plan will be assessed based upon the progression of student outcomes throughout the year. Students will meet with the school counselor regarding progression towards graduation, and will be offered relevant interventions as needed to support their progress to graduation.

Both the Board and the FST will monitor the implementation of the LCAP (and CSI Plan) over the course of the school year as well. At least twice per year, the Board will review the LCAP (and CSI plan) to assess progress and make recommendations for the future. These public meetings invite all educational partners to participate in the monitoring and evaluation of the plan. The Board and FST will recommend changes to the plan as needed.

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
All educational partners including teachers, staff, parents, students, community members, and the Board	<p>Throughout the year during regular meetings of the Board, all stakeholders are invited to participate in meetings discussing the school’s academic progress, ongoing programs and activities, and budget updates. All these discussions are used to inform the development and updates within the LCAP.</p> <p>In February 2024, school site leaders presented a mid-year update on all LCAP goals, available metric outcomes data, actions implementation data, and expenditures data for the current school year. Members of the school community, and community at large, were invited to hear the presentation and provide input via public comment. In addition, a Public Hearing was held for the LCAP during the May 2024 board meeting, in order to solicit further input from educational partners regarding the new 3-year LCAP.</p>
Teachers, administrators, and other school personnel	<p>In spring 2024, the school consulted with teachers and staff during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Every week we provide teachers with professional development and engage them in discussions ranging from instruction to student data to collecting feedback on school programs and plans. We also hold monthly FST meetings, faculty and department meetings, and create a close teaching community that is vital to building and nurturing and exciting learning environments for students. We use these methods to engage school staff across all levels.</p>
Parents, including parents of English learners, other unduplicated pupils, and students with disabilities	<p>In spring 2024, the school consulted with parents during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP, as well as the English Learner Parent Advisory Committee, and via a survey on the school’s overall performance, activities, and programs, which informed the final version of the new 3-year LCAP and will inform next year’s LCAP.</p> <p>Our Family Staff Team (FST) meetings provide parents/guardians opportunities to give input and stay informed regarding the school’s progress. The FST is informed and makes recommendations on curriculum, instructional practices, campus culture, and other school related issues. Community outreach is a continuous attribute for creating action plans for increasing student support and to increase parent involvement. We use these methods to engage parents of all students.</p>
Students	<p>In spring 2024, the school consulted with students during a Family, Student, and Teacher meeting (which functions as the School Site Council) to collect input for the development of the new 3-year LCAP.</p> <p>Monthly assembly meetings are held to celebrate student progress; pizza and ice cream parties are held to celebrate increases in NWEA scores, Principals List and/or AB honor roll; monthly college tours are scheduled for our upperclassmen to tour campuses before and after applying for college. We use these methods to engage our student body.</p>

SELPA

In spring 2024, the school share the LCAP with our SELPA to collect feedback in the development of the new 3-year LCAP. For details on our program and supports for students with disabilities, you can find the SELPA local plan available on the school website.

Insert or delete rows, as necessary.

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

This LCAP was developed in collaboration with our entire school community and was influenced in numerous ways, from the development of our three goals to the actions and expenditures dedicated to achieving each goal. More specifically, the actions in the LCAP were influenced based upon the below specific feedback from educational partners:

Teachers expressed the desire to receive professional development for NWEA testing, Classroom Management and how to differentiate instruction for English Language Learners. As a result, the administration team is increasing consultant services expenditures to offer more development opportunities next year and incorporated this staff feedback into Actions 1.4, 1.6, and 3.4.

Parents expressed interest in ensuring our school is a safe place for all students, regardless of cultural, linguistic, or other identity, and they also expressed the need for better communication so are sending out weekly announcements on the ParentSquare platform (Action 2.2).

Students expressed an interest in adding a baseball and softball team. JHHS is currently not able to offer those sports at the school due to the size of the school and interest level required to implement these programs, however we are exploring whether we can offer co-ed athletics activities football that fit within our building constraints but still provide athletics opportunities for students. Our student body also have expressed the desire for more fun activities at school, so the administrator team has implemented club day twice a month. This feedback largely informed Action 3.2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

Our school’s mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond. We believe all students can learn and achieve at high levels and adopt a data-driven culture to turn the focus from “what was taught” to “what was learned.” Student achievement and progress monitoring are both at the core of this principle, which is why our first goal encompasses so many metrics in order to better understand overall student outcomes. Secondly, we know that breakthrough achievement happens in schools where every student is purposefully engaged in standards-aligned content, every day. Therefore, teaching at our school is purposeful, engaging, and differentiated for all learners. Professional development for our instructional team is focused on standards-based instruction as well as classroom management, student engagement, and multi-tiered systems of targeted support for learners.

Goal 1 of our LCAP is a broad goal directed at promoting student achievement and postsecondary success in alignment with our school’s mission and key state priorities. The priorities being addressed under this goal include provision of basic services, implementation of state academic standards, pupil achievement, access to a broad course of study, and outcomes in a broad course of study. It was developed in collaboration with our educational partners to ensure that the school is focused on students’ academic preparedness. We will achieve this goal by implementing a rigorous academic program that is bolstered by high-quality professional development for teachers and differentiated supports for students. The metrics and actions outlined below ensure that we are providing a strong academic program with an emphasis on college preparation, in addition to the state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Teachers are fully (preliminary or clear) credentialed for subject and student placement (properly assigned). (SP 1.1) Source: Internal credential tracking	52.5% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% appropriately credentialed and assigned, and/or permitted on their way to the appropriate credential	<i>Will be completed in 2025.</i>
1b	Students have access to standards-aligned instructional materials. (SP 1.2) Source: SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials.	100.0% <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of students have access to standards-aligned instructional materials	<i>Will be completed in 2025.</i>
1c	School facilities are in good repair as measured by overall facilities survey. (SP 1.3) Source: SARC Facilities - "Overall Facilities Rating"	Exemplary	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	School facilities are in good or exemplar repair	<i>Will be completed in 2025.</i>

1d	<p>Teachers participate in a 5-Day Annual Summit where one day is spent learning how to utilize curriculum and other academic content aligned to state performance standards. (SP 2.1)</p> <p>Source: Internally tracked</p>	<p>Summit was offered</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	The Annual Summit is Offered	<i>Will be completed in 2025.</i>
1e	<p>English learners have access to English Language Development courses that are based on state standards. (SP 2.2)</p> <p>Source: PowerSchool</p>	<p>73.3%</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	100% of EL students are enrolled in ELD courses.	<i>Will be completed in 2025.</i>
1f	<p>Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year. (SP 4.1)</p> <p>Source: CAASPP reporting website</p>	<p>All: 26.0%</p> <p>SED: 20.0%</p> <p>Hispanic: 26.1%</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 46.66%.	<i>Will be completed in 2025.</i>

1g	<p>Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year. (SP 4.1)</p> <p>Source: CAASPP reporting website</p>	<p>All: 9.6% SED: 10.0% Hispanic: 10.1%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 34.62%</p>	<p><i>Will be completed in 2025.</i></p>
1h	<p>Increase percentage of students scoring Proficient and above on CAST assessment or meet the overall state average for baseline year (SP 4.1)</p> <p>Source: CAASPP Reporting Website</p>	<p>ALL: 10.8% SED: 11.8% Hispanic: 11.5%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 30.18%.</p>	<p><i>Will be completed in 2025.</i></p>

1i	Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year. (SP 4.5) Source: CA Dashboard	All: 33.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2022-2023 state average, 48.7%.	<i>Will be completed in 2025.</i>
1j	Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year (SP 4.6) Source: CALPADS 2.16 and 8.1 (EOY)	3.5%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	English learners will grow at least 2 percentage points annually or meet the 2019-2020 state average, 13.8%.	<i>Will be completed in 2025.</i>
1k	Students have access to a broad course of study (SP 7.1) Source: PowerSchool master schedule	Standard Met <i>From the 2023-24 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Students have access to a broad course of study - Local Indicator "Standard Met"	<i>Will be completed in 2025.</i>

1l	<p>Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities. (SP 7.2, 7.3)</p> <p>Source: Paylocity (HR source)</p>	<p>1 paraprofessional for EL and 1 for SWD</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	1 paraprofessional for EL and 1 for SWD	<i>Will be completed in 2025.</i>
1m	<p>Schoolwide and subgroup medians achieve at least one year's progress in ELA, as defined by internal assessment. (SP 8.1)</p> <p>Source: NWEA or iReady</p>	<p>ALL: 32nd Hispanic: 31st</p> <p><i>Source for baseline year is NWEA.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>
1n	<p>Schoolwide and subgroup medians achieve at least one year's progress in Math, as defined by internal assessment. (SP 8.1)</p> <p>Source: NWEA or iReady</p>	<p>ALL: 50th Hispanic: 51st</p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	NWEA Map: 41st+ Median Growth Percentile	<i>Will be completed in 2025.</i>

1o	<p>Increase the percent of graduates who successfully meet UC/CSU course requirements or meet the overall state average for baseline year. (SP 4.2)</p> <p>Source: DataQuest Four-Year Adjusted Cohort Graduation Rate</p>	<p>All: 92.7% SED: 92.3% Hispanic: 92.3%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 3 percentage points annually or meet the 2022-2023 overall state average, 52.4%.</p>	<p><i>Will be completed in 2025.</i></p>
1p	<p>Increase the CTE Completion rate. (SP 4.3)</p>	<p>N/A - School offers CTE courses, but not a complete CTE program</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>N/A - School offers CTE courses, but not a complete CTE program</p>	<p><i>Will be completed in 2025.</i></p>
1q	<p>Increase the A-G & CTE Completion rate. (SP 4.4)</p>	<p>N/A - School offers CTE courses, but not a complete CTE program</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>N/A - School offers CTE courses, but not a complete CTE program</p>	<p><i>Will be completed in 2025.</i></p>
1r	<p>Of students participating in advanced placement exams, increase the percentage achieving a score of "3" or higher, or meet 60% (SP 4.7)</p> <p>Source: College Board AP chart</p>	<p>All: 33.3%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Overall, the AP rate will grow at least 3 percentage points annually or meet 60%</p>	<p><i>Will be completed in 2025.</i></p>

1s	<p>Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year. (SP 4.8)</p> <p>Source: CA Dashboard</p>	<p>All: 32.9% SED: 34.7% Hispanic: 35.6%</p>	<p><i>Will be completed in 2025.</i></p>	<p><i>Will be completed in 2026.</i></p>	<p>Each student subgroup will grow at least 2 percentage points annually or meet the 2022-2023 overall state average, 43.9%.</p>	<p><i>Will be completed in 2025.</i></p>
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Assessment and Progress Monitoring	Utilize iReady and/or NWEA benchmark assessments to measure student academic growth over time and build a data dashboard to assess a variety of metrics. On a regular, ongoing basis throughout the school year, analyze this data to determine interventions for individual students and groups of students, as appropriate. This will include evaluating the progress of any student subgroups with a red dashboard indicator for English language arts or Math proficiency. In addition to using benchmark assessments to measure growth, the school will implement a regular progress monitoring system to ensure that the differentiated supports are taking place and positively impacting student outcomes.	\$ 86,365	Yes
1.2	Academic Supports	Provide multi-tiered levels of support to ensure that all students are demonstrating growth. Each academic intervention will be driven by data and support student learning, including after school supports and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. On an ongoing basis throughout the school year, assess student data and monitor the progress of any student subgroups with a red dashboard indicator for ELA or math. In 2023, the school received a red ELA dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. It also received a red math dashboard indicator for the Hispanic and socioeconomically disadvantaged subgroups. As a result, our leadership will specifically monitor these subgroups' growth rates throughout the year (via internal metrics) in order to provide targeted interventions.	\$ 402,000	Yes
1.3	Materials, Curriculum, & Supplies	Provide technology to all students including Chromebooks/tablets, hotspots, and earphones. Provide textbooks, workbooks, and supplemental curricular materials (such as licenses, digital software, and more) that are aligned to state priorities and standards, such as Illustrative Math and SpringBoard.	\$ 279,616	No

1.4	Professional Development to Promote Academic Excellence	<p>Offer ongoing professional development opportunities for staff, including:</p> <ul style="list-style-type: none"> - Bi-weekly coaching for teachers with a focus on supports for English learners and low income students - Quarterly professional development sessions - Professional Growth Plans for Teacher and paraprofessionals, with bi-weekly observations/feedback, lesson plan development, quarterly film sessions with feedback, and target goal monitoring for English learners and low income students - Three or more staff workshops annually on how to analyze Interim Assessment results and use data to inform instruction - Mentor teacher support through Department Meetings, Grade Level Meetings, and Observations - An annual professional development summit session focused on standards based instruction, bell to bell instruction, student engagement and classroom management, and curriculum 	\$ 86,863	Yes
1.5	Safe and Secure Facilities	<p>Ensure safety of grounds and facilities by providing preventative measures such as video cameras, vaping detectors, security gates, etc. Conduct ongoing facilities maintenance and safety inspections and provide strong janitorial services. Ensure the facilities are conducive to a positive learning environment by purchasing equipment, furniture, posters, and other materials that promote an effective learning place. There will be a Director of Facilities responsible for ensuring safety training and drills are executed, in addition to all of the above.</p>	\$ 128,493	No
1.6	Supports for English Learners	<p>Provide targeted professional development to staff that promotes the use of effective instructional strategies for English learners. The school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. Hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification. Use an evidence-based ELD curriculum such as English 3D, and/or Cengage/National Geographic Learning, to meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. This action serves as a Required Action for English learners.</p>	\$ 134,644	Yes

1.7	Additional Supports for Long-term English Learners	Utilize intervention programs, such as Lexia English, to target specific skills and accelerate English proficiency. Use a progress monitoring tool to assess each long-term English learner's progress towards reclassification and meet with families to discuss their student's progress towards reclassification. This action serves as a Required Action for Long-term English learners.	\$ 32,721	Yes
1.8	Supports for Students with Disabilities	Utilizing student academic and non-academic data, monitor student progress and provide a multi-tiered approach to interventions, including: - Provide a range of Special Education service providers, including counselors and Resource Specialist Programs - When appropriate, provide push-in services to support students in mainstreamed classes and provide support for students who need additional intervention - Maintain a Director of Special Education to support in training educators to provide accommodations and supports to students with disabilities.	\$ 561,460	No
1.9	Supports for Homeless and/or Foster Youth	Hire and retain a bilingual Community Outreach Coordinator to provide support, advocacy, and resources for families of students who are homeless, in foster care, and/or unhoused. The Community Outreach Coordinator will work with external partners and organizations to connect students and families to resources. Provide direct access to supplies, materials, and additional student uniforms for students in need. Offer after school programs and activities for youth to provide extended learning and a safe place for students to grow and socialize.	\$ 19,330	Yes
1.10	College & Career Readiness	Provide a range of comprehensive college and career readiness supports, including: - Offer two college advisors to directly support students' college and career readiness - Host adult skills workshops (and other topics driven by student/parent interest) - Hire an assistant director of student services to support school staff in developing systems to increase our student A-G, Career and Technical Education, and high school graduation rates - Provide career fairs and college field trips to engage students with various fields and post-secondary opportunities	\$ 50,729	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create an engaged parent community that is fully engaged in and actively connected to the school community.	Maintenance Goal

State Priorities addressed by this goal.

Priority 3

An explanation of why the LEA has developed this goal.

One of our greatest assets, and true agents of change, are the families and community members who support us. We are their public school system and we rely on them as our educated and nimble allies. We know that our families are prepared and motivated to rise to any occasion, and this goal is aimed at ensuring this foundational value is centered in our work. Parent engagement and communication are both at the core of this goal in the LCAP.

Parent engagement at our school is founded in knowing that parents are our collaborators when it comes to student learning. This means that we find ways to educate, empower, and involve parents in their child’s education. Parent engagement and communication efforts are focused on building strong, positive relationships between school staff and families. We work to ensure that every parent knows what is happening with their student, both academically and non-academically. We host frequent community nights and school events that build community and infuse fun and connection into our school culture.

Goal 2 is a maintenance goal directed at upholding our standards for a strong parent community. The priorities being addressed under this goal include parent engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue our work regarding strong parent engagement. We will achieve this goal by implementing frequent family events and activities that are bolstered by parent involvement in school planning and decision-making. The metrics and actions outlined below ensure that we are building a strong parent community with an emphasis on connection and partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2a	<p>Parents will be provided regular opportunities to participate in school site decision making. (SP 3.1)</p> <p>Source: Internal Google Drive - Meeting Agendas</p>	<p>Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.</p> <p><i>From the 2023-24 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Schedule at least 3 Family, Student, and Teacher (FST) meetings annually and at least 3 English Learner Advisory Council (Parent Committee for English Learners) meetings annually, inviting all parents to participate.	<i>Will be completed in 2025.</i>
2b	<p>Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events (SP 3.2, 3.3)</p> <p>Source: ParentSquare messaging/invitations, school calendar</p>	<p>Parents invited to at least 4 events</p> <p><i>From the 2022-23 school year.</i></p>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Parents invited to at least 4 events	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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

Will be completed in the 2024-25 school year.

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.

Will be completed in the 2024-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Activities	Hold at least 2 orientations and/or open houses for new incoming families to learn about available school programs, the Parent-Family Handbook, school-wide goals, expectations, rules, and norms. Host 2 monthly Parent Meetings, one in the morning and one in the evening, to communicate to parents about school programs and activities and to receive their feedback and ideas. Provide ongoing parent-teacher conferences and parent education workshops on topics such as: college and career preparation, mental health, parent education, student progress monitoring tools and resources, internet safety, sex education and/or other topics that they express interest in.	\$ 28,787	Yes
2.2	Parent Communication Activities	Utilize the parent communication platform ParentSquare to communicate with parents in real time by text, email, and phone. Provide parent access to PowerSchool so that parents can view student academic progress data. Provide translation and interpretation services to families whose primary language is not English, so that all families can engage with school programs, events, and activities.	\$ 42,390	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priorities 5 & 6

An explanation of why the LEA has developed this goal.

We believe that a strong school culture is accomplished by having our network of teachers, scholars, and school leaders adhere to our foundational practices with consistency. Effective school leaders and faculty transform vision and values into meticulously built systems that operate in every single classroom and hallway. These core values and daily practices create a strong, supportive school community.

Our school culture is grounded in students feeling a strong sense of belonging at the school, as well as having a cohesive school environment that is safe and supportive. Student engagement and school culture efforts are focused on providing fun and creative opportunities for connection, exploration, and wellness. We partner with community organizations as much as possible to provide these opportunities to our students and families and create a culture of celebration by honoring students and their accomplishments throughout the year. We also center social justice in our work together and provide teachers with continuous learning to build their equity practices and cultural fluency.

Goal 3 is a broad goal focused on creating and maintaining this safe, inclusive, supportive school environment. The priorities being addressed under this goal include pupil engagement and school climate. It was developed in collaboration with our educational partners to ensure that we continue to prioritize student engagement and the culture of our school community. We will achieve this goal by implementing frequent school culture activities and positive behavioral intervention systems and social-emotional learning. The metrics and actions outlined below ensure that we are building a supportive school community fully invested in academic and non-academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline <i>(from 2022-23 unless otherwise indicated)</i>	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3a	90% or greater Average Daily Attendance (“ADA”) (SP 5.1) Source: CALPADS 14.1	ALL: 96.4% Hispanic: 96.5% EL: 95.8% SED: 96.7% SWD: 95.8%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will achieve 90% or greater ADA.	<i>Will be completed in 2025.</i>
3b	Decrease student chronic absenteeism rate or meet the overall state average for baseline year (SP 5.2) Source: CA Dashboard and DataQuest Chronic Absenteeism Rate	All: 6.3% SED: 6.0% Hispanic: 5.6% EL: 10.1% SWD: 8.7%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the overall 2022-2023 state average, 24.9%.	<i>Will be completed in 2025.</i>
3c	Decrease suspension rate or meet the overall state average for baseline year (SP 6.1) Source: CA Dashboard	All: 4.7% SED: 5.8% Hispanic: 4.3% EL: 5.0% SWD: 8.2%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 0.5 percentage points annually or meet the 2022-2023 overall state average, 3.5%	<i>Will be completed in 2025.</i>

3d	Maintain a very low expulsion rate (SP 6.2) Source: DataQuest Expulsion Rate	All: 0.0% SED: 0.0% Hispanic: 0.0% EL: 0.0% SWD: 0.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will have 0.5% or lower expulsion rate	<i>Will be completed in 2025.</i>
3e	Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community." (SP 6.3) Source: YouthTruth survey	46.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>
3f	Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school." (SP 6.3) Source: YouthTruth survey	63.0% <i>From the 21-22 school year.</i>	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Increase 3 percentage points annually or meet 85% of students responding "agree" or "strongly agree"	<i>Will be completed in 2025.</i>

3g	Decrease the 5 year cohort dropout rate or meet the state average for baseline year (SP 5.4) Source: DataQuest Five-Year Cohort Outcomes	All: 14.1% SED: 15.1% Hispanic: 14.1% EL: 25.0%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will decrease at least 1 percentage point annually or meet the 2022-2023 overall state average, 9.3%	<i>Will be completed in 2025.</i>
3h	Increase the 5 year cohort graduation rate or meet the overall state average for baseline year (SP 5.5) Source: CA Dashboard	All: 71.8% SED: 71.6% Hispanic: 73.4% EL: 56.3%	<i>Will be completed in 2025.</i>	<i>Will be completed in 2026.</i>	Each student subgroup will grow at least 1 percentage point annually or meet the 2022-2023 overall state average, 86.4%	<i>Will be completed in 2025.</i>

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement	Implement an annual survey to collect staff, student, and parent feedback on a variety of topics including school plans, culture and engagement, and academic program. Engage with community programs and organizations to provide resources for families and students, especially our most marginalized subgroups. Provide workshops for students on social skills, academic skills, and stress management. Establish partnerships with a variety of programs to explore interests to lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. Host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities.	\$ 76,235	Yes
3.2	School Culture Activities	Throughout the year, provide a variety of activities to motivate learning, social skills, and a strong school culture, including: <ul style="list-style-type: none"> - Field trips, graduation ceremonies, demonstrations of values, attendance, and academic progress - Acknowledge accomplishments and progress every quarter with awards and ribbons - Build school spirit and provide themed celebrations and materials such as school uniforms, agendas/school supplies, athletic apparel, yearbooks, etc. - Hold quarterly culture-building events such as outdoor field days, pep rallies, or community clean-up days that promote a strong sense of school culture and community. - Hold at least one student assembly annually on student academic achievement. - Hold at least two assemblies that focus on developmentally appropriate social/emotional concerns such as: bullying, cyber-bullying, peer pressure, sexual education, drug and alcohol abuse, growth mindset, digital citizenship, mind and body health, neighborhood safety, and programs addressing equity and social justice. 	\$ 129,216	Yes
3.3	Supports for Student Attendance and Engagement	On an ongoing basis throughout the school year, assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. Provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism, with a particular emphasis on serving our most vulnerable students and identifying and addressing students' individual needs.	\$ 38,692	Yes

3.4	Supports for Student Behavior and Wellbeing	<p>On an ongoing basis throughout the school year, assess student data and evaluate the progress of any student subgroup with a red dashboard indicator for suspension and/or expulsion.</p> <p>Implement Positive Behavior Intervention Systems and restorative justice practices at the school which emphasize school values and reward positive student behaviors, including:</p> <ul style="list-style-type: none"> - Each month, select a student of the month to celebrate students who distinguished themselves by demonstrating school values - Provide professional development for teachers and staff in the use of restorative practices, with a focus on supporting our most vulnerable students and any subgroups with a recent red dashboard indicator for suspension or expulsion - Train teachers to provide social-emotional learning opportunities through advisory/home room classes - The school psychologist/wellness counselor will meet with students experiencing non-academic problems 	\$ 120,768	Yes
3.5	Supports for Graduation	<p>On an ongoing basis throughout each school year, assess student data on grades and course completion to evaluate individual students' progress to graduation. Regularly conduct an analysis to identify any student subgroups with a red dashboard indicator for graduation. In 2023, the school received a red graduation dashboard indicator for its English learner subgroup. As a result our staff will specifically monitor these students' progress to graduation in order to provide targeted interventions and increase the graduation rate for English learners.</p> <p>Based on the data, provide interventions such as:</p> <ul style="list-style-type: none"> - Offer credit recovery program during the academic year and over the summer to provide multiple avenues for students to meet graduation requirements - Offer workshops for students and families to educate them about graduation requirements early on in the high school career - College advisors and school counselor will meet with families to establish a graduation plan and check in at least 2 times per year regarding that plan 	\$ 46,209	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$991,391	\$80,340

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.854%	0.00%	\$0.00	26.854%

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 #(s)	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
Goal 1, Actions 1.1, 1.2, and 1.4	<p>Statewide, socioeconomically disadvantaged (“SED”)/low-income students have significantly lower rates of ELA and Math proficiency (42.6 and 80.8 points below standard, respectively) compared to their non-SED peers (13.6 and 49.1 points). Our school serves a high rate of SED students (83.7% in the 2023-24 school year). State and national data demonstrates that students from low socioeconomic backgrounds benefit from increased supports in achieving academic proficiency. There is a need for SED students to grow more than 1 year’s worth of academic progress in a year’s time in order to “catch up” to their more affluent peers and achieve proficiency. Additionally, parents and staff have indicated that academics are a top concern for them. Staff requested additional professional development to support them in building their capacity to utilize our internal assessment tools, assess academic data, and differentiate instruction.</p>	<p>Our multi-tiered levels of support will provide students with additional supports in the areas that they need it most. Each academic intervention is driven by student data to support learning and includes after school learning time and tutoring to target skill building, and the use of supplemental instruction programs such as IXL, iReady, Actively Learn, Lexia. We’re also providing extended professional development for staff so that they can differentiate instruction, utilize data to inform instruction, and learn from veteran teachers via mentoring. These actions are being provided on an LEA-wide basis because a majority of our students are low income, and because all of our students can benefit from the academic interventions to support academic growth.</p>	<p>We will monitor progress in the academic growth of our SED students. Feedback from students and families will shape the implementation of these supports.</p> <p>Metric 1m: Schoolwide and subgroup averages achieve at least one year’s progress in ELA, as defined by internal assessment.</p> <p>Metric 1n: Schoolwide and subgroup averages achieve at least one year’s progress in Math, as defined by internal assessment.</p>

<p>Goal 1, Action 1.9</p>	<p>Although the number of foster youth and homeless students at our school is too small to be statistically significant on the California Schools Dashboard, data on these students nation-wide, as well as in the Bay Area, demonstrates there is a clear need for tangible supports such as resources, materials, and services that provide direct aid to students and their families. Foster youth and students experiencing homelessness are at a greater risk of “slipping through the cracks” compared to their peers. According to a California-based research study, the odds of homelessness for older youth were 44% lower for those who reported that they had “enough” people to turn to for tangible support. This includes those who can provide direct resources and/or practical assistance. Through outreach with students and families at our school, we have learned that there is need for additional communication and coordination between the school and some of our highest need families, including families of homeless students and foster youth. There is also a need for strong communication from a Spanish-language speaker as many of our families speak Spanish in their homes.</p>	<p>The bilingual role of Community Outreach Coordinator will promote strong connection and communication with all families, in addition to coordinating services for homeless students and foster youth. The coordinator will ensure that students and families have access to tangible resources from local organizations and nonprofits that can support them outside the classroom as well, such as Familias Unidas, Clinica de la Raza, Native American Health Center, Unity Council, Catholic Charities of the East Bay. Lastly, the after-school program provides students with a safe place to continue to learn, grow, and socialize after the school day has completed. These actions are being provided on an LEA-wide basis because even if a student is not currently homeless or in foster care, they may be at risk of either of these and their families may benefit from the efforts of the Community Outreach Coordinator and some of the provided supplies and materials. Therefore, while this action is designed to principally serve the needs of these students, it may benefit other students as well, including SED students and English learners.</p>	<p>We will monitor progress in increasing the average daily attendance rates for homeless and foster youth. Feedback from students and families will shape the work of the Community Outreach Coordinator.</p> <p>Metric 2: Parents will be provided regular opportunities to participate in school site decision-making. Metric 3a: Attain 90% or greater Average Daily Attendance for all subgroups.</p>
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<p>Goal 2, Actions 2.1 and 2.2</p>	<p>We have heard from our parents over the years (via one-on-one conversations and surveys) that they are interested in having parent education workshops on topics such as college and career preparation, mental health, internet safety, and a range of other topics. Many of our families are low-income and face additional challenges in regard to mental and physical health, and in knowing the process for getting their student to college. Many of our students are on track to become first-generation college students and it is our goal to build families' cultural capital in understanding how to navigate A-G coursework, preparing for the college application process, qualifying for financial aid, etc. Additionally, many of our families' home language is not English, and so we provide translation services and resources to ensure that all families can access the content and programming at our school.</p>	<p>As a result of this feedback from parents and students, we utilize the communication platform ParentSquare to relay information to families, invite them to school events, and solicit feedback on what kinds of things are important to them. We provide translation services and parent education workshops on topics of their interest, and host school orientations/open houses to share information about the school and available programs and resources for them and their students. We host bimonthly parent meetings at different times of day to accommodate varying parent schedules. These actions are being provided on an LEA-wide basis because a majority of our families are low income, and because all of our parents can benefit from the educational workshops and community-building events, and we want to seek input from all families into school decision-making and planning.</p>	<p>We will monitor effectiveness in this area by ensuring that we host regular opportunities, workshops, and events for families that target their needs and interests, particularly parents of unduplicated pupils and students with exceptional needs.</p> <p>Metric 2a: Parents will be provided with regular opportunities to participate in school site decision-making.</p> <p>Metric 2b: Parents of all students, including unduplicated pupils and students with exceptional needs, will be invited to participate in at least 4 parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events.</p>
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<p>Goal 3, Actions 3.1, 3.2, 3.3, and 3.4</p>	<p>Survey data and other local data has indicated a strong need from our parents and students to offer robust non-academic offerings to enrich students' education experience, provide opportunities to learn and grow outside the classroom, and make school a more fun and engaging experience overall. Feedback from our parents and students indicated a need for extracurriculars such as arts, athletics, clubs, field trips, and non-academic content learning (such as stress management, typing, and study skills). Like many schools across the nation since the pandemic, our attendance and chronic absenteeism data (available in the metric data under Goal 3) demonstrate that these are two areas of need. Qualitative data from the 2023-24 survey provided some of the examples described above, and other survey data indicated that 46.0% of students indicated they "really feel like a part of my school's community."</p>	<p>As a result of our community partners' feedback, we will solicit detailed and ongoing feedback via survey to better identify which specific activities are of interest to the current student body. We will provide workshops for students on social skills, academic skills, and stress management, as well as workshops for students to explore interests that lead a healthy life, such as: Mindfulness, Yoga, Karate, sports, arts, clubs, and more. We will establish partnerships with a variety of community organizations and programs to provide resources for families and students, especially our most marginalized subgroups. We will host an annual event in partnership with community organizations, such as a community resource fair, park clean-up day, and/or civic engagement opportunities. On an ongoing basis throughout the school year, we will assess student attendance data and evaluate the progress of any student subgroups with a red dashboard indicator for chronic absenteeism. We will provide training and support resources for the School Attendance Review Team to reduce chronic absenteeism. These actions are being provided on an LEA-wide basis because all of our students and families contribute to the school culture and benefit from a close community and engaging learning experience. Many of our students struggle with absenteeism and can benefit from the interventions to support engagement and attendance.</p>	<p>Throughout the school year we will assess student attendance data and chronic absenteeism, as well have conversations with our students and families about the progress of this work via FST meetings and other parent/student engagement activities. Once per year we will analyze the survey results. Feedback from families and students will shape the implementation of the program, including specific workshop topics and field trip locations.</p> <p>Metric 3a: 90% or greater Average Daily Attendance. Metric 3b: Decrease student chronic absenteeism rate or meet the overall state average for baseline year. Metric 3h: Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."</p>
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Goal 1, Action 1.10	<p>Statewide, low income/SED students have a lower graduation rate (71.6%) compared to their non-SED peers (86.4%). In addition, the rate of CCI prepared students is 35.4% for SED students compared to 43.9% for non-SED. Lastly, rates of second year college persistence are lower for SED students compared to their more affluent peers. Although our school's graduation and CCI rates are similar across subgroups, there is still a need for support in the areas of graduation, college, and career supports. In speaking with our community partners, we've identified that access to quality information and supportive guidance is key for first generation college students and low SED students, as are opportunities for exposure to different careers and college options. Parents emphasized that having their students gain life skills and career readiness is important to them.</p>	<p>To address these needs, we are providing a range of comprehensive college, career readiness, and graduation supports. To provide students and families with quality information and guidance, we have two college advisors to directly support students with the college and career transition. They also monitor students' progress to graduation throughout high school and meet with families and students at least twice annually to discuss the student's progress and plans for postsecondary success. We will analyze student data and offer interventions such as our credit recovery program and workshops for students and families on graduation requirements and how to meet them. Lastly, we host career fairs and college field trips to expose students to a wide range of opportunities, and host adult skills workshops as well to improve student outcomes by providing knowledge, creating individualized plans, and following through with close data monitoring and communication. These actions are being provided on an LEA-wide basis because a majority of our students are SED and/or would be first generation college students. In addition, all of our students can benefit from the supports for graduation and college and career readiness.</p>	<p>We will monitor progress in increasing or maintaining high graduation rates and CCI preparedness. Feedback from students and families will shape the work of the College Advisors.</p> <p>1s: Increase the percent of students considered "prepared" on the College/Career Indicator (CCI) or meet the overall state average for baseline year.</p> <p>3f: Increase the 5-year cohort graduation rate or meet the overall state average for baseline year.</p>
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Insert or delete rows, as necessary.

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
Goal 1, Action 1.6 Goal 1, Action 1.7	<p>Language barriers make academic assessments such as CAASPP extremely challenging for our English learners. As a result, they tend to perform worse on these assessments in both ELA and math compared to the averages for all students (26.0% in ELA and 9.6% in math). 2023 dashboard data for EL proficiency rates are not reportable due to the low number of students but internal data analysis supports this need. Feedback from parents of English learners, and our English learner students, indicate that English fluency and academic success remain a top priority. Our teachers have expressed a need for additional professional development that prepares them to effectively teach and support English learners in their classrooms. Lastly, our school is eligible for Differentiated Assistance due to low performance on indicators for the English learners subgroup in the areas of Pupil Achievement and Pupil Engagement. This demonstrates a compelling need to support EL student outcomes.</p>	<p>To target students' language fluency, we will utilize evidence-based ELD courses which meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term English learners—as the core curriculum for all ELD classes. We will also utilize intervention programs such as Lexia English to target specific skills and accelerate English proficiency.</p> <p>These actions will also address teachers' need for additional, targeted trainings in the use of effective instructional strategies for these students by providing additional professional development time in this area. In addition, the school's ELD Specialist will work with teachers to co-plan lessons, conduct classroom observations, and provide one-on-one coaching to improve EL supports. We will hire and retain a full-time paraprofessional to work with ELs on academic success and reclassification.</p>	<p>We will analyze ELPI results annually and will use internal progress monitoring tools to assess each long-term English learner's progress towards reclassification during the school year. We will meet with families to discuss their student's progress towards reclassification and their input will inform the school's programs and supports for English learners and long-term English learners.</p> <p>Metric 1i: Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.</p> <p>Metric 1L: Provide at least one paraprofessional to work with English learners.</p>

Insert or delete rows, as necessary.

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.

Not applicable. All limited actions contributing to meeting the increased or improved services requirement are associated with an expenditure of LCFF funds.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used to directly hire and pay for several key positions within the LEA that support the needs of foster youth, English learners, and low-income students. First, the funds will be used to provide after school tutors to improve student academic outcomes (Goal 1, Action 1.2). Secondly, the funds will be used to hire and retain a full-time paraprofessional who is dedicated to supporting English learners and long-term English learners (Goal 1, Actions 1.6 and 1.7). Lastly, the funds also are used for the college advisors, who support students with graduation and postsecondary success (Goal 1, Action 1.10 and Goal 3, Action 3.5).

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	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>
Staff-to-student ratio of certificated staff providing direct services to students	<i>Not applicable for charter schools.</i>	<i>Not applicable for charter schools.</i>

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-2025	\$ 3,691,776	\$ 991,391	26.854%	0.00%	26.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,414,615	\$ 686,608	\$ 105,055	\$ 58,240	\$ 2,264,518.33	\$ 1,225,511	\$ 1,039,007

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	Academic Assessment and Progress Monitoring	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 44,250	\$ 42,115	\$ 48,997	\$ 37,368		\$ -	\$ 86,365	0.000%
1	1.2	Academic Supports	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 402,000	\$ -	\$ 343,760	\$ 58,240	\$ -	\$ -	\$ 402,000	0.000%
1	1.3	Materials, Curriculum, & Supplies	All students	No	LEA-wide		The charter school/LEA	Ongoing	\$ -	\$ 279,616	\$ 279,616	\$ -	\$ -	\$ -	\$ 279,616	0.000%
1	1.4	Professional Development to Promote Academic Excellence	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 46,863	\$ 40,000	\$ 86,863	\$ -	\$ -	\$ -	\$ 86,863	0.000%
1	1.5	Safe and Secure Facilities	All students	No	LEA-wide		The charter school/LEA	Ongoing	\$ 86,493	\$ 42,000	\$ 23,438	\$ -	\$ 105,055	\$ -	\$ 128,493	0.000%
1	1.6	Supports for English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	\$ 119,644	\$ 15,000	\$ 76,404	\$ -	\$ -	\$ 58,240	\$ 134,644	0.000%
1	1.7	Additional Supports for Long-term English Learners	English learners	Yes	Limited	English Learners	The charter school/LEA	Ongoing	\$ 19,720	\$ 13,001	\$ 32,721	\$ -	\$ -	\$ -	\$ 32,721	0.000%
1	1.8	Supports for Students with Disabilities	Students with disabilities	No	LEA-wide		The charter school/LEA	Ongoing	\$ 122,394	\$ 439,066	\$ -	\$ 561,460	\$ -	\$ -	\$ 561,460	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Homeless & foster youth English learners	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	Ongoing	\$ 13,330	\$ 6,000	\$ 13,330	\$ 6,000	\$ -	\$ -	\$ 19,330	0.000%
1	1.10	College & Career Readiness	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 50,729	\$ -	\$ 42,989	\$ 7,740	\$ -	\$ -	\$ 50,729	0.000%
2	2.1	Parent Engagement Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 21,787	\$ 7,000	\$ 28,787	\$ -	\$ -	\$ -	\$ 28,787	0.000%
2	2.2	Parent Communication Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 17,390	\$ 25,000	\$ 42,390	\$ -	\$ -	\$ -	\$ 42,390	0.000%
3	3.1	Community Engagement	All students	Yes	LEA-wide	Low-Income	The charter school/LEA	Ongoing	\$ 21,787	\$ 54,448	\$ 76,235	\$ -	\$ -	\$ -	\$ 76,235	0.000%
3	3.2	School Culture Activities	All students	Yes	LEA-wide		The charter school/LEA	Ongoing	\$ 73,782	\$ 55,434	\$ 119,216	\$ 10,000	\$ -	\$ -	\$ 129,216	0.000%
3	3.3	Supports for Student Attendance and Engagement	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 36,592	\$ 2,100	\$ 38,692	\$ -	\$ -	\$ -	\$ 38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 108,341	\$ 12,427	\$ 120,768	\$ -	\$ -	\$ -	\$ 120,768	0.000%
3	3.5	Supports for Graduation	All students	Yes	LEA-wide	All	The charter school/LEA	Ongoing	\$ 40,409	\$ 5,800	\$ 40,409	\$ 5,800	\$ -	\$ -	\$ 46,209	0.000%

2024-2025 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
\$ 3,691,776	\$ 991,391	26.854%	0.00%	26.854%	\$ 1,111,561	0.000%	30.109%	Total:	\$ 1,111,561
								LEA-wide Total:	\$ 1,002,436
								Limited Total:	\$ 109,125
								Schoolwide Total:	\$ 1,002,436

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Assessment and Progress Monitoring	Yes	LEA-wide	0	The charter school/LEA	\$ 48,997	0.000%
1	1.2	Academic Supports	Yes	LEA-wide	All	The charter school/LEA	\$ 343,760	0.000%
1	1.4	Professional Development to Promote Academic Excellence	Yes	LEA-wide	All	The charter school/LEA	\$ 86,863	0.000%
1	1.6	Supports for English Learners	Yes	Limited	English Learners	The charter school/LEA	\$ 76,404	0.000%
1	1.7	Additional Supports for Long-term English Learners	Yes	Limited	English Learners	The charter school/LEA	\$ 32,721	0.000%
1	1.9	Supports for Homeless and/or Foster Youth	Yes	LEA-wide	English Learners and Foster Youth	The charter school/LEA	\$ 13,330	0.000%
1	1.10	College & Career Readiness	Yes	LEA-wide	All	The charter school/LEA	\$ 42,989	0.000%
2	2.1	Parent Engagement Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 28,787	0.000%
2	2.2	Parent Communication Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 42,390	0.000%
3	3.1	Community Engagement	Yes	LEA-wide	Low-Income	The charter school/LEA	\$ 76,235	0.000%
3	3.2	School Culture Activities	Yes	LEA-wide	0	The charter school/LEA	\$ 119,216	0.000%
3	3.3	Supports for Student Attendance and Engagement	Yes	LEA-wide	All	The charter school/LEA	\$ 38,692	0.000%
3	3.4	Supports for Student Behavior and Wellbeing	Yes	LEA-wide	All	The charter school/LEA	\$ 120,768	0.000%
3	3.5	Supports for Graduation	Yes	LEA-wide	All	The charter school/LEA	\$ 40,409	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 851,000.00	\$ 1,362,057.73

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	Textbook and curriculum	No	\$ 80,000	\$ 48,263
1	2	CCSS aligned assessments	No	\$ 2,000	\$ 4,798
1	3	Academic Supports and Interventions	Yes	\$ 25,000	\$ 379,320
1	4	Increased Course Offerings	No	\$ 20,000	\$ 33,940
1	5	English Language Development	Yes	\$ 90,000	\$ 114,678
1	6	Special Education	No	\$ 175,000	\$ 162,242
1	7	Field Trips	No	\$ 50,000	\$ 38,654
1	8	Technology	No	\$ 20,000	\$ 69,086
2	1	Teacher Hiring & Retention	No	\$ 15,000	\$ 9,405
2	2	Professional Development	No	\$ 30,000	\$ 40,377
2	3	EL Focus Professional Development	Yes	\$ 5,000	\$ 130,599
3	1	Post Secondary Parent Engagement	No	\$ 2,500	\$ 2,500
3	2	Parent Survey	No	\$ 1,500	\$ 2,000
3	3	Family Welcome & Transition Events	No	\$ 5,000	\$ 5,250
3	4	Outreach Coordinator	Yes	\$ 24,000	\$ 60,053
3	5	Technology	No	\$ 2,000	\$ 2,500
4	1	School Personnel	Yes	\$ 250,000	\$ 212,874
4	2	School-wide Assemblies	No	\$ 11,000	\$ 3,000
4	3	School Supplies	No	\$ 25,000	\$ 24,431
4	4	Youth Truth Survey	No	\$ 3,000	\$ 3,700
4	6	SEL	Yes	\$ 15,000	\$ 14,388

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 882,021	\$ 409,000	\$ 911,912	\$ (502,912)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	Academic Supports and Interventions	Yes	\$ 25,000	\$ 379,320	0.000%	0.000%
1	5	English Language Development	Yes	\$ 90,000	\$ 114,678	0.000%	0.000%
2	3	EL Focus Professional Development	Yes	\$ 5,000	\$ 130,599	0.000%	0.000%
3	4	Outreach Coordinator	Yes	\$ 24,000	\$ 60,053	0.000%	0.000%
4	1	School Personnel	Yes	\$ 250,000	\$ 212,874	0.000%	0.000%
4	6	SEL	Yes	\$ 15,000	\$ 14,388	0.000%	0.000%

2023-2024 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)
\$ 3,299,800	\$ 882,021	0.000%	26.730%	\$ 911,912	0.000%	27.635%	\$0.00 - No Carryover	0.00%

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.

- Concluding 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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