INTELLECTUAL VIRTUES

ACADEMY

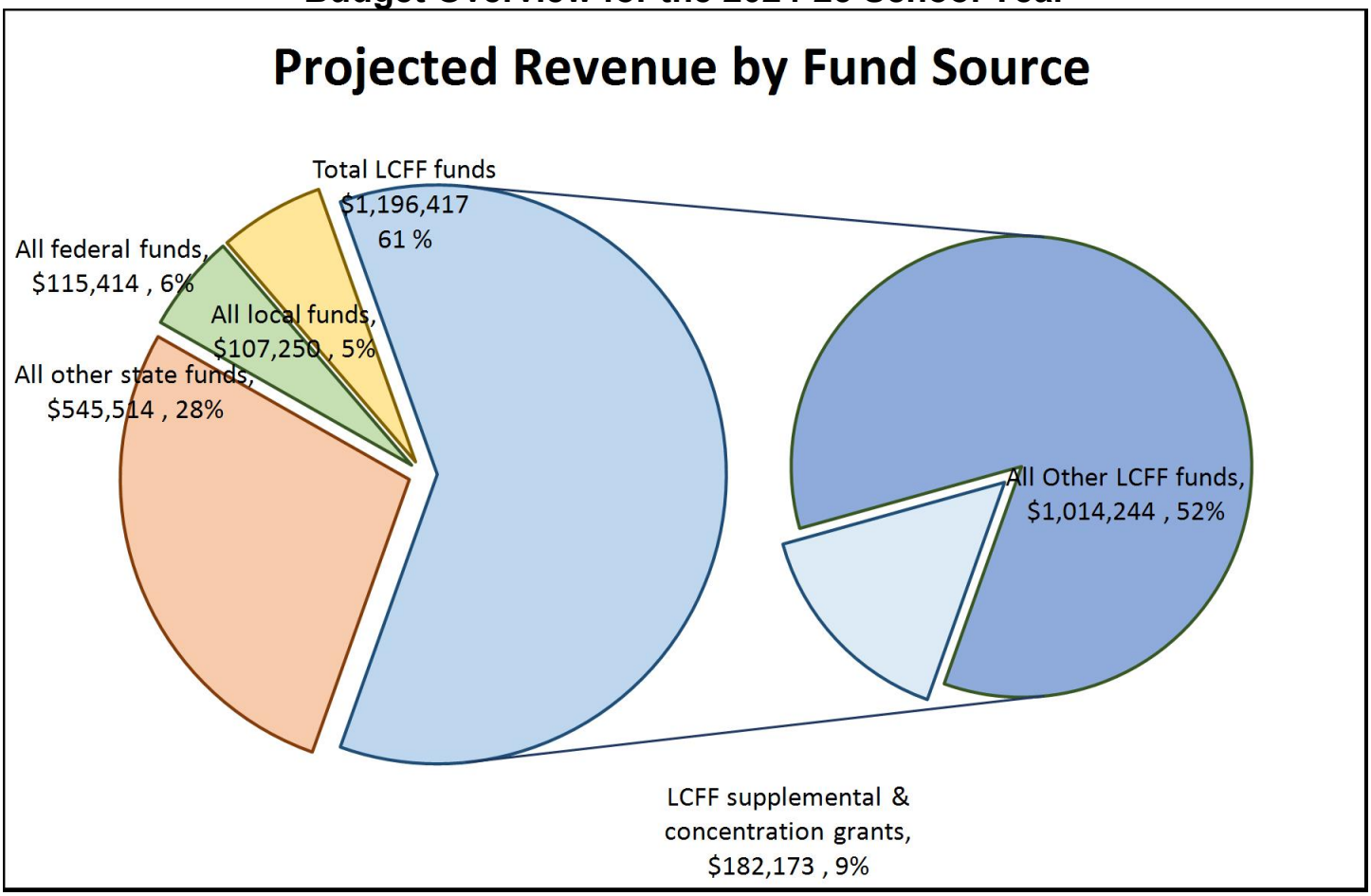
A LONG BEACH PUBLIC HIGH SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Intellectual Virtues Academy of Long Beach
CDS Code: 19101990134346
School Year: 2024-25
LEA contact information:
James McGrath
Founding Director
james.mcgrath@ivahigh.org
562.283.4456

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 2024-25 School Year

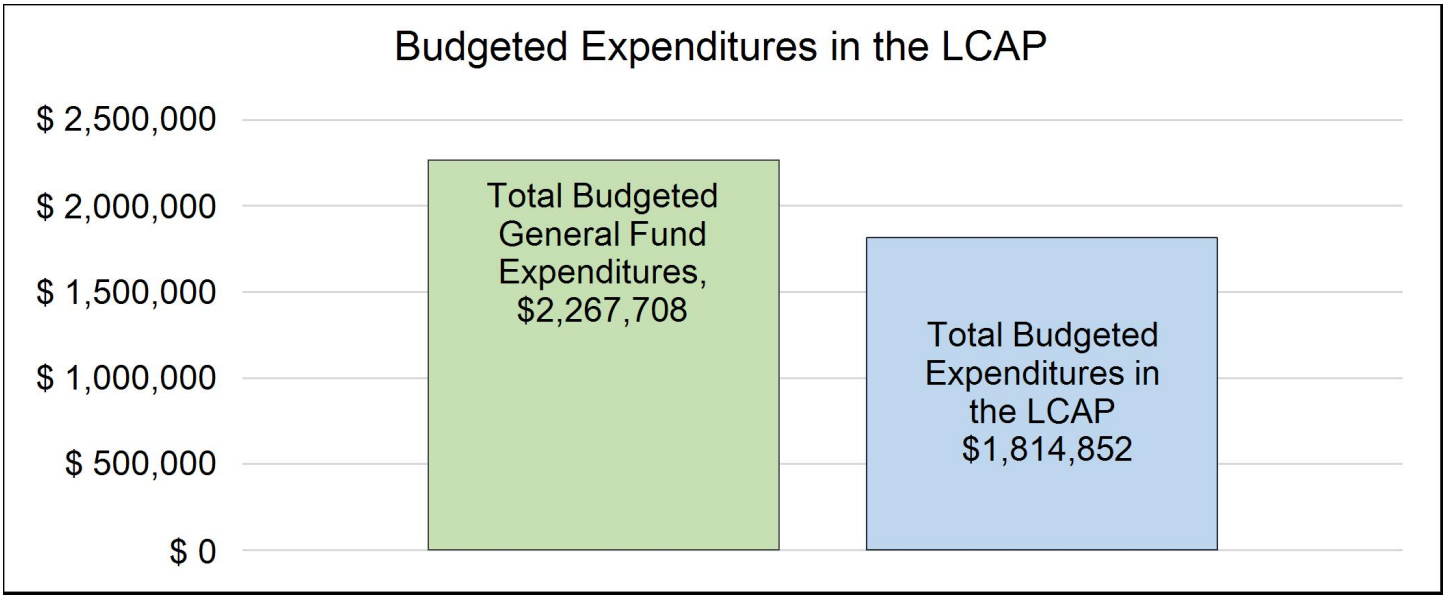


This chart shows the total general purpose revenue Intellectual Virtues Academy of Long Beach expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Intellectual Virtues Academy of Long Beach is $1,964,595, of which $1,196,417 is Local Control Funding Formula (LCFF), $545,514 is other state funds, $107,250 is local funds, and $115,414 is federal funds. Of the $1,196,417 in LCFF Funds, $182,173 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Intellectual Virtues Academy of Long Beach plans to spend for 2024-25. 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: Intellectual Virtues Academy of Long Beach plans to spend $2,267,708 for the 2024-25 school year. Of that amount, $1814852 is tied to actions/services in the LCAP and $452,856 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

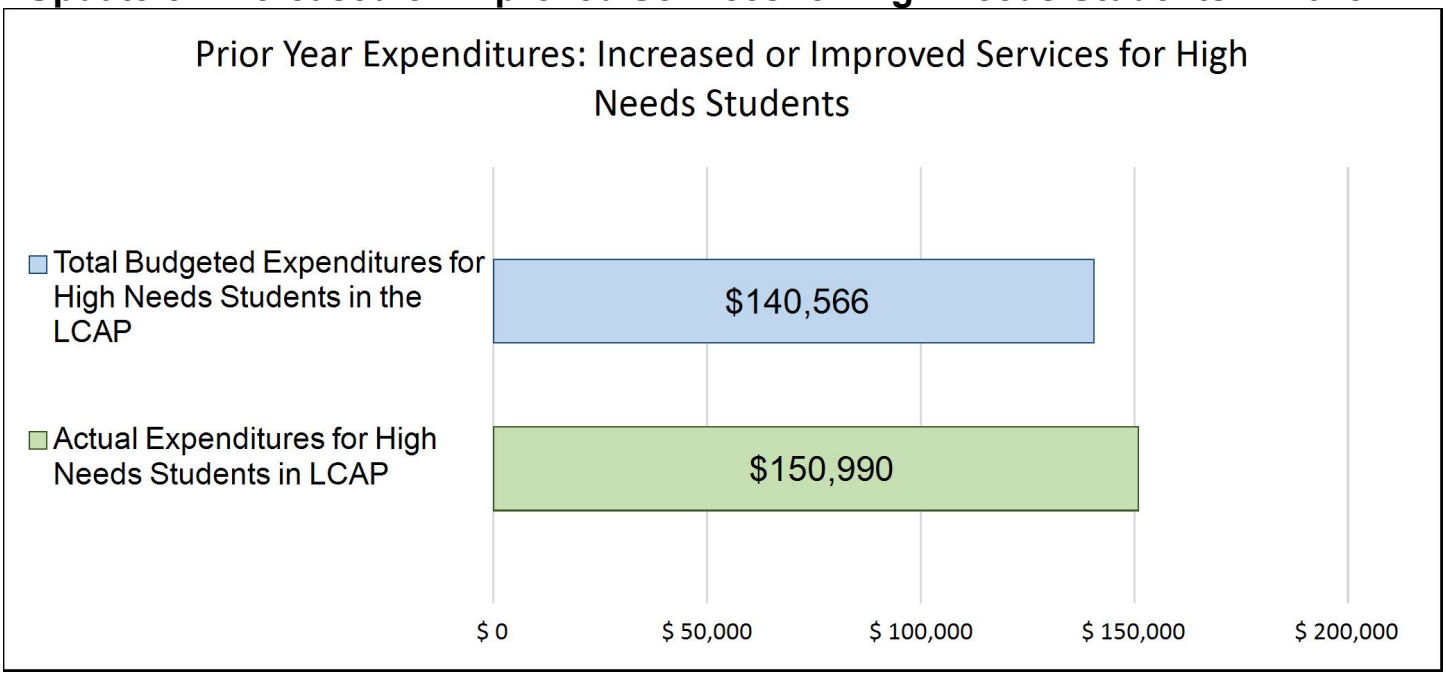
Operational budget items are not included here, including leases (2), facility maintenance, cleaning and landscaping, and operations/office salaries.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Intellectual Virtues Academy of Long Beach is projecting it will receive $182,173 based on the enrollment of foster youth, English learner, and low-income students. Intellectual Virtues Academy of Long Beach must describe how it intends to increase or improve services for high needs students in the LCAP. Intellectual Virtues Academy of Long Beach plans to spend $224,300 towards meeting this requirement, as described in the LCAP.

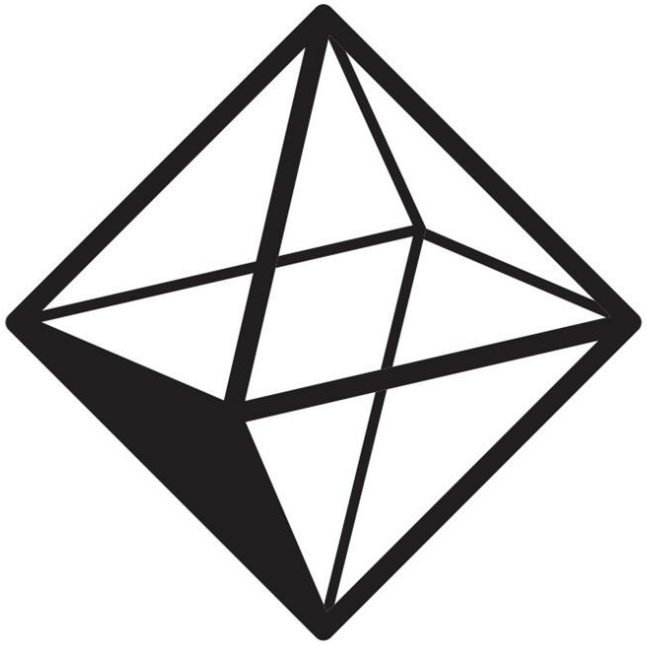
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Intellectual Virtues Academy of Long Beach budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Intellectual Virtues Academy of Long Beach 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 2023-24, Intellectual Virtues Academy of Long Beach's LCAP budgeted $140566 for planned actions to increase or improve services for high needs students. Intellectual Virtues Academy of Long Beach actually spent $150990 for actions to increase or improve services for high needs students in 2023-24.



INTELLECTUAL VIRTUES

ACADEMY

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
Intellectual Virtues Academy of Long Beach	James McGrath Founding Director	james.mcgrath@ivahigh.org 562.283.4456

Goals and Actions

Goal

Goal #	Description
1	IVA High Supports Student Learning and Achievement with an Intellectual Virtues Education Model (IVEM).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% attendance at professional development.	89%	98% Data Year: 2021-22 Data Source: Local Data	87% Data Year: 2022-23 Data Source: Local Data	90% Data Year: 2023-24 Data Source: Local Data	95% Data Year: 2023-24
Master schedule: refinement of cornerstone humanities courses.	Philosophy and Ethics courses have draft curriculum, but neither are finalized or properly beta tested. Logic course only has 1/2 draft curriculum mostly developed during distance learning.	Further refinement of the freshmen philosophy class and upper division ethics class Data Year: 2021-22 Data Source: Local Data	Improvements to upper division philosophy of film class Data Year: 2022-23 Data Source: Local Data	Improvements to upper division philosophy of logic class Data Year: 2023-24	All course curricula are finalized and beta tested with another teacher. Data Year: 2023-24
ADA rate	89%	91.52% Data Year: 2021-22 Data Source: P2 Report	92.2% Data Year: 2022-23 Data Source: P2 Report	88.7% Data Year: 2022-23 Data Source: P2 Report	92% Data Year: 2023-24
Chronic absenteeism rate for all students and all numerically significant subgroups	26.8%	All Students: 53.5% Socioeconomically Disadvantaged: 71.2%	All Students: 27.9% African American or Black: 13.3% Hispanic or Latino: 28.1%	All Students: 39.8% Black: 23.8% Latino: 51.8% White: 21.4%	<10% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: 40% African American or Black: 64.3% Hispanic or Latino: 59.6% White: 40% Data Year: 2020-21 Data Source: DataQuest Absenteeism	White: 50% Data Year: 2021-22 Data Source: DataQuest Absenteeism	SPED: 34..6% SED: 50% Homeless: 70% Data Year: 2022-23 Data Source: DataQuest, SARC	
% agreement on student surveys that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers.	(1) 97% (2) 80% (3) 90% (4) 95%	(1) 100% (2) 95% (3) 95% (4) 92% Data Year: 2021-22 Data Source: Local Surveys	(1) Not surveyed (2) Not surveyed (3) Not surveyed (4) 95% Data Year: 2022-23 Data Source: Local Surveys	(1) 95% (2) 96% (3) 89% (4) 95% Data Year: 2023-24 Data Source: Local Surveys	80% minimum and 95% ideal across all survey items Data Year: 2023-24
% satisfaction on staff surveys with professional development effectiveness.	100%	100% Data Year: 2021-22 Data Source: Local Surveys	100% Data Year: 2022-23 Data Source: Local Surveys	100% Data Year: 2023-24 Data Source: Local Surveys	90% minimum and 100% ideal. Data Year: 2023-24
% agreement on parent surveys that	97%	100% Data Year: 2021-22	98% Data Year: 2022-23	98% Data Year: 2023-24	90% minimum and above 95% ideal. Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs promotes deep thinking.		Data Source: Local Surveys	Data Source: Local Surveys	Data Source: Local Surveys	

Goal 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 backbone of maintaining, and strengthening, our intellectual virtues education model (IVEM) is providing high quality professional development. We provide at least 17 days (as well 2 extra days for new staff members) of training. Weekly full team trainings and individual meetings augment and build upon the full day trainings. These opportunities provided a high quality IVEM that parents, students, and staff stated to high levels provided opportunities for deep thinking and understanding. Both of these planned actions (1.1 and 1.2) were fully and successfully implemented.

Additionally, access to IVEM was ensured by providing attendance intervention services by the student support staff. While ADA dropped and chronic absenteeism increased, ADA has remained relatively high for our demographic of students served.

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.

All estimated actual expenditures were in line with budgeted expenditures. There was a slight decrease across the board in actual expenditures since we only had 95 students instead of the budgeted 100+ students. Office expenditures increased since there was mid-year and end-of-year staff changes.

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

Actions 1.1 and 1.2 were highly effective in maintaining and strengthening IVEM. All stakeholders on surveys agreed. Moreover, on metrics not reported here from the 4 year study out of USC and related presentations at 40 conferences, discussions in 5 manuscripts, and references in 12 academic manuscripts over the last 4 years all point to a robust IVEM.

Attendance (both ADA and chronic absenteeism) remains a concern. While relatively high for our demographic of students, we want to ensure we are doing all we can to get students inspired and remain in school to access IVEM. We have two counselors for 120 students, and remain confident in our team and actions to achieve the goal of increasing attendance.

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.

One change is that instead of building our our humanities program, we are in implementation phase. We spent 8 years (including two lost years because of the pandemic) introducing, then refining 4 humanities courses: philosophy, ethics, logic, and philosophy in film. 2023-24 was the last year of refinement, and from this point forward we will implement the current curriculum. We also included one metric that staff also agree (along with students and parents) that instruction promotes deep thinking. All other aspects of each of the reporting metrics will remain the same.

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.

Goals and Actions

Goal

Goal #	Description
2	IVA High Will Ensure Excellent Teachers in Every Classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed where required.	100%	100% Properly Assigned Data Year: 2021-22 Data Source: Local Indicator	100% Properly Assigned Data Year: 2022-23 Data Source: Local Indicator	100% Properly Assigned Data Year: 2023-24 Data Source: Local Indicator	100% Data Year: 2023-24
% of students with access to standards-aligned instructional materials for use at home and at school	100%	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100% Data Year: 2023-24 Data Source: Local Indicator	100% Data Year: 2023-24
Students surveys demonstrate that students consider their teachers to be of "high quality."	87%	95% Data Year: 2021-22	95% ("highly effective") Data Year: 2022-23	95% ("highly effective") Data Year: 2023-24	80% minimum, and ideally 90%. Data Year: 2023-24
Parent surveys using NCES survey items show "strong" satisfaction with quality of teaching.	71%	80% "strong" (100% total satisfaction) Data Year: 2021-22	80% "strong" (100% total satisfaction) Data Year: 2022-23	85% "strong" (100% total satisfaction) Data Year: 2023-24	At minimum 42% (public school average), ideally over 69% (private school average). Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Faculty percentile on student survey using MET research-based questions	100% meet lower threshold; 40% of teachers at higher threshold.	100% lower threshold; 37.5% higher threshold Data Year: 2021-22	97% lower threshold; 19% higher threshold Data Year: 2022-23	91% lower threshold; 27% higher threshold Data Year: 2022-23	100% meet lower threshold of 25th percentile; ideally, 50% of teachers at 75% percentile. Data Year: 2023-24
% of Staff overall satisfied with working at the Academy.	100%	100% Data Year: 2021-22	100% Data Year: 2022-23	88% Data Year: 2023-24	Minimum of 90%, ideally at 100% Data Year: 2023-24
Teacher retention from prior year.	90%	66% Data Year: 2021-22	75% Data Year: 2022-23	67% Data Year: 2023-24	Minimum of 80%, ideally at 90%. Data Year: 2023-24
Teacher applicant acceptance rate.	3%	4% Data Year: 2021-22	4% Data Year: 2022-23	8% Data Year: 2022-23	Minimum of 10%, ideally under 4%. Data Year: 2023-24
Administration observations and teacher self-reports demonstrate % compliance with PD generated actions and goals.	Not measured yet.	Not collected Data Year: 2021-22	Not collected Data Year: 2022-23	Not collected Data Year: 2023-24	85% compliance on both. Data Year: 2023-24

Goal 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.

Any model of education (Goal 1) that relies on humans requires a highly effective team. Recruiting, training (Goal 1), and a supportive professional culture are keys to rostering a talented team of teachers. These frontline teachers need support from both the office and other instructional staff (e.g., SPED teacher/administrator) to effectively engage their students. All actions were fully implemented this past 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.

All actual expenditures were closely aligned with budgeted expenditures. Teacher staff salaries (2.1) were slightly elevated since we decided for our 9th grade class to split 30 students into two more classes to make 15 and 15 classes instead of one large 30 student class. Because 9th grade can be so difficult because of our different approach to education (Goal 1), smaller class sizes were determined to be important. The main reason Teacher Support staff missed its budget was merely an accounting. The position was fully staffed, we just didn't add in benefits costs.

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

Each of the actions were highly effective in providing high quality instruction through highly effective teachers. Our office personal has gotten stronger, and we have always had a fantastic SPED team. The only non-effective action was the SIS system: a very effective and necessary tool, but just not as relevant to this goal in particular.

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.

We removed the SIS system action (2.5) for this next year for the reasons mentioned above. We removed "teacher applicant acceptance rate" as a metric of teacher recruitment because in periods of low unemployment and far fewer applicants, this % does not accurately reflect how effective we are as much as how much smaller the applicant pool is. Also, we removed the metic that would have tracked professional development goals. We never attempted to provide measurable action items, let alone attempt to track them. We determined the exercise was not very aligned with our approach to professional development, and thus dropped this metric going forward.

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.

Goals and Actions

Goal

Goal #	Description
3	IVA High Will Prepare Students for College and Career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students enrolled in an UC “a-g” required course curriculum, and students successful completion of the entire required curriculum.	85%; 82%	Completion: 32% Data Year: 2021-22	Not available yet. Data Year: 2022-23	Enrolled: 95% Completed: 32% Data Year: 2023-24	95% enrolled in full coursework and 85% completed. Data Year: 2023-24
NWEA MAP percentile growth rates in ELA and Math for all students	All three tests show growth of 3 percentiles average above national median.	Math Growth Percentile: 9th: 50 10th: 69 12th: 49/24 Reading Growth Percentile: 9th: 56 10th: 72/53 12th: 42/26 Language Usage Growth Percentile: 9th: 57 10th: 37 12th: NA Data Year: 2021-22	No data available for 2022-23 (Spring testing ends after LCAP approval)	Math Growth Percentile: 9th: 93 10th: 73 Reading Growth Percentile: 9th: 56 10th: 11 Language Usage Growth Percentile: 9th: 2 10th: 48 Data Year: 2023-24	At minimum, greater than national median; ideally, 3 percentile growth above median for all tests. Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science state tests demonstrate growth in proficiency above local/state median.	Not available yet since scoring has changed from prior testing period.	Not CAST tested in 2021	Not CAST tested in 2022	CAST Tested, but no growth data available	At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2023-24
ELA and Math state tests demonstrate growth in proficiency above local/state median.	ELA: 29% growth above local median Math: 10% growth above local median	No state growth metrics developed Data Year: 2021-22	No state growth metrics provided 2022-23	No state growth metrics provided 2023-24	At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2023-24
AP passage rate.	55% on Art, Biology, and Calculus in 2019-20.	0% Data Year: 2021-22	8% Data Year: 2022-23	No AP Courses. Data Year: 2023-24	60% average over three years. Data Year: 2020-2023
Drop out rates for all students and all numerically significant subgroups	0%	All: 11.1% Hisp: 13.3% SWD: 0.0% SED: 14.3% Data Year: 2020-21 Data Source: DataQuest Four Year Adjusted Cohort Outcome	All: 11.3% Data Year: 2021-22 Data Source: SARC	All: 0% Data Year: 2022-23 Data Source: SARC	At minimum, 10% below local average (29% last year); ideally, less than 10% total. Data Year: 2022-23
Graduation rates (percentage of students graduating in four-years) for all students and all	2019-20 All Students: 87.5% SED: 84% SWD: 83.3% Hispanic: 83.3%	All: 88.9% Hisp: 86.7% SWD: 100% SED: 85.7% Data Year: 2020-21	All: 81.5% Hisp: 81.3% SED: 85% Data Year: 2021-22	All: 73.1% Hisp: 61%% SED: 77.3% Data Year: 2022-23 Data Source: SARC	At minimum, 10% above local average (59% last year); ideally, greater than 85% total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
numerically significant subgroups		Data Source: DataQuest Four Year Adjusted Cohort Outcome	Data Source: DataQuest Four Year Adjusted Cohort Outcome		Data Year: 2022-23
EL reclassification rates (and ELA percentile growth in NWEA).	Reclassification rates were over 3% over local average; not enough data for NWEA percentile growth.	0% Data Year: 2020-21 Data Source: Dataquest	0% Data Year: 2021-22 Data Source: Dataquest	12% Data Year: 2022-23 Data Source: Dataquest	At minimum, both will increase over local /national average; ideally, both rates will increase by 3% over cohort. Data Year: 2022-23
Will work toward closing 'achievement gap' as demonstrated by NWEA MAP percentile growth rates in ELA and Math for all significant subgroups.	Percentile growth above national norms after two years: EL Math - 7.0 Read. - 24.8 Lang. U - 18.2 SPED Math - 5.1 Read. - 5.2 Lang. U - (1.8) FRLP Math - 7.0 Read. - 11.4 Lang. U - 2.7 Latino/a Math - 5.2 Read. - 15.3 Lang. U - 7.0 Black Math - 7.9	No data available for 2021-22 (NWEA not yet programmed to provide this data)	No data available for 2022-23 (NWEA not yet programmed to provide this data)	No subgroups above 11 for grades tested.	All subgroups show growth above norms on all tests. Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Read. - 9.1 Lang. U - 2.6				
English Learner Progress on ELPAC (Source: ELPI CA Dashboard)	No ELPI Data provided by CA Dashboard	No ELPI Data provided by CA Dashboard	No ELPI Data provided by CA Dashboard	No ELPI Data provided by CA Dashboard	High Data Year: 2022-23
% of students enrolled in a broad course of study (Source: Local Data)	100%	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24
% College and Career Prepared(Source: CA Dashboard CCI)	6.3% reported on CA Dashboard due to a reporting problem with the school's internal data systems	College and Career Indicator not provided due to pandemic	College and Career Indicator not reported	College and Career Indicator not reported Data Source: CA Dashboard	At minimum, greater than national median; ideally, 5% growth above local growth median. Data Year: 2022-23
% of students that are college ready as determined by the EAP (CAASPP ELA)	TBD based on 2022 testing	Not CAASPP tested in 2021	34.5% Data Year: 2021-22	44% Data Year: 2022-23	At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2022-23
% of students that are college ready as determined by the EAP (CAASPP Math)	TBD based on 2022 testing	Not CAASPP tested in 2021	4.6% Data Year: 2021-22	6% Data Year: 2022-23	At minimum, greater than national median; ideally, 5% growth in proficiency above local growth median. Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal 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.

IVA High's focus with this College and Career readiness goal and related actions is to provide extensive supports to students with different levels and types of risks. The types of actions that support this goal include supports for behavior and mental health, foster youth, English Learners, academic deficiencies, and socio-economic risks. Other actions included providing technology, technology infastructure, and assessments through software; classroom materials; and enrichment opportunities such as field trips, broad based college preparatory courses, and extracurriculars. No material differences were found in planned actions and actual implementation.

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.

Expenditures were mostly in line with budget on planned actions. Three more significant differences were found. One, for action 3.1 we budgeted up to an equivalent of 3 course intervention plan, but only utilized 2, a credit recovery class and lower level English course for those with multiple years below high school reading level. This decline was about 30% in expenditures. Two, we increased non academic support budget to help compensate for a reduction in action 3.1. We had two counselors and utilized them more fully in this category for an increase in almost 30% here. Three, action 3.6 had budgeted $49k for an action that appears to be budgeted for software. Software costs are far lower than hardware costs (3.7), so money was shifted to 3.7 and software costs were kept to only the minimum necessary.

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

All actions were highly effective with the sole exception of foster youth supports (3.5). We did not have a lot of foster youth with only 95 enrolled students (we had 1). Even with that 1, we could coordinate effective services through other supports.

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.

One glaring action was missing from this last cycle of LCAP. Our partnership with Long Beach City College blossomed with over 40% of our students taking part in our dual enrollment program. This action is a fantastic initiative to get our students to be college ready and should be one of our actions with a relevant metric(s) to measure success.

We will also remove the ELPI metric since the CA Dashboard never provides this information for our school (probably because we have less than 11 EL).

Finally, the way we measure NWEA subgroup growth will change. Before, our school performed a percentile change analysis on our own initiative because NWEA did not track this information. Now that they do, we will be in a better position to use their analysis once we test all students at the beginning of the year starting in 2024-25 school year.

All actions taken were effective and will therefore be maintain through the new LCAP.

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.

Goals and Actions

Goal

Goal #	Description
4	IVA High Will Foster a Sense of Community by Providing a Safe, Supportive, Thoughtful, and Caring School Environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rates for all students and all numerically significant subgroups	3%	0% Suspension Rate Data Year: 2020-21 (Distance Learning) Data Source: DataQuest	0% Suspension Rate Data Year: 2021-22 Data Source: DataQuest Suspension	1.7% Suspension Rate Data Year: 2022-23 Data Source: DataQuest	Minimally, less than local average; ideally, less than 3%.
Expulsion rates for all students and all numerically significant subgroups	0%	0% Expulsion Rate Data Year: 2020-21 Data Source: DataQuest	0% Expulsion Rate Data Year: 2021-22 Data Source: DataQuest	0% Expulsion Rate Data Year: 2022-23 Data Source: DataQuest	Minimally, less than local average; ideally, at most one in any year.
Based on NCES survey item, % parents express overall satisfaction with program.	99%	100% Data Year: 2021-22 Data Source: Parent Survey	100% Data Year: 2022-23 Data Source: Parent Survey	100% Data Year: 2023-24 Data Source: Parent Survey	At minimum, greater than public school average of 91%; ideally at or above private school average of 97%.
Student, parents, teacher surveys % connectedness/caring relationships with others.	Students: 91% Parents: 98% Staff: 100%	Students: 92% Parents: 98% Staff: 100% Data Year: 2021-22 Data Source: Local Survey	Students: 98%* Parents: 99% Staff: 100% Data Year: 2022-23 Data Source: Local Survey	Students: 96% Parents: 100% Staff: 100% Data Year: 2022-23 Data Source: Local Survey	Student surveys: 90% Parent surveys: 95% Staff surveys: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			*missing one survey question		
Student, parent, and teacher surveys % sense of safety.	Students: 78% Parents: 98% Staff: 100%	Students: 85% Parents: 98% Staff: 100% Data Year: 2021-22 Data Source: Local Survey	Students: 93% Parents: 98% Staff: 88% Data Year: 2022-23 Data Source: Local Survey	Students: 86% Parents: 100% Staff: 78% Data Year: 2022-23 Data Source: Local Survey	Student surveys: 90% Staff surveys: 95% Parent surveys: 95%
% Student participation in club/after-school enrichment activity.	77%	85% Data Year: 2021-22 Data Source: Local	Not recorded Data Year: 2022-23 Data Source: Local	71% Data Year: 2023-24 Data Source: Local	At minimum, 60%; ideally above 80%.
% Family participation in at least one school organized event.	97%	96% Data Year: 2021-22 Data Source: Local	98% Data Year: 2022-23 Data Source: Local	97% Data Year: 2023-24 Data Source: Local	At minimum, 80%; ideally above 95%.
Based on NCES survey item, % parents are overall satisfied with school communications.	98%	100% Data Year: 2021-22 Data Source: Parent Survey	98% Data Year: 2022-23 Data Source: Parent Survey	100% Data Year: 2023-24 Data Source: Parent Survey	At minimum, greater than public school average of 80%; ideally, at or above private school average of 96%.

Goal 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.

Our school community (climate and culture) has been a strength since our inception. We build student community through restorative practices and enrichment programs that include clubs/extracurriculars, field trips, and in-school events such as dances. We expand this community to our parents by offering quality communications and conferences (that are student-led). All planned actions were actually

implemented, and even improved upon. Our website continuously evolves and our other parent communication channels -- such as newsletters and social media -- are top-notch. We have 4+ field trips a year and our club offerings are what you might expect from a school many times our size.

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.

Three of the four activities had expenditures that matched well with budget. We had lower expenditures for enrichment activities in large part because of three main reasons: one, we did not offer a sports program this last year which typically costs more than most other extracurriculars. Two, several of our clubs that would normally cost a lot of money -- e.g., music and technology -- were donated services from third party vendors. Three, we did not have an expensive field trip (that might include buses, for example) like we have had in the past.

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

Each of these actions were effective. Our communications rating by parents remains at or near 100% satisfaction each year. Our student led conferences are attended by over 95% of our parents every year. We provide robust, well-attended, and enjoyable field trips and school events. Our two counselors (for less than 100 students each of the last 3 years) frequently meet with students to address behavioral issues and conflicts. We keep all of these actions heading into the next LCAP cycle.

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.

All metics and actions will remain the same. The actions that lead to attainment of our goals as measured by our metrics are all well-defined and effective.

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 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.

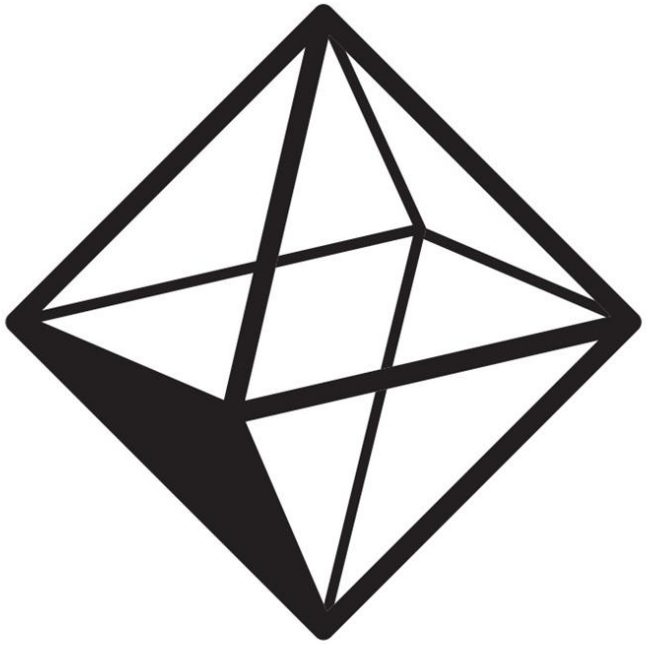
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 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



INTELLECTUAL VIRTUES

ACADEMY

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
Intellectual Virtues Academy of Long Beach	James McGrath Founding Director	james.mcgrath@ivahigh.org 562.283.4456

Plan Summary [2024-25]

General Information

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

The Intellectual Virtues Academy (“IVA High”) high school is based on an “intellectual virtues” educational model, which aligns directly with new California Common Core State Standards and 21st century learning attributes in fostering nine Master Intellectual Virtues: curiosity, attentiveness, intellectual autonomy, intellectual carefulness, intellectual thoroughness, intellectual courage, open-mindedness, intellectual humility, and intellectual perseverance.

Intellectual virtues reflect a different concept of intelligence – we believe that intelligence is not simply a fixed ability, but rather can be cultivated through development of virtues such as curiosity and perseverance. Students can learn how to be intelligent and engage in deeper learning in secondary school and beyond by developing these critical “intellectual character” traits. As secondary schools struggle to prepare students without a clear understanding of how rapidly developing technologies will change the workplace of their future, we believe that cultivation of intellectual virtues will position students to succeed in post-secondary school and become active and engaged members of the 21st century community and workplace. The goal, quite simply, is to cultivate the personal qualities of every student as a good thinker.

Located in the heart of Long Beach, and just a few blocks from the downtown area, IVA High serves a widely diverse community consisting of gifted students, English language learners, many students who qualify for free or reduced lunch, and Students with Disabilities. iVA High provides a comprehensive college preparatory curriculum for all students (including honors and dual enrollment courses) because we believe all our students have a large capacity for growth, and given the right resources, are capable of success in college and beyond.

IVA High opened its doors to its first ninth grade class in 2016 and in 2023-24 served 95 9th through 12th graders. Additionally, IVA High is made up of 24% students with disabilities, 5% English Learners, and 64% socioeconomically disadvantaged students.

Reflections: Annual Performance

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

IVA High has been, and continues to be through 2023, highly successful in engaging our student population. This past year has seen not only the successes of the past replicated, but in some ways has been our best year. Test scores shot up to 44% ELA proficiency despite students entering our school at a 25% proficiency rate (per NWEA since 2020 CAASPP was cancelled, using the same percentile marking proficiency as the CAASPP for 2019). That rise of 19% in proficiency compares to the local average loss of 1% during a similar period (2019 CAASPP since 2020 was cancelled). Indeed, we have seen this rise despite having 0% of our students drop out (compared to over 10% locally). It's not just students at the bottom/middle that are improving: last semester, we had 95% passage rate in community college courses (through our partnership with LBCC) compared to 56% local average. 100% of our parents stated they were overall satisfied with the school, and particularly point to the quality of our teachers, which they rank at rates higher than district, charter, and even private school faculty in national polling.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
General approach with all partners	IVA High is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control Accountability Plan. IVA High used a variety of methods, including surveys, meetings, and other engaging activities, for stakeholders to be involved in the process and provide input into the review of goals and metrics as well as proposed actions and services. We are proud of the fact that 98% of our parents feel that we take their views seriously.
Students	+ This was our initial year for Community Schools Implementation. We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + Weekly advisory meetings met to review academic, college and career. + Community meetings open to all students, families and staff were held once a month. + Three student surveys were given to gather feedback about academics, social-emotional health, and basic needs. Another will be given at the end of the year. + Weekly meetings were held with the student leadership team. + Two on-site and two off-site Exhibition of Learnings provided opportunities for student leadership and stakeholder and community engagement. + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.

Educational Partner(s)	Process for Engagement
	+ Weekly counseling meetings were held for students for mental health. + Board Meetings open to the community were held monthly, which now includes a student representative.
Teachers	+ Individual teacher meetings were held bi-weekly with the Director/s. + This was our initial year for Community Schools Implementation. We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + Community meetings open to all students, families and staff were held once a month. + Weekly staff meetings were held every Friday. + End of year staff survey.
Head of School, other leadership team members	+ This was our initial year for Community Schools Implementation. We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + Weekly staff meetings were held every Friday. + Leadership team meetings about once every two weeks. + End of year staff survey includes leadership input.
Parents	+ Community meetings open to all students, families and staff were held once a month. + Support team identified at-risk students for Tier 1,2 and 3 interventions. + Weekly staff meetings were held every Friday. + End of year staff survey.
Other staff	+ We begin the year with an annual Family Alliance Parent Orientation to align new and returning families with opportunities for community involvement activities and connections with other families. + The Family Alliance met monthly on zoom to discuss their goals for the year and ways to get involved. + This was our initial year for Community Schools Implementation. We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + 96% of parents participated in student-led conferences in the fall.

Educational Partner(s)	Process for Engagement
	+ Follow up conversations with parents throughout the year regarding specific behavior and academic issues. Tier 2 and tier 3 students met with our Guidance Counselors every 5 weeks. Spanish translation provided. + Parent surveys were given during the fall, along with surveys regarding program choice. + Two on-site and two off-site Exhibition of Learnings provided opportunities for student leadership and stakeholder and community engagement. + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.
Long Beach Community College	+ Weekly meetings with LBCC counseling liaison + Monthly meetings between IVA High leadership and LBCC department heads + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.

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

All Goals, Actions, and Services for this LCAP were endorsed by IVA High partners. The primary feedback revolved around enrichment, programs, college dual enrollment, and support. For enrichment programs, our students and families continue to provide feedback that they want more options. As a small school, this can prove difficult. For support, our educational partners continue to share with us that not only are our supports strong and necessary, but also that they want us to continue to improve upon them. Our biggest success in this area has been to expand the participation of educational partners, so that their increased quality feedback can be incorporated. E.g., 100% of parents feel that their feedback is valued. The most significant change to our LCAP is to focus on building our dual enrollment program, now in only our second year of our partnership with LBCC. We've add actions and metrics to flesh out this strategic integration.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	IVA High Supports Student Learning and Achievement with an Intellectual Virtues Model of Education.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central to our Mission, Vision, and Values is our belief that our students are best served providing them an Intellectual Virtues Model of Education. IVA High believes that by providing teachers and staff with instructional coaching and professional development, student surveys will show at least 80% agreement that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers and parent surveys will show at least 90% agreement that programs promotes deep thinking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% attendance at professional development.	90%			90%	
1.2	Implementation of Humanities courses.	100% implementation; 4 courses offered over 3 years			100% implementation; 4 courses offered over 3 years	
1.3	Chronic absenteeism	27.9%			15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	% agreement on student surveys that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers.	(1) 100% (2) 95% (3) 95% (4) 92%			(1) 100% (2) 95% (3) 95% (4) 92%	
1.5	% agreement on staff surveys that programs promotes deep thinking.	100%			100%	
1.6	% agreement on parent surveys that programs promotes deep thinking.	100%			100%	
1.7	% satisfaction on staff surveys with professional development effectiveness.	100%			100%	
1.8	ADA %	87%			90%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaching	Instructional coaching will be lead by Associate Director of Instruction with an emphasis on fidelity to the Intellectual Virtues Education Model. Coaching will include observation, meeting, and refinement cycles for each teacher.	$19,400.00	No
1.2	Professional Development	IVA High will provide numerous opportunities for professional development, including a five-day seminar for all staff during the summer, three full-day PDs during the school year, and weekly meetings for at least an hour.	$51,500.00	
1.3	Student Support Attendance Interventions	Implement a high-quality attendance intervention program. Our counselor is the program coordinator (20%) supported by our Student Support Clerk (20%) and Office Manager (10%). This program is supervised by our Head of School (10%). LCFF funds are duplicate costs with Goal 3.	$40,662.00	No
1.4	Office Support of Teachers/Classrooms	VA High will provide a high functioning office to help facilitate support for teachers and student learning.	$179,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IVA High Will Ensure Excellent Teachers in Every Classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research demonstrates that teachers are the single, most significant in-school factor for student learning growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are appropriately assigned and fully credentialed where required.	100%			100%	
2.2	% of students with access to standards-aligned instructional materials for use at home and at school	100%			100%	
2.3	Students surveys demonstrate that students consider their	95%			95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teachers to be of "high quality."					
2.4	Parent surveys using NCES survey items show "strong" satisfaction with quality of teaching.	100% satisfaction; 80% strongly so			100% satisfaction; 80% strongly so	
2.5	Faculty percentile on student survey using MET research-based questions	100% lower threshold; 37.5% higher threshold			100% lower threshold; 37.5% higher threshold	
2.6	% of Staff overall satisfied with working at IVA High.	100%			100%	
2.7	Teacher retention from prior year.	80%			85%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	High Quality Instruction.	Students at IVA High will receive instruction from appropriately assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.	$557,000.00	No
2.2	High Quality Educational Support Personnel	IVA High will provide highly-qualified educational support personnel (SPED Instructor, Academic Support Coordinator (Title I), SPED Administrator, and other paraprofessional support) to implement differentiation based on student need, including placement in intervention support classes (ELD and ELA/Math), credit recovery/remediation and other academic supports, through continuous monitoring of instruction and student achievement data.	$176,400.00	No
2.3	High Quality Teacher Support.	The Human Resources/Administrative Support Staff is dedicated to the recruitment and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of IVA High's diverse and unique community.	$95,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Teacher Recruitment.	IVA High will perform a robust teacher recruitment campaign led by the Founding Director. IVA High will utilize Edjoin.org among various other job search websites, and employ a robust screening and interviewing protocol to ensure that the best candidates choose IVA High.	$16,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	IVA High Will Prepare Students for College and Career	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal recognizes that a high school has a purpose beyond the four-years of a students' life, it is also preparation and growth towards our students' following phase of college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students enrolled in an UC “a-g” required course curriculum, and students successful completion of the entire required curriculum.	95% enrolled; 32% completed at IVA High; 51% completed locally			97% enrolled; 51% completed	
3.2	NWEA MAP percentile growth rates in ELA and Math for all students	6 percentile points mean average growth above national average			above national average	
3.3	Science state tests demonstrate growth in proficiency above local/state median	NA, no growth metrics have been released by state yet			above state average	
3.4	Drop out rates for all students and all	11% locally; 0% at IVA High			Half local average	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	numerically significant subgroups					
3.5	Graduation rates for all students and all numerically significant subgroups	83% locally; 85% at IVA High for all, 80%+ for each subgroup			90%; 85%+ for each subgroup	
3.6	EL making progress	44% locally			50%	
3.7	% of students enrolled in a broad course of study	100%			100%	
3.8	Duel enrollment; Course completion rate in dual enrolled courses	3% enrolled locally; 25% at IVA High. 56% completion locally; 86% at IVA High			40% enrolled; 92% completion	
3.9	College and Career ready	13% locally; 5% at IVA High			5% above local average	
3.10	% of graduates enrolled in college within 12 months	33% locally; 53% at IVA High			10% higher than local averag	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Supports	IVA High will provide a robust academic support plan staffed by teachers that may include an intervention period, office hours, or study hall. Our Counselor supervises and coordinates this program using Title I funds.	$35,450.00	No
3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support	A licensed counselor and credentialed guidance counselor will serve as IVA High's college counselor and, more generally, coordinate student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students. Our counselor also provides social-emotional support, such as mental heath services as an LMFT. The counselor will be supported by an administrator (20%) with a counseling credential and a Student Support Clerk.	$140,400.00	Yes
3.3	EL Intervention Supports	A credentialed teacher will be our English Learner Coordinator, supported by our Head of School. The Coordinator will ensure progress is being made by our EL population by providing academic counselor, testing, and ensuring the right instructional practices are in place. They will provide effective materials, and appropriate and timely assessments in a safe and caring environment.	$5,500.00	Yes
3.4	Socio-Economic Intervention Supports	We will provide a comprehensive economic support services coordinated by our Homeless Liaison at Tier III (5%) for our homeless families and by our Office Manager at Tier II for our non-homeless families with low income	$21,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(15%). Our Head of Schools, a credentialed counselor and LMFT, will oversee both Tiers of support (5%).		
3.5	Academic Tracking and Curriculum Support	IVA High will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth of our foster youth, low income, and EL students in order to inform instruction, identify academic supports needed, and ensure external growth targets are met annually. Furthermore, other academic software curriculum (Edmentum) will be purchased to provide academic and credit recovery supports.	$56,500.00	Yes
3.6	Technology Supports	IVA High will provide technology support and resources for instructional staff and students to provide curriculum facilitation, and continuously monitor student achievement through paper and online benchmark assessments.	$65,340.00	No
3.7	Classroom Materials	IVA High purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.	$13,500.00	No
3.8	Exposure to Enrichment Opportunities	IVA High will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.	$199,000.00	No
3.9	Dual Enrollment Program	Partnering with Long Beach Community College to provide college credits while enrolled at IVA High. We guide students through the process of enrollment, course selection, and how to utilize community college provided resources like college counseling. At the same time, we provide	$48,800.00	No

Action #	Title	Description	Total Funds	Contributing
		academic and other support for our students. For college courses provided on our campus, we also provide an in classroom support, ideally a credentialed teacher.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	IVA High Will Foster a Sense of Community by Providing a Safe, Supportive, Thoughtful, and Caring School Environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central to our IVEM is the tenant that learning cannot be disentangled from socio-emotional and cultural considerations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rates for all students and all numerically significant subgroups	1.7%			Less than local average	
4.2	Expulsion rates for all students and all numerically significant subgroups	0%			0%	
4.3	Based on NCES survey item, % parents express overall satisfaction with program.	100%			Above charter school average of 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Student, parents, teacher surveys % connectedness/caring relationships with others.	Students: 92% Parents: 98% Staff: 100%			Above local, state, and national average.	
4.5	Student, parent, and teacher surveys % sense of safety.	Students: 85% Parents: 98% Staff: 100%			Above local, state, and national average.	
4.6	% student participation in club/after-school enrichment activity.	85%			90%	
4.7	% Family participation in at least one school organized event.	96%			Above charter school average.	
4.8	Based on NCES survey item, % parents are overall satisfied with school communications.	100%			Above charter school average of 91%.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Restorative Practices.	Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. This will be overseen by our Head of School.	$21,800.00	No
4.2	Communications.	IVA High's outreach/family coordinator will maintain high quality bilingual communications, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, IVA High operates an updated and information rich website, complete with access to SIS so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.	$26,900.00	No
4.3	Integrative Enrichment Activities	IVA High will provide clubs/sports at lunch and after school to build friendships and cohesive school culture. Additionally, field trips will be provided that are based on socio-emotional development.	$10,700.00	No
4.4	Student-Led Conferences	Advisors, students, families meet at least once a year (primarily in the fall) to discuss academic, behavioral, and socio-emotional growth of the student and elicit feedback on what IVA High can provide to support the student to meet their goals. These conferences are further supported by once a week advisories.	$33,100.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$182173	$12,460

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
15.227%	0.000%	$0.00	15.227%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Academic Tracking and Curriculum Support **Need:** Academic tracking to ensure learning growth. **Scope:**	All students need academic tracking (per the metrics discussed above) per state requirements.	% of students tested.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support **Need:** Non academic supports. **Scope:** Limited to Unduplicated Student Group(s)	Providing trained staff member to provide this support directly, see description.	College and Career readiness, graduation and drop-out rates, social emotional survey results.
3.3	**Action:** EL Intervention Supports **Need:** EL language assistance **Scope:** Limited to Unduplicated Student Group(s)	Designated learning time.	ELCAP reclassification results; verified data of EL learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Socio-Economic Intervention Supports **Need:** Wrap around service supports, including economic supports, for low income students. **Scope:** Limited to Unduplicated Student Group(s)	Staffing to provide wrap-around services are directed to provide these exact supports.	Surveys, attendance, drop out rates, chronic absenteeism.

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Additional funding allows us to hire two counselors at 100 students for a 50:1 student to counselor ratio, which is over 10 times the state average.
Staff-to-student ratio of certificated staff providing direct services to students	NA	We have a full-time office manager which provides economic support, and for 100 students, the ratio of student-to-office manager is likely far higher than typically found at a school.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1196417	182173	15.227%	0.000%	15.227%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,814,852.00	$0.00	$0.00	$0.00	$1,814,852.00	$1,700,712.00	$114,140.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaching	All Students with Disabilities	No			All Schools	All year	$19,400.00	$0.00	$19,400.00	$0.00	$0.00	$0.00	$19,400.00	0
1	1.2	Professional Development					All Schools	All year	$51,500.00	$0.00	$51,500.00				$51,500.00	0
1	1.3	Student Support Attendance Interventions	All Students with Disabilities	No			All Schools	All year	$40,662.00	$0.00	$40,662.00				$40,662.00	0
1	1.4	Office Support of Teachers/Classrooms	All Students with Disabilities	No			All Schools	All year	$179,000.00	$0.00	$179,000.00				$179,000.00	0
2	2.1	High Quality Instruction.	All Students with Disabilities	No			All Schools	All year	$557,000.00	$0.00	$557,000.00				$557,000.00	0
2	2.2	High Quality Educational Support Personnel	All Students with Disabilities	No			All Schools	All year	$176,400.00	$0.00	$176,400.00				$176,400.00	0
2	2.3	High Quality Teacher Support.	All Students with Disabilities	No			All Schools	All year	$95,400.00	$0.00	$95,400.00				$95,400.00	0
2	2.4	Teacher Recruitment.	All Students with Disabilities	No			All Schools	All year	$14,400.00	$2,200.00	$16,600.00				$16,600.00	0
3	3.1	Academic Supports	All	No			All Schools	All year	$35,450.00	$0.00	$35,450.00				$35,450.00	0
3	3.2	Non-Academic Supports: College & Career Readiness,	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	All year	$140,400.00	$0.00	$140,400.00				$140,400.00	7.7%

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
		Mental Health, and other Socio-Emotional Support			Student Group(s)	Low Income										
3	**3.3**	EL Intervention Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All year	$5,500.00	$0.00	$5,500.00				$5,500.00	0.3%
3	**3.4**	Socio-Economic Intervention Supports	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	All year	$21,900.00	$0.00	$21,900.00				$21,900.00	1.2%
3	**3.5**	Academic Tracking and Curriculum Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All year	$56,500.00	$0.00	$56,500.00				$56,500.00	3.1%
3	**3.6**	Technology Supports	All	No			All Schools	All year	$0.00	$65,340.00	$65,340.00				$65,340.00	0
3	**3.7**	Classroom Materials	All	No			All Schools	All year	$0.00	$13,500.00	$13,500.00				$13,500.00	0
3	**3.8**	Exposure to Enrichment Opportunities	All Students with Disabilities	No			All Schools	All year	$190,500.00	$8,500.00	$199,000.00				$199,000.00	0
3	**3.9**	Dual Enrollment Program	All Students with Disabilities	No			All Schools	All year	$48,800.00	$0.00	$48,800.00				$48,800.00	0
4	**4.1**	Restorative Practices.	All	No			All Schools	All year	$21,800.00	$0.00	$21,800.00				$21,800.00	0
4	**4.2**	Communications.	All	No			All Schools	All year	$12,800.00	$14,100.00	$26,900.00				$26,900.00	0
4	**4.3**	Integrative Enrichment Activities	All	No			All Schools	All year	$2,000.00	$8,700.00	$10,700.00				$10,700.00	0
4	**4.4**	Student-Led Conferences	All	No			All Schools	All year	$31,300.00	$1,800.00	$33,100.00				$33,100.00	0

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

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1196417	182173	15.227%	0.000%	15.227%	$224,300.00	12.300%	31.048 %	**Total:**	$224,300.00
								LEA-wide Total:	$0.00
								Limited Total:	$167,800.00
								Schoolwide Total:	$56,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Coaching				All Schools	$19,400.00	0
1	**1.2**	Professional Development				All Schools	$51,500.00	0
1	**1.3**	Student Support Attendance Interventions				All Schools	$40,662.00	0
1	**1.4**	Office Support of Teachers/Classrooms				All Schools	$179,000.00	0
2	**2.1**	High Quality Instruction.				All Schools	$557,000.00	0
2	**2.2**	High Quality Educational Support Personnel				All Schools	$176,400.00	0
2	**2.3**	High Quality Teacher Support.				All Schools	$95,400.00	0
2	**2.4**	Teacher Recruitment.				All Schools	$16,600.00	0
3	**3.1**	Academic Supports				All Schools	$35,450.00	0
3	**3.2**	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$140,400.00	7.7%

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 (%)
3	3.3	EL Intervention Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,500.00	0.3%
3	3.4	Socio-Economic Intervention Supports	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$21,900.00	1.2%
3	3.5	Academic Tracking and Curriculum Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$56,500.00	3.1%
3	3.6	Technology Supports				All Schools	$65,340.00	0
3	3.7	Classroom Materials				All Schools	$13,500.00	0
3	3.8	Exposure to Enrichment Opportunities				All Schools	$199,000.00	0
3	3.9	Dual Enrollment Program				All Schools	$48,800.00	0
4	4.1	Restorative Practices.				All Schools	$21,800.00	0
4	4.2	Communications.				All Schools	$26,900.00	0
4	4.3	Integrative Enrichment Activities				All Schools	$10,700.00	0
4	4.4	Student-Led Conferences				All Schools	$33,100.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,265,793.00	$1,255,868.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Coaching	No	$46,792.00	$36,800
1	**1.2**	Professional Development	No	$72,330.00	$64,111
1	**1.3**	Student Support Attendance Interventions	No	$37,650.00	$30,000
1	**1.4**	Office Support of Teachers/Classrooms	No	$145,255.00	$163,000
2	**2.1**	High Quality Instruction.	No	$398,341.00	$451,702
2	**2.2**	High Quality Educational Support Personnel	No	$97,454.00	$103,300
2	**2.3**	High Quality Teacher Support.	No	$80,030.00	$54,000
2	**2.4**	Teacher Recruitment.	No	$18,672.00	$18,672
2	**2.5**	Student Information System	No	$5,275.00	$5,275
3	**3.1**	Academic Support Plan	No	$45,470.00	$31,200

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	Yes	$70,511.00	$90,000
3	3.3	EL Intervention Supports.	Yes	$8,894.00	$6,150
3	3.4	Socio-Economic Intervention Supports.	Yes	$55,111.00	$51,000
3	3.5	Foster Youth Supports.	Yes	$6,050.00	$3,840
3	3.6	Academic Tracking and Curriculum Support	No	$49,055.00	$16,100
3	3.7	Technology Supports.	No	$50,739.00	$62,580
3	3.8	Classroom Materials.	No	$10,120.00	$4,165
3	3.9	Exposure to Enrichment Opportunities.	No	$18,186.00	$24,117
4	4.1	Restorative Practices.	No	$13,431.00	$13,431
4	4.2	Communications.	No	$6,637.00	$6,155
4	4.3	Integrative Enrichment Activities.	No	$15,215.00	$7,040
4	4.4	Student-Led Conferences	No	$14,575.00	$13,230

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$144,619	$140,566.00	$150,990.00	($10,424.00)	12.200%	12.800%	0.600%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Non-Academic Supports: College & Career Readiness, Mental Health, and other Socio-Emotional Support.	Yes	$70,511.00	$90,000	6.2%	7.6%
3	3.3	EL Intervention Supports.	Yes	$8,894.00	$6,150	0.7%	0.5%
3	3.4	Socio-Economic Intervention Supports.	Yes	$55,111.00	$51,000	4.8%	4.4%
3	3.5	Foster Youth Supports.	Yes	$6,050.00	$3,840	0.5%	0.3%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,169,486	$144,619	0%	12.366%	$150,990.00	12.800%	25.711%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023